Edu4Impact - Adult Education Through Sport as a mean to Enhance Social Inclusion

3 Good practices from Romania

The project is co-funded by the Erasmus+ Programme of the European Union. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains

Co-funded by the European Union

Project nr: 2024-1-IT02-KA220-ADU-00025456

Case study title	**Move Together - Sport as a tool for the social inclusion of refugees**
Partner	Sorangeli
Context	The projects tackled the problem of the social exclusion of refugees as some Romanian never have contact with refugees. The participants were from Iran, Irak, Siria, Sudan, Palestina, Afganistan, Romania
Professionals involved	- Trainers from Terre des hommes România - Local sport clubs
Target group	Refugee women and also women from the host community. The project also targeted children
Country	Romania
SEL Skills	- Social-awareness: The ability to understand the perspectives of othes and to empathize with them, including those from diverse backgrounds, cultures, and contexts, such as the refugee women and children. This includes the abilities to feel compassion for others, to understand historical and social norms of behavior in different contexts, and to recognize the resources and support of family, school, and community. - Relationship skills: the ability to establish and maintain healthy and supportive relationships and to function effectively in environments with diverse individuals and groups. This includes the abilities to communicate clearly, listen attentively, cooperate, work collaboratively to solve problems and negotiate conflicts constructively, navigate environments with different social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. -Self-awareness and self-regulation: adults and children who practice sports have better capacity in recognizing and understanding their own emotions and control them.
Objectives of the case	The aim of the project was to train refugee women and those from the host community, from Bucharest and Constanța, in the Movement, Game and Sport methodology, developed by Terre des hommes Switzerland, so that they could then organize similar activities in their communities. The methodology uses games and sport for experiential learning, participation and the transfer of skills from adults to children, by providing psychosocial support. Objectives - improve the understanding, respect and tolerance between refugees and host communities, - reduce stigma and discrimination against refugees by the host community - contribute to better social inclusion and integration of refugees into Romanian society, through sport and related activities
Methodology	The Movement, Game and Sport methodology, developed by Terre des hommes Switzerland - 32 women with refugee status and from host communities, from Bucharest and Constanța, were trained in the Movement, Play and Sport (MJS) methodology. - The training sessions for each of the two groups of women lasted 10 days in total, in each of the two locations. - The first 6 days were for actual training in the MJS method. The following 4 days of coaching continued and strengthened the skills developed by the trainees during the initial training and were carried out in the presence of specialized trainers from Terre des hommes Romania, by organizing sports activities for children and young people. To this end, partnerships were established with local sports clubs in the two localities within the project. In the second half of 2018, local women's groups and MJS trainers organized two sports events each focused on fair play, non-discrimination, inclusion through play.

	Over 300 children, youth and adults, both from the foreign and refugee communities and Romanians, took part in these events. This type of activity facilitated mutual knowledge and the creation of closer ties between foreign and Romanian children, built bridges between the diverse communities now existing at the local level in Bucharest and Constanța, and helped to mutual knowledge and understanding between representatives of different ethnicities, different religions and different traditions.
Key Outcomes	- inscrease social inclusion and integration of refugee women - increase social ties between host community and refugee women - faciliated mutual knowledge - knowledge sharing from adult to children through sport
Challenges faced	The replicability of the project must be assed.
Lessons learned	-Importance of physical activity: Sports practice has been identified as a key factor in connecting people irrespective or age, culture or nationality. - Creating a safe context can improve knowledge and built ties between the most unexpected/distant of groups.
Feedback from participants	"I learned new games, how to be more active and accept others. It is interesting to learn about customs and traditions from countries like Syria, Sudan, Iran or Palestine and to discover that some games are practiced by children from all cultures," accordin to a participant.
Evaluation methods	Quantitative date and feedback from the participants.
Skills / competencies needed	- Intercultural skills: the ability to comprehend and adapt to different cultural situations and perspectives. -Communication skills: Ability to clearly communicate with members of other social groups, especially during the training activity. -Interpersonal skills: Ability to collaborate with colleagues and other professionals -Critical and analytical skills: Ability to critically analyze the results that emerge and to make connections between the data collected and existing theories on socio-emotional development and well-being. -Problem -solving skills : Ability to handle any obstacles during project implementation -Cultural and social awareness: Understanding of the social and cultural differences between the refugees and the hos community -Awareness-raising skills: Ability to design activities and campaigns to raise awareness about the benefits of physical activity and social inclusion.
Educational resources missing	-The lack of literature or project implementation documentation to explore the importance of sport activities in adult development and well-being; - Lack of literature on sport as a tool for social inclusion among refugees.
Use of technologies	None
Conclusion	- Role of Sports in Social Inclusion: The project successfully demonstrated that sports can serve as a powerful tool for social inclusion, fostering interactions between refugees and host communities. By engaging participants in shared physical activities, the program facilitated relationships across cultural and ethnic divides, enhancing mutual understanding and respect. - Capacity Building through Skills Transfer: Training refugee women and members of the host community in the Movement, Game, and Sport methodology empowered them to lead activities that promote social inclusion. This capacity building not only enriched their own skills but also ensured the sustainability of the initiative, as trained participants can continue to share knowledge and engage their communities in inclusive practices. - Creating Safe Spaces for Connection: The project highlighted the importance of establishing safe environments where individuals from diverse backgrounds can interact and share experiences. By organizing sports events and activities, it provided

	a platform for open communication and learning, ultimately breaking down stereotypes and reducing stigma associated with refugees.
References	https://www.tdh.ro/ro/move-together

Case study title	Unified Dance – as an Inclusive Strategy for Youth with Limited Abilities
Partner	Sorangeli
Context	People with disabilities are still lacking varied methods to promote social interaction and well being. Unified dance is an inclusive form of dance that brings together individuals with and without disabilities, promoting social interaction, creativity, and mutual understanding. This approach can emphasizes collaboration, allowing participants of all abilities to express themselves through movement while enhancing their physical, emotional, and social skills.
Professionals involved	- Coaches and association of coaches - Representatives of sport centers - Specialists from public and private institution in the field of special education
Target group	Different specialists from public and private institution in the field of special education. Young people with limited abilities, including individuals with mental disabilities, visual impairments, and hearing impairments.
Country	Romania
SEL Skills	-Self-awareness and self-regulation: unified dance can help the participants better regulate their emotions, feel constructive emotions and be self aware. - Social-awareness and Relationship skills can as well be developed as part of the unified dance, as they were encouraged to communicate better with each other, leadind to increased socialization and mental well being.
Objectives of the case	To develop a curriculum for unified dance that promotes inclusion and social interaction among youth with disabilities.
Methodology	Documentation on frameworks for dance inclusion, research on adapted dance, online surveys, and interviews.
Key Outcomes	Enhanced communication, socialization, and emotional well-being among participants through dance.
Challenges faced	Lack of specialists, traditions in adapted dance, resources, and interest from families.
Lessons learned	Dance serves as a therapeutic medium, facilitating social connections and personal growth among individuals with disabilities.
Feedback from participants	Participants expressed joy in dancing, improvement in social interactions, and personal satisfaction. Representatives of the NGO sector claimed that the participants had better social interactions with their peers and constructive emotions.
Evaluation methods	Surveys, interviews, and participant feedback were utilized to assess the effectiveness of programs.
Skills / competencies needed	Skills in adapted/inclusive dance teaching, social engagement, and emotional support techniques.
Educational resources missing	Specialists in adapted dance, materials, and training for inclusive practices.
Use of technologies	None
Conclusion	The approach to inclusion requires tailored support for individuals with disabilities, fostering their autonomy and participation in dance activities. It emphasizes the importance of collaboration among participants, families, and professionals for successful integration.
References	https://ec.europa.eu/programmes/erasmus-plus/project-result-content/542c4c67-3eae-4e7e-a053-97fb2b45d2a4/country%20report%20Romania.pdf

Case study title	EduSport for All - Transforming Rural Communities through Rugby
Partner	Sorangeli
Context	This program was launched in Romania, particularly in the rural regions of Suceava, to address social issues and improve the quality of life through rugby. The initiative aims to utilize sports as a means to promote education, social inclusion, and community development.
Professionals involved	Rugby coaches, educators, social workers, and volunteers
Target group	Sport teachers and coaches Children and young people
Country	Romania
SEL Skills	-Self-awareness and self-management: especially with the focus on discipline that was one of the main lessons the rugby coaches decided to focus on. - Relationship skills and responsible decision making can also be developed by all parties involved, for example in educating parents do encourage and involve their children in sport activities.
Objectives of the case	- To promote social inclusion and community cohesion through rugby. - To enhance the physical and emotional well-being of participants. - To develop essential life skills, including teamwork, respect, and discipline.
Methodology	- Organized rugby training sessions and workshops in schools. - Created a supportive environment encouraging participation from all children, regardless of physical ability. - Developed partnerships with local schools to facilitate the program. - Conducted regular events and matches to engage the community.
Key Outcomes	- Improved physical fitness and rugby skills among participants. - Enhanced social cohesion in communities through teamwork and collaboration. - Increased youth engagement in positive activities, leading to reduced delinquency. The project ended with a rugby tournament with 200 children as participants
Challenges faced	- Initial resistance from parents regarding the sport and its safety aspects. - Limited access to sports facilities and proper equipment in rural areas. - Difficulty in sustaining long-term engagement from participants.
Lessons learned	- Building trust within the community and with parents is vital for program acceptance and success. - Ensuring the involvement of local leaders and stakeholders can significantly enhance community support. - Adapting activities to suit the local culture and needs of students is essential for engagement.
Feedback from participants	Participants expressed that the program provided them with a sense of belonging, improved their self-esteem, and allowed them to learn new skills while having fun.
Evaluation methods	Regular monitoring of participants' progress through feedback sessions and informal assessments. Surveys to gauge participant interest and community impact.
Skills / competencies needed	Basic rugby coaching skills and an understanding of youth development principles. Ability to engage effectively with children and foster a positive learning environment.
Educational resources missing	There was a need for more training materials specific to coaching rugby in educational settings, particularly for new coaches working with rural youth.
Use of technologies	Online platforms were used for training resources and to share experiences and outcomes with a broader audience.
Conclusion	The EduSport for All initiative demonstrates the power of sports, particularly rugby, in fostering social and emotional development in rural communities. By focusing on inclusivity, participant engagement, and community involvement, the program has shown tangible benefits in improving the lives of young people.
References	https://www.teaudromania.com/gallery/edusport-for-all-2/ https://www.romaniapozitiva.ro/educatie/edusport-for-all-transformarea-prin-rugby-in-comunitatile-rurale-din-suceava/