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ABSTRACT

of a dissertation

for the award of the educational and scientific degree “Doctor”

**"EDUCATION THROUGH SPORTS OF MIGRANTS IN EUROPEAN
COUNTRIES"**

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INTRODUCTION

The under-representation of migrants in non-playing roles within sports organizations is a significant issue in Europe's broader challenge of social exclusion of migrants. The EUROSTAT (2017) reported that 20.7 million non-EU nationals lived in European Union (EU) countries as of 2016, accounting for 4.1% of the total EU population. The available statistical findings indicate a recrudescence in migrants' flows, highlighting significant barriers to be overcome for meaningful integration of newcomers within the labor market and at the societal level in more expansive terms.

The under-representation of migrants in positions of responsibility within sports clubs and associations is a significant contributor to the inequality that exists in migrant participation in sports as compared to that of nationals. According to a guide on good practice in the inclusion of migrants in and through sports, there is a noticeable lack of representation of migrants in sports, particularly in leadership roles and non-playing positions, presenting a significant challenge to their overall inclusion.

Developing methodological capacities among sports coaches and trainers who work with migrant populations is crucial to encourage greater involvement of migrants in sports entrepreneurship. One strategy that can address this step is the "Education through Sports" (ETS) methodology. ETS is a non-formal educational approach that works with sports and physical activities to develop key competencies of individuals and groups to contribute to personal development and sustainable social transformation.

The researcher, a doctoral candidate, has been working on implementing the ETS methodology since 2009.

He has implemented the ETS methodology in at least 25 European projects, including transcontinental projects like Inclusion through Sport. He started researching the methodology's outcomes in 2016 and, in 2017, began working on a very ambitious project, CPMES, where he wanted to apply the methodology to potential managers in the target group of migrants.

The IO4 (Intellectual Output 4) developed by Mine Vaganti NGO (MVNGO) aims to use for the project. MVNGO developed the questionnaires in collaboration with the project partners, and the output is the result of various research activities, including a literature review, field research, and focus groups. The IO4 highlights the potential of the ETS methodology to address the under-representation of migrants in sports entrepreneurship. It provides guidance for trainers and coaches on effectively using the methodology with this population.

In the three countries, namely: Bulgaria, Italy and Spain, Education through Sport (ETS) was used as a potentially impacting methodology to affect the development of Sport Manager Profiles in migrants, providing a solution to their under-representation in leadership roles within Sports organizations.

This methodology was also used as a new strategy to advance the management skills of sports managers, coaches, and trainers among migrants in their sports development programs.

This study was divided into 3 parts. The first part expounds on the theoretical foundations of the study by delving into a review of academic reflection on the concept and educational potential of ETS, exploring the characteristics and extant needs of the migrant audience of learners concerning academic reflection and available statistical evidence as well as summarizing the salient aspects of a wider justification of an ETS-based educational approach as suited to the needs of an audience of learners composed of migrants potential Sport Managers.

The second part discloses and details the methodological approach of the research, setting it in the wider frame of the theoretical frame the latter intends to establish through a tested experiment. This includes the setting of a working hypothesis and aim, the structure of the tasks, and the organization of work.

The third part was the analysis of the results of the experiment and the general conclusion of the study.

Results show that the acceptability and effectiveness of the ETS methodology during the training and evaluation of the implemented sports pro-grams among the participants is very high.

THEORETICAL FRAMEWORK OF THE PROBLEM

MIGRANTS

The International Organization for Migration (IOM) and the World Health Organization (WHO) define migrants as people who leave their usual residence, whether within a country or across an international border, for various reasons, either temporarily or permanently. Migrants can be classified as "settlers," "transit migrants," or "circular migrants." Migration encompasses any movement of people, regardless of length, composition, and causes, including migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification. Human migration is driven by several factors, such as exploring new lands, globalization, internal forces that create "push and pull" dynamics between states, and safety and threat.

The European Sport Inclusion Network (SPIN) applies the term "migrant" to diverse groups with different cultural, linguistic, religious, and social backgrounds. It does not provide any information as to a person's nationality. Sports have been increasingly popular as a mechanism to support the integration of migrants and asylum seekers. Sporting organizations, support organizations for migrants and asylum seekers, local community organizations, or representative bodies for particular sports have organized and run a range of initiatives and programs across the member states. Sport represents a 'universal language' that transcends social, cultural, and national boundaries, providing a unique way of bringing new arrivals and their host communities together.

For this study, migrants are defined as persons moving into foreign countries, specifically in European Union countries, either temporarily or permanently, to seek a better quality of living. Foreigners with different cultural, linguistic, religious, and social backgrounds seeking economic opportunities in EU countries through sports, such as players, coaches, trainers, or managers, are further delimited.

The flow of football-related careers into England suggests that opportunities and migration decisions are based on the interest and opportunity that the host country can provide individuals rather than on monetary compensation.

The presence of an international elite in specific areas of Europe willing to provide numerous opportunities and career rewards for those willing to relocate geographically is evidenced by the gradual and consistent migration of foreign talents in football.

MIGRANTS INTEGRATION

The EU has seen an evolving paradigm of migrant labor over the past decade, with migrants becoming less marginalized and their origins becoming more diverse. However, an emerging trend of refugees from neighboring countries has led to a migrant crisis. Migrants who relocate for career advancement often experience difficulty reviving their vocation, and commitment and loyalty to the host country are important to employers.

The employment rate for non-EU citizens is lower than for EU citizens, and they are under-represented in many economic sectors. Integration into the host community is important, and sports can be used to build community capacity and promote community-level health. Education through sports can be used as a methodology to bridge the gap experienced by both the host community and the migrants whose cultural background and social orientation are different, resulting in observed under-rated treatment to the latter.

Overall, statistics show consistent disparities between migrants and locals in access to employability opportunities, with higher rates of poverty and social exclusion for migrants.

Migrant youths are structurally excluded from the labor market, and they are more likely to be NEETs than youths without a migrant background.

SPORTS CAREER AS A MOTIVATION FOR MIGRATION

The movement of individuals and social groups between societies, known as migration, has become a critical component of career development for transnational athletes, coaches, managers, and referees in sports. In response, Ryba and Stambulova proposed the term "transnational athletes" to describe individuals who construct careers across borders, shaping athletic and non-athletic developments through their transnational practices. Sport migration is critical for developing effective sports policies, customizing training programs, and implementing successful adaptation strategies.

Studies on sport migration have identified various types of migrants, including pioneers, settlers, mercenaries, cosmopolitans, and returnees, and newer types such as ambitionists, exiles, and expelled.

Coaches are also migrating for higher-income, longer-term contracts, responsibility for personnel, and proficiency in the target language. Distance, poor reputation, and career prospects can decrease the likelihood of coaches migrating. The most significant opportunity for increasing coaching participation is to reach out to less acculturated immigrants and assist them in feeling at ease and valued within their adopted country's youth-sport systems.

The primary concern for career-oriented coaches is their inability to obtain coaching positions at the level they are qualified for. Additionally, higher income is a significant attractor of emigration, while having school-aged children and being a former high-performance athlete were significant retainers.

Increased income and a permanent contract were significant pull factors, whereas a sports science degree was a push factor. The findings suggest that developing a favorable environment for coaches and offering desirable incentives is critical for the success of elite sports coaches in the German sports system.

GLOBALIZATION AND SPORT

Globalization has had a significant impact on sports, including an increase in the number of foreign athletes playing in various leagues worldwide. However, this influx has also led to conflicts in the athlete-coach relationship and the potential harm to local sports industries. The commercialization of sports has also led to labor outsourcing, with migrant and immigrant athletes making up a significant portion of sports labor forces.

Sports have the potential to promote inclusion and social cohesion among diverse nationalities and cultures. However, there is still a need for conformity to dominant structures in sports and recreational organizations. The concept of transnationalism, which allows migrants to exercise their rights and interests in their home and migrated countries, has also affected sports globally. Researchers have investigated how culturally and linguistically diverse migrants integrate into their host countries through sports and physical activity participation.

In summary, the impact of globalization on sports is complex and multifaceted, with both positive and negative implications. Policymakers and sports organizations need to consider the potential effects of globalization on athletes, coaches, and the sports industry as a whole.

SPORTS MIGRATION AND CULTURE CAPITAL

The integration of migrants into a foreign country relies on developing new cultural capital that is in line with the host nation's culture.

Sport and physical activity can be a neutral ground for social interaction, allowing migrants to create and reproduce their cultural capital while bridging it with the host nation. However, commercializing sports and exercising political influence in promoting specific sports can skew integration outcomes. The alignment of origin and host country cultural capital is essential to capacitate migrants' agency better to participate in the sports available.

Female migrants' integration results from creating transformative cultural capital rather than a shared sporting habit. Sports clubs are ideal venues for bridging social capital between immigrants of various ethnic minorities. Still, they contribute only a tiny amount to bridging social capital divides between social classes and the immigrant–non-immigrant divide. Much research must be done to understand how migrants' cultural capital recreation would translate into other facets of social inclusion and integration, such as employment and education.

Chinese migrant coaches' learning in a high-performance coaching environment in Australia suggests that language skill development, culturally appropriate coaching practices, and enhancing athletes' training approaches are essential for foreign coaches working in globalized high-performance sports contexts. Sport has long been viewed as a methodological approach to developing immigrants' social capital, including voluntarism, citizenship, democracy, community well-being, trust, intercultural knowledge, and social networks.

CHALLENGES OF SPORT MIGRANTS IN HOST COUNTRIES

The European Union has a significant number of migrants, and many of them are classified as "essential workers." Migrants who move for sports, training, international assignments, and career opportunities face cultural transition and acculturative change issues affecting their health, athletic, and psychological well-being. Newly arrived sports migrants face more severe barriers than the general population, such as language barriers and social unease/isolation. Their sports and leisure activities appear severely restricted upon arrival.

Research on the challenges faced by migrating football athletes discovered that their move to a new country exposed them to various issues, including cold weather, food differences, language barriers, and alternative football styles. Immigrant recruitment into volunteer positions in sports is critical in Canada, given the growing demand for volunteers and the significant proportion of newcomers in the overall population.

Studies have shown that immigrant coaches have encountered significant difficulties in their host countries, such as language barriers, socialization, and visa restrictions.

The critical nature of supportive resources during a cultural transition period is highlighted, emphasizing the value of social support resources, reciprocal relationships, and coaching education programs that adequately prepare coaches for migration. Barriers to international sports participation, such as language barriers, a lack of time, and social connection deficits, limit the participation of athletes in recreational activities while stationed in foreign countries. It is essential to understand the implications of cultural transition and acculturative change on migrants' health, athletic, and psychological well-being.

SPORTS AS A TOOL FOR INTEGRATION

Sports has been recognized as a powerful tool for integrating immigrants in several European countries. It is believed that participation in sports helps bridge the divide between people of different ethnicities and demolish cultural and social barriers. Sports have also been effective in learning the host society's language, meeting new people, expanding social networks, and providing an escape from oppressive situations. Sports participation is also believed to assist culturally and linguistically diverse migrants in integrating by acquiring cultural capital valued in their home and destination countries.

The social identity theory suggests that individuals naturally tend to form friendships with members of their in-group who share similar cultural perspectives. The acculturation/assimilation process establishes a framework for assessing how well immigrants fit into their new country and is related to physical activity participation rates across ethnic groups. Studies have shown that immigrants with a higher level of education and a better grasp of the English language experience less stress during acclimatization.

Acculturation is a continuous process in contexts of cultural contact between culturally diverse groups in a globalized mobile society. The relationship between sport and belonging has been examined, and it has been concluded that sport and leisure participation significantly impact immigrants' settlement and adaptation processes. Immigrants may need to familiarize themselves with certain sports and recreational activities in their new country, which can impede participation in sports and physical activities.

Sports participation has been identified as a significant socializing factor. It is regarded as an ideal setting for developing social and moral values. Hatzigeorgiadis's review of literature on sports' integrative role found that sports can foster interaction

between people from diverse cultural backgrounds while also assisting individuals in maintaining ties to their cultural groups. However, there is also evidence that participation in sports may accentuate cultural differences, eliciting tensions. Sporting clubs are critical in integrating refugees into their host communities, and a coach's, volunteer's, or manager's approach to facilitating refugee integration is vital.

In conclusion, sports participation has proven to be an effective tool for integration. Immigrants benefit from participating in sports to acquire cultural capital and socialize with people from diverse cultural backgrounds. However, cultural differences and tensions may arise, so cautiously approaching sports' integrative role is essential. Sporting clubs have a critical role in integrating refugees into their host communities, and the approach of coaches, volunteers, or managers in facilitating refugee integration is vital.

EDUCATION THROUGH SPORTS AS A METHODOLOGICAL APPROACH TO MIGRANTS' MANAGEMENT SKILLS DEVELOPMENT

The role of sports in education is gaining increasing attention, particularly concerning managing and developing the skills of migrant populations. European coaches have been identified as key players in this process, with studies indicating a need for education and training to help them better understand and manage the challenges of working with diverse groups of athletes. In Asia, a developmental approach to sports is gaining momentum, focusing on using sports to promote physical and social well-being, intergroup conflict resolution, infrastructure development, health promotion, and economic growth.

Continuing professional development (CPD) for sports coaches has been identified as an essential factor in promoting effective education through sports. Effective CPD programs should encourage coaches to develop self-regulated learning skills while prioritizing the development of coaches who can make informed decisions about their own learning needs.

In the United Kingdom, there is a need for a more coherent professional development model for coaching personnel, with coaches expressing a lack of value for CPD due to a perceived lack of relevance to their development needs.

Finally, there is a general trend towards sectoralization in the academic literature on the educational use of sports, focusing on specific targets, dimensions, and contexts. This fragmented approach highlights the difficulty of defining *education through sport* as a general educational compound between sport and education that applies to a cross-sectional rather than sectorial audience and across diverse settings. The earliest formulations of "Education through Sport" date back to American scholarship in the 1940s, specifically concerning integrating new curricula of modern physical education into school settings.

THEORETICAL FOUNDATIONS BEHIND THE IMPLEMENTATION OF ETS

Experiential learning is an effective way to learn and create knowledge through grasping and transforming experiences. This theory works in four stages: concrete learning, reflective observation, abstract conceptualization, and active experimentation. Individuals with different learning styles can approach learning in a manner that suits their preferred method. These learning styles include Diverging, Assimilating, Converging, and Accommodating. One benefit of experiential learning is that it can encourage self-teaching and is helpful in a world where most knowledge is available through the Internet.

An example of the benefits of experiential learning can be seen in sports, where young athletes are coached to improve in their respective sports. The coach verbally describes how to do a technique, then demonstrates it, and provides constant and immediate feedback while the athletes try to replicate the activity. After practice, the coach discusses how the athletes performed and emphasizes self-improvement and

practicing to learn independently. This initial necessity of practicing inculcates a habit of self-learning.

Trainers can create opportunities for trainees to have experiences based on what they are learning about and help create environments where their clients can learn and have experiences simultaneously. Effective learning is seen as the learner going through the experiential learning cycle, and they can enter the process at any time. It is important to note that everyone requires exposure to different types of learning styles to some extent.

CHAPTER II

RESEARCH DESIGN

II.1 HYPOTHESES

Migrants or foreigners and transnational sports managers, coaches, and trainers are an integral part of the workforce of any sports-related activities. One notable problem is that most foreign sports specialists, particularly non-EU citizens, and those born outside the EU, are not handling key functions in sport management such as coaching and training.

With this framework, the following hypotheses were formulated: 1. There is a significant difference in the Level of Knowledge and Skills of Migrants in the Three Countries Bulgaria, Italy, and Spain in Terms of Pres-Assessment Evaluation and Post-Assessment Evaluation; 2. There is a significant difference in the Trainers' Expertise in the Three Countries Bulgaria, Italy, and Spain; and 3. There is a significant difference in the level of Knowledge and Skills of Migrants in the pre-Assessment Evaluation and Post-Assessment Evaluation.

II.2 PURPOSE and OBJECTIVES of the RESEARCH

Anchored on these hypotheses, the purpose of the research is aimed at developing and evaluating the effectiveness of training for developing managerial skills based on the principles of "Education through Sport."

The following are the objectives of the study:

1. Determine and compare the level of knowledge and skills of the migrants' potential sports managers in the three countries Bulgaria, Italy, and Spain in the pre-assessment evaluation;

2. Determine and compare the level of knowledge and skills of the migrants' potential sports managers in the three countries Bulgaria, Italy, and Spain after the introduction of the Education Through Sport-based instructional program as reflected in the Post-Assessment Evaluation;

3. Determine and compare the significant difference in the trainers' expertise in the three countries Bulgaria, Italy, and Spain after the introduction of the Education Through Sport-Based Instructional Program;

4. Determine the significant difference in the level of knowledge and skills of the migrant's potential sports managers in the three countries Bulgaria, Italy, and Spain in terms of: Pre-assessment evaluation; and Post-assessment evaluation; and

5. Determine the significant difference in the level of knowledge and skills of the migrant's potential sports managers in the pre-assessment evaluation and post assessment evaluation.

II.3 SUBJECT and OBJECT of the RESEARCH

The subject of the study is the impact of experiential learning methods in education through sports on sports professionals' managerial skills improvement. These skills include the skills on administration and human resource management in sport, coaching and mentoring, digital skills for sports managers, management of sports events, financial sustainability strategies and mechanisms for support organizations, marketing communication in the field of sport and good governance.

Migrants in Bulgaria (25), Italy (25), and Spain (25) were selected to participate in this study. They were either sports managers, coaches or trainers aged between 19 to 45 years old, either male or female. The sports professional has 1-3 years, 4 – 6 years, 7 – 9 years and more than 10 years of experiences.

They were selected based on their interest in working in the development of sports manager profile, competence, and previous experience in the field of sports. They were assessed through specific application forms filled in by them.

On the other hand, six (6) local sports panels in the three (3) countries involved were also chosen as trainers. They were working either as sports professional, professor in the field of sports, education sports curriculum specialist, coaches, trainers, and sports manager.

These sports panel were selected through an open call application released and sent through their own websites and social media accounts. Their selection was based on motivation in the field of sports and career as assessed through the application form filled in by them.

All the participants (migrants and sports panels) were instructed regarding the procedures that they will undergo and the risk and benefits in doing this program. They were assured that they will have the protection from exploitation, and that the data derived from them will not be used against them. They were also assured the right to self-determination to voluntarily decide whether they approved to participate in the study or not.

The researcher also made sure that no discrimination on both sides occurred throughout the whole process of the program. Finally, the researcher assured that there is confidentiality agreed by both parties in every data attained, and that every agreement made between the respondents and the re-searcher have been respected and fulfilled.

II.4 RESEARCH METHODOLOGY

The use of intervention through the ETS program determined the migrants' knowledge and skills improvement. In this study, the quasi-experimental research design was utilized. In the same way, experiential learning was adapted in improving the sports skills of the sports professionals in the selected European countries. The practice of their sports was used to quantify their level of sports skills.

In the theoretical foundation of the study, the questionnaire was developed based on the needs assessment result conducted anchored in the Education through Sports framework. It was submitted to the panel of experts for content validation. Comments and suggestions for improvements were integrated into the final output.

To determine the reliability of the instrument, a pilot test was conducted among 25 potential sports managers who were not part of the study. A Cronbach's alpha test was used to see if multiple-question and Likert scale surveys are reliable. Furthermore, Cronbach's alpha test was used to assess the internal consistency of a questionnaire (or survey) that is made up of multiple Likert-type scales and items. Cronbach's alpha value of 0.75 indicates that the internal consistency of the research instrument is within the range $0.70 \leq \alpha \leq 0.80$ with an equivalent description of "Acceptable".

II.5 MATHEMATICAL-STATISTICAL DATA PROCESSING

In the process of analyzing and interpreting the data, computation of means and standard deviations were used. The mean was used to determine the level of knowledge and skills using the 5 point Likert scale and the following qualitative descriptors; 1.00 – 1.49 (strongly disagree or SD); 1.50 – 2.49 (disagree or D); 2.50 – 3.49 (neither nor disagree or ND); 3.50 – 4.49 (agree or A); and 4.50 – 5.00 (strongly agree or SA). The standard deviation allows researchers to see how responses are widely dispersed or spread out about the mean.

Hence, this descriptive measure was used to determine the variations of the responses of the respondents from the three countries in each domain and item.

In the quasi- experimental part, the One-group Pre-Test-Post-Test was employed, where there is only one group, given a pre-test, a treatment and a post-test. Tests on assessing normality namely, the Kolmogorov–Smirnov test and the Shapiro–Wilk test using SPSS were conducted to ensure that the data are normally distributed permitting the researcher to make use of parametric tests such as t-test for dependent samples (paired experiment) and Analysis of Variance (ANOVA).

For the significant difference in the level of knowledge and skills of the migrant's potential sports managers in Bulgaria, Italy and Spain in the Pretest and Posttest, paired sample T-test was used. Likewise, ANOVA was used to determine the significant difference among the migrants' overall knowledge and skills as potential sports managers. The Statistical Package for Social Sciences (SPSS) version 21 was used by the researcher in the computation and analysis of data gathered in the three (3) countries.

II.6 ORGANIZATION OF THE RESEARCH

A multifaceted approach was utilized in developing alternative programs that enhanced the essential skills of foreign nationals or migrants engaged in sports management. This study was divided into three parts.

The first part expounds on the theoretical foundations of the study by delving into a review of academic reflection on the concept and educational potential of ETS. The second part discloses and details the methodological approach of the research, setting it in the broader frame of the theoretical frame that the latter intends to establish through a tested experiment. It also includes the setting of a working hypothesis and aim, the structure of the tasks, and the work organization.

The third part was the analysis of the experiment's results and the study's general conclusion.

Before the conduct of the study, several activities were directed to make sure the steps and procedures, as well as the material or tools are properly in-placed. The activities were divided into three (3) phases.

Phase 1 Needs Analysis of Foreign Sport Managers, Coaches, and Trainers. When needs assessment was carried out, it is essential to solicit input from key stakeholders. The researcher gathered qualitative and quantitative data to explore the needs and problems of foreigners and/or migrant workers engaged in the field of Sport with emphasis on identifying the internal (i.e. skills-related) factors and external (context-related) factors restricting an increased representation in senior positions within the sports sector.

This stage also aimed to obtain the stakeholders' perceptions and experiences on the major issues surrounding the sports sector. Usually, the sports managers, trainers, and coaches have a clear impression of the issues and needs in the field of sport and can be a rich source of help and information. It also helped the researcher obtain relevant information in developing an appropriate and relevant program to enhance the essential skill of foreigners engaged in sports activities.

Phase 2 Development and Validation of Education through Sports Program. Based on the needs assessment result, the researcher developed a training format anchored in the Education through Sports framework. It identified and integrated a wide variety of knowledge and competencies in improving the condition and enhancing the skills of foreign sports specialists. The results of the needs analysis were carefully analyzed and integrated into the proposed program intervention.

The proposed content of the training program contained the six essential aspects of professional up skills of foreign sports specialists as mentioned in the literature review. Each module focused on the development of a specific dimension of a sports Manager's profile: 1) Administration and Human Resources; 2) Coaching and Mentoring; 3) Digital Skills for Sport Managers; 4) Management of Sports Events; 5) Marketing and Communication in the field of Sport; 5) Financial Sustainability strategies and mechanisms for Sports organizations; and 6) Good governance.

Prior to the initial stage of the experiment, a pilot study was conducted to ensure the success of the training program. The researcher also conducted one set of local pieces of training for each country. The three countries selected for this study are Italy, Bulgaria, and Spain. Each set of pilot training was participated by one sports educator and 5 local volunteers.

Phase 3 Implementation and Evaluation of Education through Sports Programs. In the third phase of this study, the training program was implemented in the three identified countries. The researcher partnered with different international and local sports organizations in identifying the participants.

The development of local capacities at the level of operators paved the way for a further phase of experimenting at the local level, in whose context the Sports Operators trained in the Piloting implemented a programme of Local Activities involving 25 migrants (age 18-40) in each partner country.

Participating migrants were selected through an open call for participants released by each cooperating organization in the research through their own Websites, Social Media accounts, and local/regional networks including NGOs, Sports Clubs and Associations, Employment Agencies, Public Authorities, Universities, and VET Providers working with an audience of migrants.

CHAPTER THREE

ANALYSIS OF RESULTS

III.1.1 Determine the level of knowledge and skills of the migrants in the three countries Bulgaria, Italy, and Spain in the Pre-Assessment Evaluation

Table 1. *Overall Level of Knowledge and Skills of the Migrants in the three countries (Bulgaria, Italy and Spain) as Reflected in Pre-Assessment Evaluation*

<i>Knowledge and Skills</i>	<i>Overall Mean Rating</i>		
	<i>Bulgaria</i>	<i>Italy</i>	<i>Spain</i>
<i>1. Administration and Human Resource Management in Sport</i>	<i>1.1282 (VL)</i>	<i>2.2556 (L)</i>	<i>2.2500 (L)</i>
<i>2. Coaching and Mentoring</i>	<i>1.6538 (L)</i>	<i>3.0556 (M)</i>	<i>2.6944 (M)</i>
<i>3. Digital Skills for Sport Managers</i>	<i>3.0128 (M)</i>	<i>3.4778 (M)</i>	<i>2.3056 (L)</i>
<i>4. Management of Sports Events</i>	<i>1.2436 (VL)</i>	<i>2.8444 (M)</i>	<i>1.2500 (VL)</i>
<i>5. Financial Sustainability Strategies and Mechanisms for Sport Organizations</i>	<i>1.5128 (L)</i>	<i>2.8667 (M)</i>	<i>1.2778 (VL)</i>
<i>6. Marketing and Communication in the Field of Sport</i>	<i>1.5872 (L)</i>	<i>3.2333 (M)</i>	<i>2.2083 (L)</i>
<i>7. Good Governance</i>	<i>1.6667 (L)</i>	<i>3.3056 (M)</i>	<i>1.4722 (VL)</i>

Scale: 1.00 – 1.49 (Very Low or VL); 1.50 – 2.49 (Low or L); 2.50 – 3.49 (Medium or M); 3.50 – 4.49 (High or H); and 4.50 – 5.00 (Very High or VH)

The mean level of knowledge and skills of the migrants' potential sports managers as reflected in their responses in items from A to G components using the Likert Scales Strongly Agree (SA) to Strongly Disagree (SD) have a corresponding interpretation ranging from a Very High (VH) and a Very Low (VL) Level of Knowledge and skills respectively.

Overall, respondents from Bulgaria in the study strongly disagreed (SD) that they are knowledgeable and skilled in 7 areas of assessments with a rating of very low (VL) in administration and human resource management in sport and management of sports events, (Mean: 1.1282).

In terms of coaching and officiating (Mean: 1.6538), financial sustainability strategies and mechanisms for sports organizations (Mean: 1.5128), marketing and communication in the field of sport and good governance (Mean: 1.5872), respondents rated their knowledge and skills low (L). But in terms of digital skills for sports managers (Mean: 3.0128), Bulgarian respondents give themselves a medium rating (M) or moderately knowledgeable rating.

It is interesting to note that the utter agreement on the lack of knowledge and skills of the respondents strengthens the need for training and interventions to prepare them to be actual sports managers in the future. The implication is that these migrants are encouraged to explore various learning methods and coaches are being challenged to create an environment that optimizes learning opportunities.

On the other hand, respondents from Italy gave a medium (M) or moderately knowledgeable rating in coaching and mentoring (Mean: 3.0556), digital skills for sports managers (Mean: 3.4778), management of sports events (Mean: 2.8444), financial sustainability strategies and mechanisms for sports organizations (Mean: 2.8667), and marketing and communication in the field of sport and good governance, (Mean: 3.2333). A low rating in the administration and human resource management in sport (Mean: 2.2556) was exhibited.

The results suggest that the respondents from Italy were moderately knowledgeable and skilled with regard to their mean rating. Nevertheless, the mean score among the 7 areas proved that the respondents need to be capacitated using the ETS methodology.

Lastly, respondents from Spain show a low rating (L) in the areas of administration and human resource management (Mean: 2.2500), digital skills for sports managers (Mean: 2.3056), and marketing and communication in the field of sports, (Mean: 2.2083).

In terms of management of sports events (Mean: 1.2500), financial sustainability strategies and mechanisms for sports organizations (Mean: 1.2778), and good governance (Mean: 1.4722), the respondents gave a very low (VL) evaluation of themselves. Interestingly, a medium or moderately knowledgeable rating (ML) was given in the area of coaching and mentoring, (Mean: 2.6944).

This implies that the respondents have limited knowledge and skills before the intervention program. The agreement on the migrants' lack of knowledge and skills expresses the need for training and interventions to prepare them to be actual sports managers in the future. Hence, education through sports as an intervention program can be a fitting platform to training these potential sports managers.

III.1.2 Determine and compare the level of knowledge and skills of the migrants in the three countries Bulgaria, Italy, and Spain after the introduction of the Education Through Sport-based Instructional Program

Table 2. *Overall Level of Knowledge and Skills of the Migrants in the three countries Bulgaria, Italy, and Spain After the Introduction of Education Through Sport-Based Instructional Program as reflected in the Post-Assessment Evaluation*

<i>Knowledge and Skills</i>	<i>Overall Mean Rate</i>		
	<i>Bulgaria</i>	<i>Italy</i>	<i>Spain</i>
<i>1. Administration and Human Resource Management in Sport</i>	4.1410 (H)	3.8556 (H)	4.0972 (H)
<i>2. Coaching and Mentoring</i>	3.8397 (H)	4.0389	3.8056
<i>3. Digital Skills for Sport Managers</i>	4.0385 (H)	4.5111 (VH)	3.8611 (H)
<i>4. Management of Sports Events</i>	3.8782 (H)	3.8500 (H)	3.6944 (H)
<i>5. Financial Sustainability Strategies and Mechanisms for Sport Organizations</i>	4.0385 (H)	4.3000 (H)	3.7500 (H)
<i>6. Marketing and Communication in the Field of Sport</i>	4.1795 (H)	4.2667 (H)	3.7222 (H)
<i>7. Good Governance</i>	3.8718 (H)	4.2389 (H)	3.7222 (H)
<i>Overall Mean</i>	3.974	4.1516	3.8075

Scale: 1.00 – 1.49 (Very Low or VL); 1.50 – 2.49 (Low or L); 2.50 – 3.49 (Medium or M); 3.50 – 4.49 (High or H); and 4.50 – 5.00 (Very High or VH)

The table presents the overall mean from Bulgaria (3.974), Italy (4.1516) and Spain (Mean; 3.8075), reflecting the improvement in the knowledge and skills of the

respondents in the three (3) countries. It can be inferred that all the respondents in the three (3) countries agree (A) that they have acquired the knowledge and skills in administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, management of sports events, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good governance. The Bulgarian, Italian and Spanish sports professionals acquired better knowledge and skills after the ETS program. This lead the researcher to conclude that the usage of the ETS program is an effective way of nurturing the capability of sports professionals in the three countries.

In Bulgaria, the table shows that the respondents agreed (A) of acquiring necessary knowledge and skills in the administration and human resource management in sport (Mean=4.1410), coaching and mentoring (Mean=3.8397), digital skills for sport managers (Mean=4.0385), management of sports events (Mean=3.8782), financial sustainability strategies and mechanisms for sport organizations (Mean=4.0385), marketing and communication in the field of sport (Mean=4.1795), and good governance, (Mean=3.8718).

Meanwhile, using the ETS program, the respondents from Italy agreed (A) of acquiring the necessary knowledge and skills for them to perform administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, management of sports events, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good governance, mostly within the range of 3.50 to 4.49.

The highest results were under the digital skills for sport managers with the mean of 4.5111, while the lowest, under the management of sports events with the mean of 3.8500. The overall mean score of 4.2389 shows that all the participants from

Italy have all agreed (A) that they have acquired knowledge and skills needed in becoming sports managers.

On the other hand, respondents from Spain agreed (A) of acquiring necessary knowledge and skills for them to perform administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, management of sports events, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good governance, mostly within the range of 3.50 to 4.49.

The highest results were under the administration and human resource management in sport with the mean of 4.0972, while the lowest is in the management of sports events with the mean of 3.6944. The overall mean score of 3.7222 shows that all the participants from Spain, just like in Bulgaria and Italy, have all agreed (A) they have acquired knowledge and skills needed for them to become potential sports managers. Therefore, migrants' knowledge and skills improved after the implementation of the ETS program.

As Edwards (2015) noted, community capacity building through sports is an important approach seen as a critical mechanism for supporting and promoting community capacity building. It is also an important practice for community development. Gleaning from this point of view, education through sports can be used as a methodology to bridge the gap experienced by both the host community and the migrants whose cultural background and social orientation are different on many accounts resulting in the observed under-rated treatment to the latter.

III.1.3 Determine and compare the significant difference in the trainers' expertise in the three countries Bulgaria, Italy, and Spain after the introduction of the Education Through Sport-Based Instructional Program;

Table 3. *Significant difference in the Trainers' Expertise in the three countries Bulgaria, Italy and Spain*

<i>Expertise of trainers</i>	<i>Country</i>	<i>Mean</i>	<i>SD</i>		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
<i>Expertise</i>	<i>Bulgaria</i>	<i>4.9615</i>	<i>.19612</i>	<i>Between Groups</i>	<i>10.140</i>	<i>2</i>	<i>5.070</i>	<i>14.426</i>	<i>0.00</i>
	<i>Italy</i>	<i>4.3667</i>	<i>.61495</i>	<i>Within Groups</i>	<i>22.845</i>	<i>65</i>	<i>351</i>		
	<i>Spain</i>	<i>3.9167</i>	<i>.99620</i>	<i>Total</i>	<i>32.985</i>	<i>67</i>			
	<i>Total</i>	<i>4.5147</i>	<i>.70165</i>						
<i>Clarity</i>	<i>Bulgaria</i>	<i>4.9231</i>	<i>.27175</i>	<i>Between Groups</i>	<i>15.550</i>	<i>2</i>	<i>7.775</i>	<i>18.062</i>	<i>0.00</i>
	<i>Italy</i>	<i>4.1333</i>	<i>.57135</i>	<i>Within Groups</i>	<i>27.979</i>	<i>65</i>	<i>430</i>		
	<i>Spain</i>	<i>3.6667</i>	<i>1.2309</i>	<i>Total</i>	<i>43.529</i>	<i>67</i>			
	<i>Total</i>	<i>4.3529</i>	<i>.80604</i>						
<i>Culturally</i>	<i>Bulgaria</i>	<i>4.9231</i>	<i>.27175</i>	<i>Between Groups</i>	<i>12.050</i>	<i>2</i>	<i>6.025</i>	<i>11.441</i>	<i>0.00</i>
	<i>Italy</i>	<i>4.1333</i>	<i>.7303</i>	<i>Within Groups</i>	<i>34.229</i>	<i>65</i>	<i>527</i>		
	<i>Spain</i>	<i>3.9167</i>	<i>1.2401</i>	<i>Total</i>	<i>46.279</i>	<i>67</i>			
	<i>Total</i>	<i>4.3971</i>	<i>.8311</i>						
<i>Time Management</i>	<i>Bulgaria</i>	<i>4.9231</i>	<i>.2717</i>	<i>Between Groups</i>	<i>7.422</i>	<i>2</i>	<i>3.711</i>	<i>8.752</i>	<i>0.00</i>
	<i>Italy</i>	<i>4.2000</i>	<i>.55086</i>	<i>Within Groups</i>	<i>27.563</i>	<i>65</i>	<i>.424</i>		

	<i>Spain</i>	<i>4.4167</i>	<i>.24011</i>	<i>Total</i>	<i>34.985</i>	<i>67</i>			
	<i>Total</i>	<i>4.5147</i>	<i>.72261</i>						
<i>Responsiveness</i>	<i>Bulgaria</i>	<i>4.9615</i>	<i>.19612</i>	<i>Between Groups</i>	<i>15.623</i>	<i>2</i>	<i>7.811</i>	<i>18.636</i>	<i>0.00</i>
	<i>Italy</i>	<i>4.5667</i>	<i>.56832</i>	<i>Within Groups</i>	<i>27.245</i>	<i>65</i>	<i>.419</i>		
	<i>Spain</i>	<i>3.5833</i>	<i>1.2401</i>	<i>Total</i>	<i>42.868</i>	<i>67</i>			
	<i>Total</i>	<i>4.5441</i>	<i>.79988</i>						
<i>Mean</i>	<i>Bulgaria</i>	<i>4.9385</i>	<i>.21740</i>	<i>Between Groups</i>	<i>10.686</i>	<i>2</i>	<i>5.343</i>	<i>24.135</i>	<i>0.00</i>
	<i>Italy</i>	<i>4.2800</i>	<i>.35076</i>	<i>Within Groups</i>	<i>14.390</i>	<i>65</i>	<i>.221</i>		
	<i>Spain</i>	<i>3.9000</i>	<i>.93614</i>	<i>Total</i>	<i>25.075</i>	<i>67</i>			
	<i>Total</i>	<i>4.4647</i>	<i>.61177</i>						

After their involvement in the training, trainers that delivered the ETS program in the three countries have gained and showed a very high (VH) and high (H) level of expertise, clarity, cultural, time management and responsiveness, resulting to the effective acquisition of knowledge and skills by the migrant-participants in the three countries.

On the other hand, this study found a significant difference (p: 0.00) between and among the trainers from three countries in the areas of expertise, clarity, culturally, time management and responsiveness.

Prior to this study, trainers or the sports operators involved do not have the learning outcomes embedded in the training format. Before they were sent to implement the ETS methodology to the migrants, they were involved first in the

local capacities that paved the way for them to acquire the necessary skills in facilitating training.

In this study, the trainers helped in creating opportunities for the migrant trainees to gain experiences based on the ETS methodology they learned about, and they helped to create environments where migrants learned and experienced new skills at the same time. These results lead the researcher to conclude that, indeed, there is a significant difference in the Trainers' Expertise in the three countries Bulgaria, Italy and Spain after their training and exposure to the ETS methodology.

The result of this study supports the idea of Kolb [1984] and MCleod [2017] about experiential learning. According to them, the best ways to learn things is by actually having experiences, and those experiences then stick out in the mind and help to retain information and remember facts. Thus, creating opportunities for trainees to have experiences based on the things they are learning about is key. In this study, they helped create environments where the participants learned and have experiences at the same time, contributing to the development skills and knowledge necessary for the re-skilling and up-skilling of the migrants as potential sports managers in their host countries.

The trainers helped in creating opportunities for the migrant trainees to gain experiences based on the ETS methodology they learned about, and they helped to create environments where migrants learned and experienced new skills at the same time.

As a result, the ETS affected the development of sport manager profiles on migrants, providing a solution to their under-representation in leadership roles within Sports organizations. This methodology should be continuously used as a new strategy to advance sports management skills among migrants not only in Bulgaria, Italy, and Spain, but in other parts of Europe as well.

III.2. Determine the significant difference in the level of knowledge and skills of the migrant’s potential sports managers in the three countries Bulgaria, Italy, and Spain in terms of: Pre-assessment evaluation; and Post-assessment evaluation;

Table 4. *Significant Difference in the Knowledge and Skills of the Migrants in Bulgaria, Italy, and Spain as Reflected in the Pre-Assessment and Post-Evaluation*

<i>Overall Knowledge and Skills</i>	<i>Country</i>	<i>Mean</i>	<i>SD</i>		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
<i>Overall Pretest</i>	<i>Bulgaria</i>	<i>1.6864</i>	<i>.1373</i>	<i>Between Groups</i>	<i>26.315</i>	<i>2</i>	<i>13.157</i>	<i>100.03</i>	<i>.000</i>
	<i>Italy</i>	<i>3.0056</i>	<i>.3719</i>	<i>Within Groups</i>	<i>8.549</i>	<i>65</i>	<i>.132</i>		
	<i>Spain</i>	<i>1.9345</i>	<i>.6080</i>	<i>Total</i>	<i>34.864</i>	<i>67</i>			
	<i>Total</i>	<i>2.3122</i>	<i>.7213</i>						
<i>Overall Post test</i>	<i>Bulgaria</i>	<i>3.998</i>	<i>.0743</i>	<i>Between Groups</i>	<i>1.063</i>	<i>2</i>	<i>.532</i>	<i>2.408</i>	<i>.098</i>
	<i>Italy</i>	<i>4.1516</i>	<i>.3175</i>	<i>Within Groups</i>	<i>14.35</i>	<i>65</i>	<i>.221</i>		
	<i>Spain</i>	<i>3.8075</i>	<i>1.013</i>	<i>Total</i>	<i>15.41</i>	<i>67</i>			
	<i>Total</i>	<i>4.0322</i>	<i>.4796</i>						

As shown in Table 4, there is a significant difference between and among respondent groups’ pretest results from the three countries, namely, Bulgaria, Italy and Spain in all areas of administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, management of sports events, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good governance at $p=0.000$.

The table also shows the comparable mean and standard deviations of the respondents from three countries namely Bulgaria, Italy, and Spain reflecting different results in the pretest to measure their knowledge and skills. In the table, the descriptive mean showed that Italian sports professional in the overall Pretest got the highest (mean=3.0056, sd=.3719) while the lowest was Bulgaria (mean=1.6864, sd=.1373).

Apparently, data showed significant difference in the overall knowledge and skills, $p=0.000$. Since the mean squares between groups at 13.157 is higher than the mean squares within groups at .132, the higher the F-value at 100.03, and the $p=0.000$, a significant difference in the overall pretest results of the three countries is reflected, which implies that before the inception of the ETS, all the sports professionals from Bulgaria, Italy and Spain have different perceptions of what level they have in terms of their knowledge and skills

Meanwhile, post evaluation results show a significant difference between and among respondent groups' post-test results from the three countries, namely, Bulgaria, Italy and Spain in all areas of administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good governance except management of sports events which is not significant at $p=0.684$.

The result from three countries, Bulgaria, Italy and Spain has a mean of 3.8782, 3.8500 and 3.6944 respectively within the range of 3.50 to 4.49 with the descriptor as agree. It can be inferred that in all learning areas, the three countries had varying rate of improvement but in the area of management of sports events, they had acquired the same rate of improvement.

The comparative assessment of the respondent groups' overall knowledge and skills as migrant sports professionals in overall pre-test and post-test results showed significant difference with $p=0.000$. Data showed significant improvement in the knowledge and skills of the sports professionals. In the paired differences, it revealed that pre-test result is lower than post-test results.

Also, the comparable mean and standard deviations of the respondents from three countries reflected different results in the posttest to measure the knowledge and skills. The mean squares between groups at 0.532 is higher than the mean squares within groups at 0.221, with the F-value of 2.408, thus the $p=0.098$ showing significant difference in the overall posttest results of the three countries.

Based on these data, participants from Bulgaria, Italy, and Spain have gained significant improvement in their knowledge and skills which was viewed as lacking prior to the implementation of the program. The result supports the researcher's statement of the working hypothesis that indeed, there is significant difference in the knowledge and skills of the migrants in the three (3) countries.

It can be concluded therefore, that after the intervention, the ETS as a methodology is an effective intervention program in enhancing the knowledge and skills of the migrant sports professionals as potential sports managers in all areas of administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, management of sports events, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good governance.

III.4. Determine the significant difference in the level of knowledge and skills of the migrant's potential sports managers in the pre-assessment evaluation and post-assessment evaluation.

Table 5. *Significant difference in the Level of Knowledge and Skills of the Migrants in the Pre-Assessment Evaluation and Post-Assessment Evaluation*

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Overall Pretest – Overall Posttest	-1.72003	.70323	.08528	-1.89025	1.54981	20.169	67	.000

As can be gleaned from table 5, the comparative assessment of the migrants' overall knowledge and skills as potential sports professionals in the overall pre-test and post-test results shows significant difference with $p=0.000$. It shows a significant difference in the level of knowledge and skills of migrants before and after implementation of the ETS methodology. It means that the ETS program as an intervention enhanced the knowledge and skills of migrants in Bulgaria, Italy, and Spain, contributing primarily on human development, empowerment, and integration into the host communities' social capital.

Edwards (2015) noted that community capacity building through sports is important. As cited by ISCA, capacity building in the form of ETS method helped in developing critical competencies in various facets of life through sport and physical activity.

As a pedagogical approach that utilizes sport and physical activity, and as a vehicle for disseminating a set of values to foster the development of specific competencies that can benefit various facets of life, the ETS program developed and implemented in this study confirms that the migrants-potential sports managers in Bulgaria, Italy, and Spain have acquired social, cultural, moral, and ethical competence.

It can be concluded therefore that the education through sports methodology is an effective intervention program in enhancing the knowledge and skills of the migrants in the three countries where the training program was conducted, helping them to upskill their sports manager's profile.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

IV. 1 CONCLUSIONS

As per results yielded by this study, the following **conclusions** were made:

1. Effecting greater participation of migrants in the position of responsibility within sports organizations is the development of the necessary methodological capacities through sport methods for them to be able to convey the varied set of entrepreneurial attitudes, skills and instruments composing the profile of a sports Manager. In this study, migrants from Bulgaria, Spain, and Italy showed improvement in the areas of administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, management of sports events, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good governance.

These areas are found to be absent or lacking among the participants prior to the intervention. The uncertainty of agreement on the lack of knowledge and skills of the respondents could be the result of their lack of confidence in what they perceived as needed in order to become potential sports managers, hence, the need for training and interventions will prepare them to be actual sports managers in the future with confidence;

2. Overall, using the ETS program as intervention, the respondents agree that they have acquired the knowledge and skills in administration and human resource management in sport, coaching and mentoring, digital skills for sport managers, management of sports events, financial sustainability strategies and mechanisms for sport organizations, marketing and communication in the field of sport and good

governance. As Edwards (2015) noted, community capacity building through sports is an important approach for supporting and promoting community capacity building, an important practice for community development.

Gleaning from this point of view, education through sports can be used as a methodology to bridge the gap experienced by both the host community and the migrants whose cultural background and social orientation are different on many accounts resulting in the observed under-rated treatment to the latter.

On the other hand, the trainers that delivered the ETS program in the three countries have gained and showed a high level of expertise, clarity, cultural, time management and responsiveness, resulting to the effective acquisition of knowledge and skills by the migrant-participants in the three countries.

Thus, creating opportunities for trainees to have experiences based on the things they are learning about is key. In this study, the trainers helped in creating opportunities for the migrant-trainees to gain experiences based on the ETS methodology they learned about, and they helped to create environments where migrants learned and experienced new skills at the same time;

3. The ETS affected the development of sport manager profiles on migrants, providing a solution to their under-representation in leadership roles within their sports organizations. It can be concluded therefore that the education through sports methodology is an effective intervention program in enhancing the knowledge and skills of the migrants in the three countries where the training program was conducted, helping them to upskill their sports manager's profile, that can be used in their employment opportunities; and

4. The Bulgarian, Italian and Spanish sports professionals acquired better knowledge and skills after the ETS program.

The comparative assessment of the migrants' overall knowledge and skills as potential sports professionals in the overall pre-test and post-test results shows significant difference with $p=0.000$. It means that there is a significant difference in the level of knowledge and skills of migrants before and after implementation of the ETS methodology.

This can suggest that the usage of the ETS program is an effective way of nurturing the capability of sports professionals in the three countries.

IV. 2. RECOMMENDATIONS

Having inferred the earlier conclusions, the researcher strongly recommends that the ETS methodology should be continuously used as a new strategy to advance sports management skills among migrants not only in Bulgaria, Italy, and Spain, but in other parts of Europe as well.

This methodology can also be used as a new strategy to advance the management skills of sports managers, coaches, and trainers among migrants in their sports development programs.

According to Levermore (2008), this approach is a powerful engine capable of propelling a variety of development initiatives, including human development (physical and psychological benefits); empowerment (often focusing on the ways in which sport can empower girls and women); and integration of social groups and the development of social capital.

Lastly, a follow up or similar study may be conducted for the further addressing of migrants' needs as potential sports managers.

PUBLICATIONS ON THE DISSERTATION TOPIC

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