

SPORTS FOR SOCIAL INCLUSION AND INTEGRATION

A TOOLKIT FOR LOCAL AUTHORITIES

TOOLKIT FOR EQUALITY
CITY POLICIES AGAINST RACISM

Why is it necessary?
Foundation
Daily work
Follow-up



Co-funded by the European Union

TOOLKIT FOR EQUALITY CITY POLICIES AGAINST RACISM

SPORTS FOR SOCIAL INCLUSION AND INTEGRATION A TOOLKIT FOR LOCAL AUTHORITIES

THE CITY GETS ACTIVE IN ITS FUNCTION AS A

- democratic institution
- **rule-maker**
- employer
- **service provider**
- contractor

ECCAR 10 POINTS ACTION PLAN

- 1 Greater Vigilance Against Racism
- 2 Assessing Racism and Discrimination and Monitoring Municipal Policies
- 3 Better Support for the Victims of Racism and Discrimination
- 4 **More Participation and Better Informed City Dwellers**
- 5 **The City as an Active Supporter of Equal Opportunity Practices**
- 6 **The City As An Equal Opportunities Employer and Service Provider**
- 7 Fair Access to Housing
- 8 **Challenging Racism and Discrimination Through Education**
- 9 Promoting Cultural Diversity
- 10 Hate Crimes and Conflicts Management

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INTRODUCTION

The Toolkit for Equality is a manual to support cities in implementing local policies that successfully counteract racism and racial discrimination or in adjusting existing ones. The Toolkit provides experience-based step-by-step instructions for implementing concrete policies, starting from the conceptualization and ending with measuring their impact. All content is based on expertise shared by experienced city officials, academics, consultants and civil society working in European cities.

By Cities for Cities: Our aim has been to give suggestions that are as concrete as possible. We invite you to read the toolkit as the joint expertise of colleagues in other cities and take whatever seems useful for your city.

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SPORTS FOR SOCIAL INCLUSION AND INTEGRATION

The immense popularity of sport helps reach many groups and communities with important messages. Sport helps to reduce stigma and increase the social and economic integration of marginalized people, minorities and persons with disabilities. Sport can be used to bridge cultural, religious, ethnic and social divides. And its values – such as teamwork, fairness and respect for one’s opponent and the rules of the game – are understood all around the world and are useful well beyond the playing field, in our personal and professional lives. In short, sport is a low-cost, high-impact tool. (Extract of United Nations Secretary-General’s remarks at the Event “Celebrating Sport for Development and Peace” 2014¹)

The potential of sports as a means to combat all forms of discrimination and to promote social inclusion for all is recognized by the UN-Resolution adopted by the Human Rights Council on Promoting human rights through sport and the Olympic ideal.²

Cities have discovered sports programs as measures to counteract discrimination, promote inclusion (also in the educational system) and strengthen human rights in various ways. This toolkit derives from the experiences of six cities with different approaches to sports for inclusion. While all policies are directed to the goal to reach full participation of marginalized groups in city life, the policies pursue different objectives, which can be roughly regrouped as follows:

- **Sports activities as a means for informal education, improving inclusion in the educational system and preventing school drop-out** (e.g. combined sports and language courses)
- **Sports activities for marginalized groups, complementary and as a step stone to regular sports activities** (e.g. swimming course for women from patriarchal families, soccer with youth hanging around in parks)
- **Local sports clubs welcoming a diversity of team-members** (e.g. inviting newly arrived refugees into their teams, cost-free trial membership for schoolchildren)
- **Promotion of non-racist attitudes, fairness and non-discrimination in and through sports** (e.g. workshops for youth teams, rules for tournaments, volunteers who intervene against racist fans/slogans)

These approaches are regularly interlinked. Empowering sports activities aim at increasing diversity in mainstream sports activities in the long term; all these activities have an inherent social work-aspect, and all activities promote the inclusive values of sports. Nevertheless, it is important to be clear about the purpose of a concrete action in order to select the staff needed: Do I need a high-qualified sports coach with some additional qualification in youth work, or do I need a high-qualified social worker who knows some sports?

¹ United Nations, Secretary-General’s remarks at the Event: “Celebrating Sport for Development and Peace, 28 April 2014, <https://www.un.org/sg/en/content/sg/statement/2014-04-28/secretary-generals-remarks-event-celebrating-sport-development-and-peace>.
² United Nations, Resolution adopted by the Human Rights Council on Promoting human rights through sport and the Olympic ideal, A/HRC/RES/24/1, http://ap.ohchr.org/documents/dpage_e.aspx?si=A/HRC/24/L.1.

The International Convention on the Elimination of All Forms of Racial Discrimination (CERD) defines that “**racial discrimination shall mean any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin [...]**”.

“*Distinction*” means to define a person as different on the basis of “race”, colour, ethnicity, descent, birth, religion or language (addressing biologist and cultural ascriptions), justifying differentiated entitlements on a structural level. The opposite of distinction is *equality*. Equality is meant as a status as well as a process.

“*Exclusion*” means denying access to and enjoyment of human rights. The European Union adopted the term social exclusion defined by the ILO, but widened the definition stressing that social exclusion occurs when people cannot fully participate or contribute to society because of “*the denial of civil, political, social, economic and cultural rights.*” It is indicated in the definitions that exclusion results from “*a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, bad health and family breakdown.*” Participation is a precondition for as well as a purpose of human rights. The opposite of exclusion is inclusion.

“*Restriction*” means a limitation of enjoyment of human rights in practice. The positive counterpart is to have “equal opportunities”.

“*Preference*” privileges a person on grounds of “race”, colour, ethnicity, descent, birth, religion or language over another person. Symmetrically, it disadvantages one person compared to another. The positive answer to this formal understanding is “equal treatment”.

Policies successfully counteracting racial discrimination therefore need to contribute to the positive counterparts of the four dimensions of discrimination.

Counteracting discrimination therefore means to increase equality, inclusion, equal opportunities and/or equal treatment.

→ **SPORTS FOR INCLUSION** as described in this toolkit counteracts discrimination by promoting **inclusion** in order to **prevent** discrimination in the enjoyment of human rights.

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CONTEXT INFORMATION

The following toolkit has been developed based on the input from working groups of city- and NGO representatives responsible for establishing and maintaining sports for inclusion programs in the cities of Bologna (Italy), Dortmund (Germany), Esch sur Alzette (Luxembourg), Graz (Austria), Plovdiv (Bulgaria) and Potsdam (Germany). The practical experience discussed in these working groups has been completed with desk research and information material about the mentioned policies.

Whereas Western European cities usually are dealing with immigration, the input from Plovdiv adds different perspectives that are also relevant for other Southeast European countries: numbers of refugees and other migrants in Bulgaria are relatively low, but emigration is very high (an estimated 20 percent of the whole population lives abroad) and there are large indigenous ethnic minorities (in the case of Bulgaria more than 15 percent of the population). Of these, especially the Roma live almost completely segregated, while being discriminated in the educational system and being under-represented in sports clubs and general city life.

WHY IS IT NECESSARY?

The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. (Olympic Charter Principles on Olympism, Principle 4)

Sport and physical activity can be extremely valuable in the context of social inclusion and integration. Sports activities provide opportunities for marginalized and underprivileged groups, such as migrants and people at risk of discrimination, to interact and integrate with other social groups.³ Participants are enabled find further educational or labor opportunities because in a sports team people network and thereby strengthen their social capital. Moreover, sports are a means for teaching democratic values and practising basic human rights in a playful way.

HOW DOES THE CITY BENEFIT?

- Sports policies allow to combine EU-, national- and regional integration strategies with bottom up initiatives and translate these strategies into concrete action.
- Sports programs are a cost-efficient means to promote inclusion and social cohesion in the city.
- Sports programs give local governments an opportunity to meet their obligations regarding human rights, e.g. the Right to Education for every individual and especially for the younger generations.
- Well-equipped sports facilities and an active landscape of sports associations and events make a city attractive.
- Sports have a positive connotation as a meaningful leisure activity and a means for healthy life. Sports policies are popular; therefore, integration through sports is a very positive approach to integration policies.
- Sports have a positive image, in terms of benefits for people's health, particularly for young people: "teenagers should do sports and not drugs" is a good argument for prevention programs through sports.
- Supporting newly arrived or marginalized city inhabitants in participating in sports activities and -clubs increases identification with a city and promotes a feeling of responsibility and belonging.
- By taking up suggestions from schools or other institutions regarding sports activities, the city responds to articulated needs.
- The city actively addresses situations that are perceived as problems by the population, e.g. teenagers hanging around in parks, dropping out of the educational system, getting involved in criminal activities.
- Popular sports like soccer allow to include people through all social layers.

³ https://ec.europa.eu/sport/policy/societal_role_en.

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→ How does the educational system benefit?
How do sport clubs benefit?

HOW DOES THE EDUCATIONAL SYSTEM BENEFIT?

- Sports activities support the personal development as they strengthen self-esteem, motivation, social competences, discipline etc.
- Sports provide leisure activities that accompany the teenagers through a crucial age.
- Physical activities support learning processes and have a positive health effect.
- Sports can be a means for (re)integration of disadvantaged children and young adults into the educational system and an incentive for regular school attendance.
- Sports offer the opportunity to promote non-discrimination through joint activities, team building, and “fair play” among youth from different social and ethnic backgrounds.
- Sports activities can provide a secured space for girls for exchange and leisure activities.
- Sports are a means for learning about democratic values and practising basic human rights in a playful way.
- Sports provide a good setting for social work with youth, via sports they can be reached e.g. for additional learning or homework support.
- Extra-curricular sports activities make schools more attractive.

HOW DO SPORT CLUBS BENEFIT?

- Sports clubs benefit from discovering new talents.
- Inclusive sports services help sports clubs combatting racism, which threatens the safe and pleasant course of sport events, e.g. violent incidents during trainings or matches, parents insulting children, exclusion of teams from tournaments as a sanction against racist/violent fans.
- Sport coaches receive support from social workers.
- Opening up to new target groups helps marginal sports in need of players to survive.
- Sports clubs may access new sponsoring options and additional networks.
- Trainers and players gain intercultural competence.
- Clubs improve their images and broaden their fan base because of lived diversity.

HOW DOES THE TARGET GROUP BENEFIT?

- Sports are a means to develop social and professional skills, team spirit, personal growth, new contacts and friendship.
- Sports activities contribute to the full development of one’s personality.
- Sports activities offer access to networks and gains in terms of social recognition and appreciation.
- Integrative sports projects empower marginalised groups to access regular sports activities, e.g. swimming courses, get to know the public baths and the rules of behaviour and then be able to visit them on their own initiative.
- Integrated sports and learning offers support and motivate to better perform in education.

- Sport is a realm of life that easily allows mixing people who might not get into contact in their daily routines. Sports helps to find new social contacts.
- Sports allows to interact and to do something together without necessarily being fluent in the same language.
- Equality: sports as a tool to empower people and creating a feeling of ownership.
- Traumatization and negative experiences: sports help to forget about problems – at least for a moment.

LIMITATIONS

Poverty as factor for exclusion from sport activities must not be underestimated. The inclusiveness of sports offers and programs is limited by financial constraints and other factors in the life situation of the target groups that inhibit their regular participation. Sports offers and programs cannot solve these problems of the target group and therefore might never be able to reach everyone.

Further, even the best initiative cannot eliminate all racist or sexist attitudes within the educational staff of the institutions, society, and the marginalized group itself. Sports cannot change institutional racism but it can strengthen participants' self-esteem and make them aware of their rights.

Last but not least, not everyone loves sports, so not everyone will be reached by this kind of project.

FOUNDATION

PLANNING AND ENGAGING STAKEHOLDERS



STEP Conduct a needs assessment

Starting from any initial idea (...it would be great to reduce the number of school drop-outs, to have more youth from segregated minorities included in the local sports clubs, some leisure activity for the youth staying in the asylum accommodation? Sports clubs have reported of racist incidents during games? There is a “hot spot” in a park? Users have asked for “women only” services?) engage in a careful needs-assessment.

Start with a mapping of existing sports clubs and initiatives, services and programs. Engage in a dialogue with these stakeholders in order to identify needs and shortcomings of existing measures (e.g. which target groups use the services and which needs are not addressed yet?) Gather ideas, feedback, and accordingly adjust your initial approach.

Contact NGOs/community representatives. Ask for the needs and interest of their target groups in participating in sports activities. Ask why they do not use existing services/programs/locations or use only some but not others. Ask what would make the services more accessible for them.

Approach sports clubs and discuss how they can imagine to address the needs expressed. Avoid the creation of new organizations/services, but employ existing ones with the necessary expertise and try to incorporate your idea therein.

Get in touch with formal (i.e. schools) and informal educational institutions/projects (e.g. at youth centers) discuss if there is a need for sports (and learning) activities and how they could be made part of their curriculum/program.

Include experts where needed, e.g. if more research is needed, join forces with the local university. Students may be motivated to carry out a needs-assessment as part of their diploma theses.



STEP Involve stakeholders

Get in contact with sports clubs and ask what they are willing to do. For example, if local sports clubs are requested to integrate asylum seekers into their teams: Ask the sports clubs how many people they can take. Avoid overburdening the clubs and make actual integration in the team possible.

Tip! Organize a conference with clubs, coaches' organizations, NGOs: all organizations present themselves and their ideas. Organizations that have already implemented respective projects present their experiences to the others, who then might get interested, and possibly follow-up.

The municipality can play an important role in establishing contact between the stakeholders needed to realize an initiative, thus laying the groundwork for good cooperation in the implementation.

Tip! Keep in mind that sports professionals are no social workers and vice versa! Therefore, if an initiative includes the aspect of sports activities as well as social support, make sure to involve sports clubs as well as NGOs/social workers from the beginning, in order to consider which professional group can do what and/or needs which kind of support.

EXAMPLE: Plovdiv was Cultural Capital of Europe in 2019. During this year, several projects and studies in Stolipinovo, the biggest segregated Roma neighborhood on the Balkans, have been realized among and together with civil society and minority organizations. The GUARANTEE project used these data and experience to design its local sports and learning measures. Contacts and data established in 2019 helped to engage in a dialogue with stakeholders. Together we identified local needs and shortcomings of existing measures to create the project.

Potential stakeholders (depending on the initiative):

- A coordinator with good connections to the local stakeholders in sports
- The municipal department for sports, the department for integration/inclusion, the department for youth, education etc.
- Sports clubs (with regard to: sports trainings, sports facilities, train-the-trainer activities, fan work etc.)
- Sports coaches and physical education teachers
- NGOs, social workers (with regard to: social work, access to target groups, organisation of volunteer work etc.)
- Private initiatives already active in the area
- Schools (with regard to: broad distribution of information among children and parents, experience in the field of integration/inclusion, sports facilities etc.)
- Migrant and minority associations (with regard to: access to the target group, needs assessment etc.)
- Asylum accommodations (with regard to: access to this target group, social workers etc.)
- Volunteers (associations)

→ Planning and engaging stakeholders

CHALLENGES

MEASURES TO MITIGATE

Difficulties to access stakeholders

A coordinator, who is well networked in the city (“knows everybody”).
 Building on existing contacts and networks.
 Make use of the competitive relationship between local sports clubs: if one club participates in an initiative, the “rival” club is likely to follow.
 Appeal to their social responsibility.
 Introduce a “sports for inclusion”-award or announce other advantages for the image of the sports club.



3

STEP Negotiate for the initiative in the city

The outcome of the need’s assessment provides you with arguments, which are relevant to the city, e.g. x youth from a segregated community or 50% of all asylum seekers in accommodation X state that they would like to participate in local sports clubs. State that the main sports clubs in the city would be ready to offer trainings to migrants, asylum seekers or any other people having difficulties in accessing those activities.

CHALLENGES

MEASURES TO MITIGATE

The absence of a formal responsibility for “sports and inclusion” with a certain municipal department can pose an organizational challenge. “Sports and inclusion” measures often require interdepartmental cooperation.

Include different municipal departments, either via an established mainstreaming unit or through actively contacting and negotiating with different departments that have shared interests, e.g. youth, health, social affairs. Joining forces with different departments provides a stronger back-up in negotiations at political as well as administrative level and allows allocating a larger budget for the initiative.



CHALLENGES

MEASURES TO MITIGATE

Convincing the decision makers

Argue with previous successful projects and achievements (e.g. prizes).
Argument: 'Sports and inclusion' activities can result in a sports event (e.g. a final tournament in the end of the season), which is a good occasion for visibility and positive press for politicians.
Argument: the project will create jobs/ similar projects have created jobs in the past.
Invite responsible politicians / city administration staff to a match to see people playing.

Responsibilities in the city are divided between different departments for asylum seekers and for protection status holders / the municipality does not have a formal responsibility for asylum seekers or marginalized groups.

Link the measures to an existing strategy, e.g. to a local integration plan / the Roma inclusion strategy etc.
Be careful which "buzzwords" to choose in a given context/with a given interlocutor. E.g. do not use 'integration' with city administration entities that do not consider integration as part of their mandate, rather focus on 'sports' here.

Counterarguments ("But what about...?"): people in need of international protection face many problems (housing, health, language barriers, etc.) why should we focus on sports?

Link the measures to an existing strategy, e.g. to a local integration plan / the Roma inclusion strategy etc.
Be careful which "buzzwords" to choose in a given context/with a given interlocutor. E.g. do not use 'integration' with city administration entities that do not consider integration as part of their mandate, rather focus on 'sports' here.

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→ CONCERNING:

CONCEPT – EXCLUSIVE SUPPORT OR INCLUSIVE PROGRAMS?

One major conceptual decision is whether to address an identified target group with exclusive support (e.g. refugee team, Roma team) or emphasize on opening existing sports activities to diversity (e.g. including 1-2 refugees into an existing team).

Initiatives that target a specific group are in fact not very integrative as such. However, it might be necessary to start with exclusive, tailored support for a specific target group in order to enable the participants to take part in the regular sports activities.

This can be the case for target groups who feel distant and unfamiliar with mainstream sports activities, because they lack sports skills that locals usually learn at school (e.g. how to swim or how to ride a bike), because they have not done much sports before and feel that they cannot follow a regular course, or because they do not feel comfortable attending a local sports club or fitness parlor (e.g. not knowing anybody there, not speaking the language, not feeling comfortable with the fact that there are men and women).

A temporary reason for exclusive programs can also be the high number of interested sportspeople, e.g. when local sports clubs do not have the capacity to include all newly arrived refugees into their regular teams.

TIP! Ideally, target group specific programs enable the participants to access regular sports activities. The crucial moment in these initiatives is actually transferring participants from exclusive groups into regular services, which is of course easier when the latter are open to diversity. Therefore, exclusive support and inclusive programs are not to be seen as alternative but as complementary.

→ CONCERNING:

SPORTS ACTIVITIES AS A MEANS FOR IMPROVING INCLUSION IN THE EDUCATIONAL SYSTEM AND PREVENTING SCHOOL-DROP OUT

Sports activities can be a good means to encourage vulnerable pupils to aim for higher levels of school education, i.e. to avoid dropping out from school or to motivate school drop-outs to return to school, especially when they are combined with learning support and accompanied by social workers. Moreover, sports activities can be effective desegregation measures by bringing together marginalized pupils with pupils from the majority population.

EXAMPLE: Roma girls in Bulgaria often get “married” when they reach puberty as this is the only way to have a relationship with a boy sanctioned by their families. The girls are expected to help with household chores in their new family or they give birth and drop out of school. However, many girls would like to continue their education. Sports and learning programs can support girls in choosing their own way by discussing the girls’ future with the parents, experience contact with the life outside the segregated neighborhood etc.

EXAMPLE: many schools in Bulgaria are ethnically segregated. Children from Roma communities very often have to tackle a high language barrier as the teaching language (Bulgarian) is not spoken in their homes. Sports and learning projects like GUARANTEE that bring together pupils from different schools and ethnic backgrounds can foster interethnic contacts, reduce stereotypes and encourage pupils from disadvantaged groups to continue with school education - also in schools that are not segregated.

4a

STEP Intensify needs assessment in the target group

Investigate which population groups are missing in mainstream sports activities and events (e.g. women from a certain community, elderly people, ethnic minorities). Contact NGOs, community representatives or other stakeholders with knowledge on a target group. Ask, what makes it difficult to attend mainstream activities (e.g. locations are too far away, being unfamiliar with conduct in sports locations, prior negative experiences, lack of basic sports competences, financial constraints, language barriers, avoiding contact with the other sex, wearing certain sports clothing etc.).

What would be attractive?

- which kind of sports activities? (fitness, dance, team sports, ice-skating etc.)
- in which location? (city district, accessibility, inside, outside etc.)
- under which circumstances? (reserved for women, affordable prices, adjusted to school-/kindergarten-hours, late in the evening etc.)
- what prices are affordable for the target group?

5a

STEP Design target group-oriented activities

Approach sports clubs/initiatives and discuss how they can imagine addressing the needs expressed (e.g. courses for adult beginners, courses for women only, multi-lingual fitness trainers, activities for mothers with small children, outreach activities in remote locations/in parks/in marginalized communities).

Discuss whether the activities have to be free of charge or participants can pay a moderate price. Discuss possibilities of co-funding by the city.

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Carefully select coaches in respect to the target group (in terms of language, someone from the addressed community, male/female etc.). If the initiative emphasizes the aspect of social work, e.g. park soccer for youth, employ experienced social workers. (--> see below: *Staff requirements*)

Wherever appropriate, include human rights issues into activities, such as the Right to Health, the Right to Education, the Right to Non-Discrimination, etc.



STEP Prepare the grounds for later integration into mainstream activities

Collect ideas from the sports professionals on how and at what point the specific programs could be linked to mainstream programs. It is advisable to have some ideas in mind from the beginning, in order to have time for establishing the necessary contacts and/or other preparations. E.g. organizing visits to sports locations, including some useful language vocabulary into the trainings, starting with two separate teams and continuously mixing them.

→ **CONCERNING:**

LOCAL SPORTS CLUBS WELCOMING A DIVERSTIY OF TEAM-MEMBERS

Policies in this area aim at opening established sports clubs to a broader diversity of members. The effect on inclusion is two-fold: first, it encourages participation of city inhabitants formerly excluded from these activities, and second, it facilitates contact and team-building among people who would not meet in their daily routine.

EXAMPLE: “Soccer for Refugees” – Local soccer teams invite residents from an asylum accommodation to come to the trainings.

EXAMPLE: Fan clubs invite asylum seekers to go with them to the stadium to watch the match. Local clubs provide a contingent of free tickets, fans organize themselves in accompanying the asylum seekers from the facility to the stadium and back. This engagement provides a leisure activity for the asylum seekers, establishes contact between the newly arrived and local population, and thus supports orientation in the city, language learning and integration.

4b

STEP Match offer and demand

Prepare inclusive programs by carefully matching offer and demand. Taking the example of including asylum seeking children into local soccer teams:

Investigate under which condition a sports club is interested in integrating asylum-seeking children into their teams (e.g. minimum/maximum number of additional players per team, age group, performance level, need to use a facility one hour longer etc.)

plus

Investigate what kind of sports/in what kind of settings the asylum-seeking children are interested in attending (e.g. what kind of sport, trainings how many times per week, how to get there and back).

TIP! Establish contact between sports clubs and social workers who are in contact with the target group (e.g. the social workers in the asylum accommodation), in order to clarify needs and have a contact person in case needed.

5b

STEP Clarify particular requirements

Taking again the example of asylum-seeking children:

- Who needs to give legal consent to the participation of unaccompanied children?
- Do they have health insurance in case of an accident during the training?

6b

STEP Support committed sports clubs with relevant information

Various sports clubs have documented and shared their experience with sports for inclusion initiatives. There is a number of publications and material available for practical use.

In conducting the research for this Toolkit manual, we came across the following:

- All different – all the same? Developing training sessions for groups of refugees, <https://www.dfl-stiftung.de/publikationen-willkommen-im-fussball/>,
- Ready, steady, go! 11 top tips for engaging refugee girls and women in football, https://www.dfl-stiftung.de/wp-content/uploads/2019/03/190318_Willkommen_im_Fussball_Poster_english.pdf
- and other material available at DFL Stiftung, “*Willkommen im Fußball*”, <https://www.dfl-stiftung.de/publikationen-willkommen-im-fussball/>.

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→ Planning and engaging stakeholders

EXAMPLE: “Equal access to sports “ – Children from economically disadvantaged families are restricted in their opportunities to try out sports activities. Parents might not have the means to support sports activities at all or be reluctant to invest in membership and equipment without being sure whether the child will stick to this leisure activity or lose interest after some weeks. In order to provide more equal access to sports, local sports clubs and -facilities offer a one-year free membership to all school children of a certain age residing in the city. Information is distributed in all schools at the same time. Inscription to specific courses is based on first-come-first-serve.

→ CONCERNING:

SPORTS ACTIVITIES FOR MARGINALIZED GROUPS, COMPLEMENTARY AND AS A STEPSTONE TO MAINSTREAM SPORTS ACTIVITIES

Sports activities exclusively offered to target groups that are underrepresented in sports programs provide an entry point to leisure and integration activities. The participants do not only find sports activities but a secure space for exchange and psychological support.

EXAMPLE: Women of an ethnic community are underrepresented in local fitness courses. Talks with the target group show that the women are indeed interested but feel uncomfortable in attending the existing courses. Local fitness parlours thus start courses reserved for female participants and assigned female fitness trainers from the community who speak the relevant languages to these courses. The program is promoted by word of mouth in the community. Participants are encouraged to attend other courses as well.

EXAMPLE: Groups of teenagers spend their days in a local park. They have a difficult living situation and/or family background. People living in the neighbourhood do not want their children to interact with these “problematic” teenagers. Social workers actively approach these teenagers and animate them to play soccer together. The regular activities provide some kind of basic day structure and relationship. Gradually, other teenagers from the neighbourhood join the game, and one or the other talented teenager can find a place in a local sports team.



STEP Find an agreement with sports associations

Negotiate with sports clubs and sports locations to provide a contingent of one-year-free membership for school children. Discuss co-funding options.

Discuss with the participating sports clubs how inscription can be organized.

5c

STEP Produce information material for parents

Prepare easy-to-read information material for parents, including information on the activities as well as on the procedures for inscription.

6c

STEP Agree with schools on how and when to distribute the information

The distribution of information via schools aims at reaching all families equally. Therefore, schools can help to draw the children's attention to the program and to make sure that all children receive the information on time.

STAFF, BUDGET AND INFRASTRUCTURE

7

STEP Staff requirements

Carefully think about the needs to address and the goals to achieve. Sports professionals are no social workers and vice versa. Sports clubs have a certain institutional environment and naturally intend to promote athletic performance. This might not be an encouraging environment for everyone, e.g. a teenager who does not have the talent, self-esteem or ambition to engage in performance training. Discuss with sports clubs, which target groups they are equipped to address, which tasks would need support from a social worker, and which tasks are better performed by specialised initiatives.

TIP! Establish contact between sports clubs and NGOs, respectively sports coaches and social workers dealing with the same target group. E.g. when a sports club welcomes asylum seeker in its teams, establish contact between the coaches and the social workers of the asylum facility. This way, the coaches have a contact person in case a teenager requires particular attention (e.g. behaviour caused by traumatization).

The success of a 'sports for inclusion'-initiative stands and falls with the quality of the staff realizing the activities with the target groups. Therefore, head coaches, social workers, or referees must be paid professionals in order to ensure quality – volunteers cannot replace their tasks.

The requested number of coaches depends on the kind of sport, e.g. for soccer it is recommended to have a ratio 1 coach: 15 players, in Zumba the ratio can be 1 : 30-40.

Volunteers can be well integrated as co-trainers and additional supervisors, especially when it comes to sports for children. E.g. for swimming courses, you can have one professional coach who gives the instructions and five to six volunteers who supervise the children in the pool.

Why is it necessary?
Foundation
Daily work
Follow-up

→ Staff, budget and infrastructure

Invite volunteers who can help as interpreters, with respect to language as well as specific local conduct (e.g. refugees who are living in the city for a longer time support sport clubs that invite newly arrived refugees into the trainings).

TIP! Establish an online platform to match NGOs/associations and volunteers: NGOs/associations post vacancies for volunteers and volunteers directly contact the respective NGO/association for further information (the city only provides the platform as a service).

Requirements on the **city's project coordinator**:

- Theoretical background on migration, situation of people in need of international protection and/or background in work with segregated communities
- Practical experiences as trainer
- Experience in project management
- Diversity and human rights training
- Cultural diversity is intended
- Well networked in the city

CHALLENGES	SOLUTIONS
Decision makers underestimate the required expertise and question each and every paid position, e.g. "can't it be done by volunteers? It's just soccer with children"	Make clear what responsibility is at stake and what competences are actually required
Division of municipal responsibility for asylum seekers vs. protection status holders	Cover services for those, who are not entitled to services according to the mandate, with additional volunteers
Project planning/management: who does what, when? Budget? Participants?	Pay attention to communication and communication tools. Reflect already when designing the concept: how will we communicate? By which means? Through which media? In which languages? Transparency for all people involved in the realization

CHALLENGES

Volunteers have their limitations (time, resources)

SOLUTIONS

Employing paid professionals is crucial for continuity and sustainability.

Volunteers should pay attention and respect their personal limitations in time and resources; discuss benefits volunteers could have from participating in your project;

Referees in tournaments should always be paid

8**STEP Calculate budget and timeframe**

The following cost factors need to be considered:

- Project management
- Infrastructure (rents for premises and sports equipment)
- Concept development
- Coaches
- Social worker
- Supervision for the volunteers
- Interpretation and translation in a multilingual setting
- Research (evaluation, needs assessment)
- Public relations

Sports initiatives feel strong pressure on working with low budget. Expectations are that volunteers could take many tasks (e.g. “It’s just playing football with kids”). Quality sports activities need professionals, and initiatives aiming to include a social work-component require qualified social workers to support the sportspeople.

More exhaustive projects are easier to realize with joint funding from several departments and donations, or access to EU project funds. Explore several funding options.

TIP! Support sports clubs or associations in applications for project funds. They often have great ideas but lack the experience in the application proceedings, formal requirements, which key words to use etc. If a project proposal allocates funding from EU, AMIF or national budgets, this means to bring money to the city! Use this argument as an incentive to negotiate co-financing by the city.

→ Staff, budget and infrastructure

The sports initiatives investigated for this toolkit have been implemented with the following budgets: 10,000 € per year for establishing and maintaining a refugee soccer team, up to 100.000 – 120.000 € per year for different sports initiatives in a city.

TIP! Calculate realistically from the beginning, thinking of a longer period. Do not start with a little budget in the first year, aiming to expand later on. Experience shows that politicians tend to decrease budgets for a project in the next year. If something was achieved with a small budget (and a lot of extra volunteer work) in the first one year, it will be hard to negotiate for more money for the following year. Thus, calculate and request enough budgets from the beginning.

The timeframe strongly depends on the concrete kind of initiative. Cities reported to have taken a couple of weeks until several months from the initial idea to putting into practice.

CHALLENGES	SOLUTIONS
Difficulties to access funding	It is easier to get funding for larger projects / initiatives: Design a large project and split into individual modules; find funding for each module (targeted funding)
Sponsoring can be ethically problematic (ex. big sports equipment companies that use e.g. child labour)	Carefully select your sponsors and consider alternative funding, set up a crowd-funding campaign in addition to your basic budget for extra activities and PR

9

STEP Locations and infrastructure

Open school sport halls after school hours to sport associations and their 'sports for inclusion'-initiatives for a reasonable price. The prices should only cover the city's expenses (e.g. cleaning and the availability of a facility manager).

TIP! Create an online-platform with all public sport facilities (e.g. school sport halls) and timetables for subscription for free capacities

EXAMPLE: In Plovdiv schools provided their sports premises, class rooms, and even an indoor swimming pool for the GUARANTEE activities (soccer, volleyball, dancing, swimming etc.). As local alternatives are rare (there is no youth or cultural center in the Roma neighbourhood of Stolipinovo), the schools in the neighborhood are a center of social activities beyond usual educational everyday life, where pupils also spend a lot of their free time.

CHALLENGES

MEASURES TO MITIGATE

Shortage of sports locations

Think of creative solutions, e.g. “midnight soccer”.

Talk with professional teams about the possibility to open some spaces in champion locations at some times; In case new champion facilities are planned, foresee some spaces for public use.

Open school sports halls in the evening to the public (check if the bookings are actually needed), offer training during holidays; Outdoor sports: access public areas, such as parks. Incentive for the city: these spaces are kept clean, training in refugee centres, offer sports without need for premises, such as hiking or walking tours (exercising and getting to know the city at the same time)

Management and responsibility when opening school sport halls for the public in the evening

In one city, sports associations get a key to the school sport halls. Another city strongly advises never to give a school key away to associations; in this city, the school facility manager is responsible for opening and closing the school facility.

Users do not understand why the swimming pool excludes the public for one evening a week to give a swimming course for migrant women

Find non-public locations for such courses, e.g. private school swimming pools, sports club’s pools

DAILY WORK



STEP Advertising the activities to the target group

Think about which target groups you intend to reach. Present the information where the target group usually spends its time. Organize public events that are easily accessible for everyone from your target group.

Sports projects are generally attractive. Via facebook and other social media, a broad public can be reached. Experience shows that in case of established projects, one single facebook post can be sufficient to fill all available places in a course.

In order to address more diverse public, multilingual information material is appealing, even if it includes only welcoming words of a largely symbolic nature.

To reach marginalized target groups, it is recommended to spread information

- by word of mouth: participants who like the activities tell their friends
- by involving NGOs who directly work with the target group
- by accessing gatekeepers and popular sportspersons as role models
- by visit asylum seekers accommodations and informing about activities
- by advertising in neighborhood centres, at intercultural festivals or within the wider communities of mosques or churches

For programs addressing children:

- Hand out information to all school children respectively their parents. This allows for equal information of all families, regardless of their personal networks and relations. Include schools and teachers in order to actively spread the word among parents (at parents' meetings etc.)

CHALLENGES

Reach out to segregated communities

MEASURES TO MITIGATE

Reach out through local self-organizations and NGOs that have staff from the community that are rooted in the community, speak the target groups language(s) and know how to identify and to deal with possible obstacles for participation.



CHALLENGES**MEASURES TO MITIGATE**

Reach out to girls (particularly girls older than 10 years, when separation from boys becomes an issue for parents)

Adjust to needs and requests (e.g. female trainers, separate locker rooms).
Reach out through schools together with specialized NGOs working with the target group(s).

The spectators of local sports events are very homogenous

Personal invitation of families, cost-free tickets, adapt the times of the matches to working hours, offer child care/program.

Target groups are not aware of local sports programs and structures

Personal invitations, snowball procedure, start small (services for 10 persons) and slowly extend
Include cultural associations, youth centres, youth initiatives and schools in public relations

11**STEP 11 Regular meetings of stakeholders involved**

Regular meetings between the professionals (and volunteers) involved are necessary in order to coordinate the activities and to take needs and risks into account. The frequency of such meetings depends on the need to coordinate and adjust activities.

Topics to discuss are for example:

- Scheduling staff and volunteers (e.g. taking the example of the fan projects: who is accompanying the asylum seekers to the stadium on which date?)
- Thinking about how many participants are possible to handle in which setting
- Thinking about different needs for teenagers and for adult asylum seekers (e.g. regarding supervision/responsibility)
- Discussing possible risks, e.g. racist fan groups in the stadium and how to react to insults/possible attacks
- Social workers giving input/advice to the volunteers from the fan club
- Discussing incidents
- Realizing additional ideas, e.g. having coffee together before the match
- Reflecting on experiences

Regular stakeholder meetings are also useful to discuss frequent challenges, e.g.:

CHALLENGES

MEASURES TO MITIGATE

Forming a refugee team results that refugee groups stick together

Having a refugee team has an important empowering function in the beginning. Intend the integration of the players into other teams or opening the team later on. Have a league of many teams

Participation remains low

Offer courses at low prices (e.g. 10€ a year)
 Offer free trials or first year of membership for free
 Offer courses during holidays

Racism occurs

Development of clear rules for behavior and consequent enforcement; sanctions: exclusion from training / the team

Working with groups who have a bad reputation (due to prejudices / accusations) affect the image of your initiative; e.g. parents who do not want their children to play soccer with “these teenagers”

Initially split groups (to stop opposition by parents). Employ accompanying measures, i.e. multiple social support by experiences social workers. Present role models and positive examples to overcome stereotypes

NGOs are no sports organizations and sports clubs are no social workers

Put both actors into contact to make them familiar with each other’s work / experience / knowledge

Drop-out of volunteers

Volunteers can be supported by providing office rooms where they can meet and plan their activities (one city discusses with the church whether they would provide rooms for volunteer meetings)

The target groups change, situations change

Inclusion initiatives need space for adaptations. Integration work requires creative, multiple approaches.

12

STEP Promotion of non-racist attitudes and fairplay in sports

The strength of a team is closely connected to the good and respectful interaction of the players. Cooperation as well as the ability to handle diversity, various needs, disagreements, conflicts and aggression are essential for success in sports. Thus, training of acquiring social skills and promoting fairplay also ultimately improves athletic performance. Activities concerning fairplay in sports training of children and young adults are an important and effective measure to counteract “unfair” tendencies in sports.

TIP! There is a number of publications and material available. In conducting the research for this toolkit manual, we came across the following:

Team sport and courage, fairplay and sportsmanship https://www.graz.at/cms/dokumente/10319072_7745490/65744c0a/Englisch.pdf, including Tips on handling diversity in sports clubs, Tips on handling verbal abuse and harassment, Tips on handling aggression and physical assault.

13

STEP Strengthening capacities in reacting to insults and aggression

There are cases in which whole teams are being verbally attacked because of the (alleged) country of origin, skin colour or appearance of individual players. Coaches complain about parents who make their teams unstable by loudly criticizing their own children and other team members and in this way demotivate them. Players lose their passion for the game because of such offensive insults.

During a competition it is important for the players to focus their concentration on the match and to stay calm even in stressful situations. This is why it is important beforehand to think about the objectives and implications of one’s actions and to find a suitable strategy to achieve the set goals by reacting appropriately to specific situations.

Support sports clubs in **training coaches and teams to act against verbal abuse and harassment**.

Support sports clubs in **elaborating internal regulation** on how to react to insults and aggression and/or reports by witnesses or victims.

14

STEP Dealing with poverty

One major aspect in opening sports activities to more diversity is to reduce barriers due to financial disparities. Children might drop out of teams because parents do not have the time or means to equip and/or take the children to the trainings and matches. While many sports clubs are willing to support these players, children and parents often feel ashamed to ask for support.

TIP! Support initiatives by sports clubs to compensate the financial constraints of players, while not stigmatizing anybody, e.g. exchange platforms/flee-markets for sports equipment, carpooling to matches etc. This is also a good way to involve parents.

Another aspect is that children from economically disadvantaged families are restricted in their opportunities to try out sports activities. Parents be reluctant to invest in a full-year membership without being sure whether their child will stick to this leisure activity or lose interest after some month.

TIP! Negotiate with sports clubs and sports locations to offer a contingent of 1-year-free-membership for children. Distribute the information on how to subscribe at schools, to all children. Make sure that subscribing is very easy and does not require high language proficiency. Pros: This procedure avoids stigmatisation, which is a risk in any selection that takes family income into account; Cons: A first-come first-serve system might again be a barrier for families less familiar with such procedures; and privileges families who would have the means to afford the fees.

14a

STEP Dealing with the pandemic

This toolkit also draws from the experience made during the Covid-19 pandemic.

- Covid-19-related restrictions were a great challenge for everyone. Especially in the beginning, children from disadvantaged families had problems in participating due to lack of devices and internet access. However, the physical distance also created new ways of communication and a new form of familiarity.
- A variety of communication channels were established and used. This fostered online literacy. Online trainings and meetings made it possible to provide structure in everyday life, but it also became clear that they cannot replace real meetings.
- General learning support, especially for older youths, can also be carried out online. Sports like dancing and others that can be practised online and/or distantly turned out to be a good means to keep pupils interested in and connected to school, their teachers and each other.

15

STEP Public relations / maintain political support

Inform politicians about the success of projects they have supported in order to build ownership. Make sure that politicians can see “their” product and are aware about how the money is spent. Give politicians a chance to gain promotional profit from successful programs, e.g. organize sports events or tournaments and ask the responsible politician to hand the prizes to the winners. Politicians voted for it, they have to take the criticism if something goes wrong, so they should also be allowed to reap the rewards if it turns out to be a success. This is an easy way for the politician to have positive press, and it works as a lobbying for the sports for inclusion initiative.

The following strategies were applied in case of low budget for public relations:

- ask donors for support
- access the city’s public relations department (incentive: visibility of the municipality and politicians)
- cooperation with Universities (journalism students)

SUSTAINABILITY

16

STEP 16 Support committed coaches in their efforts

Support committed sports coaches in further qualification, e.g. offer workshops on diversity, inclusion. This way you also create a multiplier-effect.

CHALLENGES

Initiatives that depend to a large extent on voluntary work have difficulties in ensuring continuity of activities.

MEASURES TO MITIGATE

Employ a sufficient number of professionals.



17

STEP Support qualifying of volunteers

Key staff and good personal relations with the trainers and sports organizations are crucial for successful daily work. The cooperation needs to be on an equal footing, hierarchical relations are not recommended.

Constantly support your volunteers: offer supervision and trainings to them. Raise awareness on the specific situation of migrants in general and refugees in particular and with regard to removing different types of barriers restricting their access to sports.

Provide cost-free information events for volunteers, including e.g. information on insurance during volunteer work. Offer supervision to the volunteers.

TIP! Support enthusiastic players to qualify as co-trainers and engage as volunteers. This can be very appealing to members of the target group, e.g. asylum seekers who do not have many possibilities in accessing formal qualification, and promotes participation, self-esteem and inclusion on several levels.

→ CONCERNING:

SPORTS ACTIVITIES FOR MARGINALIZED GROUPS, COMPLEMENTARY AND AS A STEPSTONE TO MAINSTREAM SPORTS ACTIVITIES

The goal of specific programs should be to empower participants in attending regular sports activities. To put it more drastically, the program has reached its goal when it becomes obsolete. Depending on the target group and the circumstances this can be achieved sooner or later.

18a

STEP Encourage inclusion of participants into mainstream programs

Gradually mix groups with participants from mainstream programs; encourage participants of specific courses to take a look at regular programs; organize free “visits” to courses and sports locations.

The course/program start exclusively for a defined target group and may be expanded to the public at a later stage e.g. start with two separate teams and continuously mix them. Alternatively, former participants of exclusive trainings can be supported in accessing broad-public courses/facilities/programs.

CHALLENGES

The biggest challenge is the last step, i.e. the inclusion of participants of initially exclusive programs into regular programs.

MEASURES TO MITIGATE

Prepare participants to access other programs;
 Talk with sports clubs how to make their activities more welcoming for this diversity.



FOLLOW-UP

19

STEP Adjustments to changes

Adjust the sports activities according to popularity among the target group, e.g. drop courses that are less popular and offer more courses for sports activities/at times/locations that are popular.

20

STEP 20 Evaluation

Evaluation methods:

a. Compare inscription lists with actual participation (drop-out rate)

If a course does not awaken interest in a sufficient number of participants, question the causes: Is it the wrong sport for the target group – would a different discipline attract more people? Are the trainings offered during the wrong times – would trainings during weekends/evenings be more adequate? Do I need child care to allow participants with caring responsibility to join? etc.

b. Talks, meetings, discussion rounds with all stakeholders involved (city administration, sports associations, social workers etc.)

Discuss what worked well and what did not and design the needed adaptations. Regular exchange among stakeholders is important to adapt the initiative along changing needs: the children get older and a new generation should be taken in or new people settle in a specific district etc.

Regular meetings not only serve evaluation and quality control but also to maintain communication among all partners.

c. Ask participants what they like(d) about a course, what kind of courses they want, etc. In order to shed light on the human rights dimension, ask participants concerning the empowerment and rights awareness aspects.

d. Regularly ask parents about the development of their kids participating in the programmes.

e. Ask trainers and teachers on the performance of their students, as well as on their own capacity and skill development caused by the specific sports and learning programmes.

CHALLENGES	SOLUTIONS
Qualification of migrants/refugees/members of minorities to become coaches	Support qualification courses
Maintain good communication between all actors involved	Regular meetings and exchange, reliability, use online communication tools that are popular with the target group
Keep the dynamic, keep the activities adequate in a changing environment, with changing participants and changing staff	Regular meetings and exchange, reliability
Budget constraints, project funding ends, donors stop contributing, changes in political priorities	Open discussion about pros and cons of establishing projects as city-own initiatives instead of carrying it out by NGOs: Official interest (institutionalisation of services) vs independence (financial support for private actors, NGOs)
Difficult to prove that the project has a cost-saving impact	Data collection from the beginning on, data can be gathered by / provided to Universities. Invite students to write their master theses (access to refugees through the project); carefully design indicators for success
Difficult to get the city to take ownership of a project	Invite city representatives to trainings, matches, present role models; bring beneficiaries to negotiations with the city.

KEY FACTORS OF SUCCESS

- Several city departments joining forces, having a joint interest and backing-up the project together – this also impacts on the available resources
- Knowledge about existing sports associations, clubs, initiatives, NGOs already working in the field
- Involvement of NGOs, sports clubs already during project conceptualization
- Participation of the target group from the beginning
- Cooperation of equals between the city departments, NGOs and sports associations, showing mutual appreciation. (In contrast to a situation where NGOs see the city administration mainly as a potential donor and the administration see the NGOs mainly as supplicants.)
- Clear cooperation rules (commonly agreed upon all partners), consequently enforced: define the rules in a shared process and stick to them
- Not overwhelming sports clubs with “integration tasks”, e.g. ask them beforehand how many refugee children they are willing to take in
- Qualified staff (!), carefully selected for the required tasks
- Coaches embodying a non-discriminatory attitude, not differentiating in players’ status/ origin etc.
- Supervision for volunteers and assigning adequate tasks (e.g. do not put responsibility on working with a traumatized teenager on an unqualified volunteer)
- Constant reflection and self-evaluation: what worked well, what needs improvement? - lessons learned.
- Courses/activities flexible enough to adapt to new generations of participants.
- Take into account the human rights dimension of sports concerning the development of the personality, participatory effects, the promotion of the right to education and other human rights related factors.
- Continuity and out-reach to the students, considering permanently the needs of participants, i.e. care for your participants (see particularly step 14a on the situation during the pandemic).
- Being part of something special – competitions, presentations, taking a video, summer-camp and other events giving the participants the feeling of excitement.

IMPACT AND OUTCOME

Evaluation needs to be considered already in the conceptualization phase. The following data can be gathered via feedback questionnaires among the users:

- Number of participants (gender, age, nationality)
- Satisfaction / Demands
- Acceptability of services

Evaluation methods need to be adequate to the goal of the initiative, e.g. the number of the participants is only a valid indicator if the goal was to reach as many people as possible. In case, the goal was to address a particular target group in a specific living situation, the attendance of four participants may already be a success. Therefore, always think about the initial goal when developing indicators for success.

Specific methods and indicators are needed when specific, for instance integrated sports and integration programmes – combined with learning support, empowerment and promotion of participation – are carried out. Interviews are appropriate in these cases. On the following topics qualitative indicators need to be elaborated according to the envisaged objectives:

- Accessibility to programme for girls and boys in their specific living context and environment
- Improvement of self-esteem, skills and capacities
- Impact on educational performance
- Overcoming of stereotypes

RESOURCES

Esch-sur-Alzette (LUX) - Sports trainings for socially excluded groups

Different programmes for different groups (African women, elderly people, refugee youth) were established in order to offer them access to leisure and integration activities. The programmes are complementary to the regular offers. All programmes are offered for low fees (e.g. 13 Euros per year). Teams consist of mixed groups targeting at socially excluded/marginalized young men. The offers contributed significantly to deconstruct stereotypes and led to mutual understanding for the various situations of vulnerability, the participants face. Participants get psychological and social support. An important aim is to facilitate language learning by forming mixed teams and cooperation with clubs. Athletes, who are good, are included into regular teams.

Graz (AT) - Football against racism, empowerment and sports for inclusion

Several strands are employed in Graz by the sports department in cooperation with the integration department. All offers emphasize on the integration of the target group into regular offers. Specific measures and exclusive offers are an exception or empowerment activities, such as swimming for migrant women only, to make public baths accessible for them and their children. Activities against racism in soccer encompass the “match day plus” initiative. Thereby, youth leagues organize one day of competition, complemented by workshops against racism in general and in sports. Motivation program for children: One year free membership in a sports club for school beginners. Social inclusion through sports combines different programs, targeting socially marginalized groups of youth. The measures include social and psychological support and aim at qualifying participants in sports and school training. The municipality cooperates with NGOs, sports-clubs, schools, social workers. The programs take place in the public sphere (parks etc), also to raise awareness in the public.

Plovdiv (BG) & Dortmund (DE) – GUARANTEE: Guaranteeing the Right to Education for Roma Children in Selected European Cities

Sports (soccer, swimming, volleyball, climbing, dancing etc.) and learning (languages, maths etc.) groups were established for mixed groups of Roma and non-Roma, girls and boys aged between 12 and 16. Additionally, combined sports and learning activities and human rights exercises were included in the program. Trainers and teachers in Plovdiv and Dortmund were prepared for the program in peer-to-peer training courses. In Plovdiv the program was implemented by a Roma self-organization in cooperation with three schools and complemented with a summer camp on the Black Sea, in Dortmund it took place more informally in open locations (neighbourhood centers, outdoors etc.). Partially, also the parents got involved in the program and started own groups. The offers were accompanied by social workers who were available for both youth and their parents/families. The project aimed at anti-discrimination, desegregation, reducing school drop-out rates and encouraging pupils to get higher education.

Potsdam (DE) - Fanwork, Refugee Team in Babelsberg Club

In the beginning, the initiative targeted locals, who exposed racist behavior during soccer matches. However, with the first big wave of refugees, the focus shifted to work with refugees as soccer fans. Fans took refugees with them to soccer matches, organized free tickets and transport to the different locations. Soon after, the Babelsberg Club funded and trained a refugee team. It was closed in 2018 because of the successful integration of the players, who found other, regular clubs to play with. Most of the refugee team players still attend soccer matches and got made friends in the soccer community.

https://sportinclusion.net/fileadmin/mediapool/pdf/spin/ESPIN_Baseline_Study_Equal_access_for_migrant_volunteers_to_sports.pdf

All different – all the same? Developing training sessions for groups of refugees,
<https://www.dfl-stiftung.de/publikationen-willkommen-im-fussball/>,

Ready, steady, go! 11 top tips for engaging refugee girls and women in football,
https://www.dfl-stiftung.de/wp-content/uploads/2019/03/190318_Willkommen_im_Fussball_Poster_english.pdf

and other material available at DFL Stiftung, "*Willkommen im Fußball*", <https://www.dfl-stiftung.de/publikationen-willkommen-im-fussball/>.

Team sport and courage, fairplay and sportsmanship
https://www.graz.at/cms/dokumente/10319072_7745490/65744c0a/Englisch.pdf, including Tips on handling diversity in sports clubs, Tips on handling verbal abuse and harassment, Tips on handling aggression and physical assault.

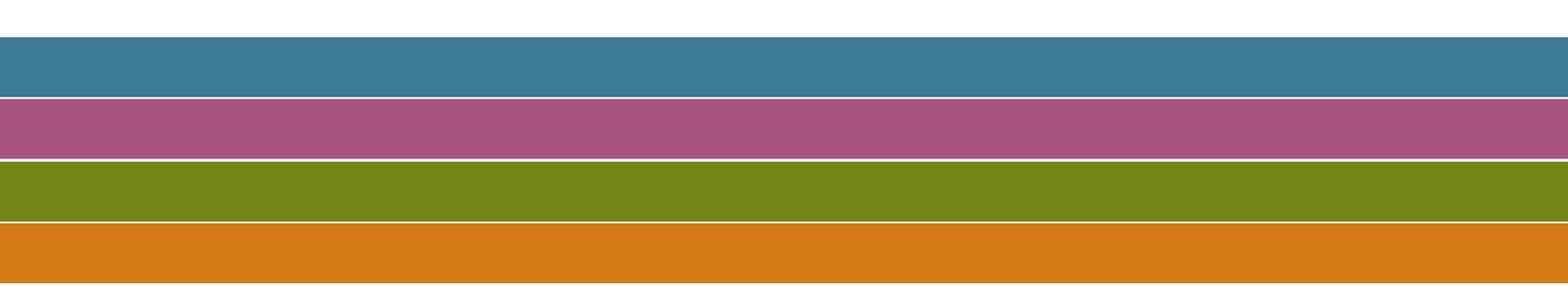
Practitioners' Guide for Implementers of a Sports & Learning Program; GUARANTEE - Guaranteeing the Right to Education for Roma Children in Selected European Cities;
<https://www.humanrightsgolocal.org/resources/publications/>.

SPACE FOR NOTES

Why is it necessary?
Foundation
Daily work
Follow-up

SPACE FOR NOTES

SPACE FOR NOTES



European Coalition of Cities against Racism

United Nations Educational, Scientific and Cultural Organization

ZENTRUM ZUR FÖRBERUNG DER MENSCHENRECHTE / CENTRE FOR THE PROMOTION OF HUMAN RIGHTS IN GEMEINDEN AT THE LOCAL AND REGIONAL LEVELS

Under the auspices of UNESCO

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