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**“GREW Handbook
on the prevention of racism among
young people through Sport”**

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INTRODUCTION:

Welcome to the GREW Handbook for Promoting Ethnic Minorities' Participation in Sport, a collaborative effort born out of the dedicated work and cooperation between 4 non-governmental organizations (NGOs) and sports organizations. This comprehensive handbook is the result of extensive research and the meticulous application of the Ethnic Tolerance and Solidarity (ETS) methodology.

The primary objective of this handbook is to serve as a wellspring of inspiration for NGOs and sports organizations across Europe that are passionate about fostering greater participation of ethnic minorities in sports. Within its pages, you will find a wealth of valuable information, research findings, and insights that can be instrumental in promoting inclusivity and diversity within the world of sports.

What sets this handbook apart is its accessibility and adaptability. Initially crafted in English, it will be thoughtfully translated into the national languages of each partner organisation. This approach ensures that the handbook remains highly usable and transferable, resonating with diverse audiences in various European countries and national sport contexts.

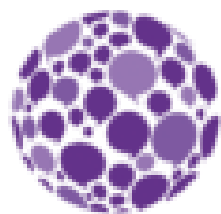
Moreover, this handbook serves as a vital pillar of sustainability for the GREW project. Beyond its immediate purpose, it will prove to be an invaluable tool for sparking innovative ideas related to preventing racist phenomena among young people and raising awareness about such issues within the community.

Throughout the following chapters, you will delve into a treasure trove of knowledge and resources designed to promote inclusivity and combat discrimination within the realm of sports. These will include:

- Exchange of Best Practice: The state-of-the-art of European practices that foster the inclusion of ethnic minorities in and through sports.
- ETS methodology and Training Format
- Sport Plans for Ethnic Minorities Tournaments

As you navigate this handbook, we hope you will find inspiration, guidance, and concrete strategies to champion the cause of ethnic minorities' participation in sports. Together, we can create a more inclusive and equitable sporting landscape for all, regardless of their ethnic background.

PARTNERS



MUNDUS
Bulgaria



Regionalne
Centrum Wolontariatu
w Kielcach



EXCHANGE OF BEST PRACTICES

The state-of-the-art of European practices that foster the inclusion of ethnic minorities in and through sports.

General description

The overall goal of the WP2 is to collect and share best practices about ethnic minorities and sports. The specific objective is to explore the state-of-the-art of European practices that foster the inclusion of ethnic minorities in and through sports. The major outputs of this WP are a handbook on state-of-the-art, case studies and best practices about ethnic minorities in and through sport, networking, and exchange of best practices between project partners and external stakeholders. Research activities will be carried out jointly and the project partners will communicate virtually to share feedback about drafts.

Phases of the Research:

- Research and analysis of existing academic literature, policy documents and statistical data;
- Mapping of best practices in sports clubs/associations, NGOs, educational institutions working with minority groups;
- Analysis and elaboration of results collected;
- Drafting conclusions on research results (creation of a final Report).

What are looking for?

Analysis of the state-of-the-art on ethnic minorities and grassroots sports.

Preliminary research is needed to outline the state-of-the-art on good practices and lessons learned connecting ethnic minorities with grassroots sports. The partners will carry out research on a national level and then on the EU level, gathering results of previous EU-funded projects or different practices. The research will take into account practices realized in schools, sports clubs at the grassroots level, and local communities. The partners will share the results obtained virtually and collect them for further elaboration. Selection and collection of national and European case studies showing best practices on the inclusion of ethnic minorities in and through sport. Each of partners is obligated to provide 3 best practices – it should include at least one on national and one on European level.

I. BULGARIA

1. Country and local situation

As a member of the European Union (EU) and United Nations (UN), Bulgaria is a signatory to various international treaties and agreements that obligate the country to protect the rights of minorities and combat discrimination. The Bulgarian Constitution prohibits discrimination on various grounds, including race, ethnicity, religion, and gender.

Bulgaria has ratified various international treaties and agreements that oblige the country to protect the rights of minorities and combat discrimination. Some of the most important agreements and treaties include:

1. The United Nations Convention on the Elimination of All Forms of Racial Discrimination (CERD): Bulgaria ratified this convention in 1966. The CERD aims to eliminate racial discrimination and promote equal treatment and opportunities for all individuals, regardless of their race or ethnicity.
2. The International Covenant on Civil and Political Rights (ICCPR): the country ratified this covenant in 1970. The ICCPR is a treaty that sets out a range of civil and political rights that all individuals should have, including the right to freedom of expression, the right to vote and the right to a fair trial.
3. The European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR): Bulgaria ratified this convention in 1992. The ECHR is a treaty that sets out a range of human rights and fundamental freedoms that all individuals in Europe should enjoy, including the right to life, the right to freedom of thought, conscience, and religion, and the right to a fair trial.

However, Bulgaria has faced criticism from international organizations and human rights groups for its handling of minority integration and discrimination issues. The Roma minority, in particular, has been subjected to various forms of discrimination and marginalization, including limited access to education, employment, and healthcare. There have also been reports of police brutality and harassment against the Roma community.

The Bulgarian government has implemented various policies and programs aimed at promoting minority integration and combating discrimination, including the adoption of a National Strategy for Roma Integration.

Here are some examples of the challenges faced by the Roma community in Bulgaria:

1. Education: Roma children in Bulgaria face significant challenges in accessing education. They are more likely to drop out of school and less likely to enroll in secondary education. Many schools in Roma neighborhoods have insufficient resources and face discrimination from teachers and students. Often youth from the Roma community are encouraged to leave school by their own kin to find or help with ways to earn money.
2. Employment: Roma people in Bulgaria face high rates of unemployment and are often excluded from the formal labor market. They are more likely to work in low-paying, informal jobs and face discrimination from employers.
3. Housing: Roma communities in Bulgaria often live in overcrowded and unsanitary conditions. They may lack access to basic utilities such as electricity, water, and sanitation, and are at risk of forced eviction.
4. Health: Roma people in Bulgaria have worse health outcomes compared to the majority population. They have higher rates of infant mortality, infectious diseases, and chronic conditions such as diabetes and heart disease.
5. Discrimination: Roma people in Bulgaria face discrimination and harassment in various aspects of their lives, including in education, employment, healthcare, and housing. They are often stereotyped as criminals or welfare recipients, and are subjected to police brutality and hate crimes.

These challenges are complex and interrelated, and require a multi-faceted approach to address and they have built-up with decades of mismanagement and lack of check and balances in terms of policy. Therefore, the implementation of policies leading up to the present has been criticized for being insufficient and ineffective.

In recent years, there have been calls for more effective measures to address discrimination and promote minority integration in Bulgaria, including the adoption of stronger anti-discrimination legislation and increased support for programs aimed at promoting diversity and inclusion.

Sources:

1. United Nations. (1965). International Convention on the Elimination of All Forms of Racial Discrimination. Retrieved from <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>
2. United Nations. (1966). International Covenant on Civil and Political Rights. Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>
3. Council of Europe. (1950). European Convention for the Protection of Human Rights and Fundamental Freedoms. Retrieved from https://www.echr.coe.int/Documents/Convention_ENG.pdf
4. European Roma Rights Centre. (2020). Roma in Bulgaria: The State of the Debate. Retrieved from https://www.errc.org/uploads/upload_en/file/ERRC_Roma_in_Bulgaria_The_State_of_the_Debate.pdf

5. Open Society Foundations. (2018). The Roma in Bulgaria: Discrimination, poverty and the challenges of integration. Retrieved from <https://www.opensocietyfoundations.org/uploads/725ed214-95e2-456e-bcc1-582e94978578/the-roma-in-bulgaria-20181128.pdf>
6. United Nations Development Programme. (2015). Roma in Bulgaria: Discrimination, Exclusion and Poverty. Retrieved from <http://www.eurasia.undp.org/content/dam/rbec/docs/Roma%20In%20Bulgaria.pdf>

2. Data about minorities

Bulgaria has a history of religious diversity and has been home to various religious communities throughout its history. The constitution of Bulgaria guarantees freedom of religion and prohibits discrimination on religious grounds. However, like in many other countries, religious tolerance can sometimes be an issue.

The two largest religious groups in Bulgaria are the Bulgarian Orthodox Church and the Muslim community. There are also smaller communities of Catholics, Protestants, Jews, and other religious groups. The government generally respects the rights of these communities and provides support to them, such as funding for the restoration of religious buildings.

However, some minority religious groups have reported incidents of discrimination, harassment, and violence. In recent years, there have been reports of attacks on mosques and Muslim communities, as well as on Protestant and Jehovah's Witness communities. Some members of the Bulgarian Orthodox Church have also been critical of other religious groups, including Catholics and Protestants.

In addition, there have been concerns about the influence of the Bulgarian Orthodox Church on the government and political process. Some critics have argued that the church's close ties to the ruling political classes have led to a lack of separation between church and state, and have hindered the rights of minority religious groups.

Overall, while Bulgaria generally respects the rights of religious minorities, there are ongoing concerns about discrimination and intolerance towards some religious groups that can be more prevalent in and consistent in smaller towns and less economically developed regions.

Here is an overview of the ethnic and religious composition of Bulgaria:

Ethnicity:

- Bulgarian: 84.8%
- Turkish: 8.8%
- Roma: 4.9%
- Other: 1.5% (including Armenian, Russian, Ukrainian, and Greek)

Religion:

- Bulgarian Orthodox: 59.4%
- Muslim: 7.8%
- Other: 1.7%
- Unaffiliated: 31.1%

Sources:

- National Statistical Institute of Bulgaria. (2021). Population and Demographic Processes 2020.
- Pew Research Center. (2017). Eastern and Western Europeans Differ on Importance of Religion, Views of Minorities, and Key Social Issues.
- Amnesty International. (2020). Bulgaria: End violence and discrimination against Muslim and minority communities.
- European Commission Against Racism and Intolerance. (2019). ECRI report on Bulgaria (fifth monitoring cycle).
- Freedom House. (2021). Bulgaria country report
- United States Department of State. (2021). Bulgaria 2020 International Religious Freedom Report

3. Available resources

Using sports as a tool for social integration and inclusion is gaining popularity in Bulgaria, especially with regard to working with ethnic minorities. Sports activities can be a way to break down barriers, foster positive relationships, and promote social inclusion among diverse communities.

Several organizations in Bulgaria are using sports to work with ethnic minorities, including the Roma community. These organizations aim to use sports as a tool to promote physical activity, healthy lifestyles, social inclusion, and intercultural understanding. For example, the Bulgarian Sports Development Association (BSDA), works to promote sports among children and young people from socially disadvantaged backgrounds, including Roma children. BSDA uses sports activities to encourage children to build friendships and develop important life skills, such as teamwork, communication, and leadership.

Another organization is the Open Society Institute - Sofia (OSI-Sofia), which runs a program called "Active Citizens" that uses sports as a way to promote social inclusion and combat discrimination. The program works with Roma youth in several Bulgarian cities, providing them with opportunities to participate in sports activities and develop important life skills like communication, team work, active participation and empowerment. There are also several grassroots sports initiatives working with ethnic minorities in Bulgaria. For example, the Football for All Foundation is a nonprofit organization that aims to promote social inclusion and equal opportunities through football. The organization works with marginalized groups, including Roma youth, and provides them with access to football training and opportunities to participate in tournaments.

Overall, using sports as a tool for social inclusion and integration is an increasingly popular approach in Bulgaria, and several organizations are using sports activities to promote intercultural understanding and break down barriers between different communities, including ethnic minorities.

- Bulgarian Sports Development Association. (n.d.). About BSDA. Retrieved from <http://bsdabg.org/about-bsdabg/>
- Football for All Foundation. (n.d.). About us. Retrieved from <https://footballforall.bg/about-us/>
- Open Society Institute - Sofia. (n.d.). Active Citizens program. Retrieved from <https://www.osi.bg/en/programs/active-citizens-program>

- Popov, N. (2015). Sports clubs and integration of minorities in Bulgaria. In J. N. Amara, N. Popov, & J. O. Metzler (Eds.), *Sports clubs, civil society, and social capital building in post-Soviet Russia and Ukraine* (pp. 199-212). Palgrave Macmillan.
- <https://sportigration.com/about/> - Education through sport for refugees and migrants

BEST PRACTICES

Bulgarian Sports Development Association (BSDA)	
Name: <i>Project/ Practice Title</i>	Bulgarian Sports Development Association (BSDA)
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	The association carries out sport sessions and activities on a regular basis for youth from disadvantaged as well as ethnic background.
Where: <i>Where the practice /project was held (city, country)</i>	The headquarters of the association is in Sofia, Bulgaria but except sport activities in the city, the organisation offers online resources on education through sport.
Who: <i>Name of the Coordinating Entity</i>	The association is run by Joanna Dochevska who has over 20 years of experience in the sport and volunteering sector
Website and links <i>Link of the project (if available) and to photos</i>	The association is run by Joanna Dochevska who has over 20 years of experience in the sport and volunteering sector
Website and links <i>Link of the project (if available) and to photos</i>	https://www.bulsport.bg/
Contacts: <i>(if available)</i>	info@bulsport.bg
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	The association is supported through a number of state institutions including the Ministry of Sport and Youth and National Agency for Human Resource Development Centre. With years of experience, BSDA has laid foundations for important volunteering work especially in sport. Volunteers are often youth from disadvantaged background that drive the impact of the organisation.
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	The main beneficiaries are the volunteers taking part in the activities of BSDA. They come from all sorts of ethnic backgrounds which include the Turkish and Roma minorities. There are regular volunteers that engage with 15+ disadvantaged youth on a weekly basis in sport practices and there also additional volunteers that help out in sport events.

<p>Financing: <i>Budget and Program which financed the project if available</i></p>	<p>BSDA is supported by state institutions, it collaborates with the National Sport Academy in Sofia and runs Erasmus+ strategic projects. Through its activities in sport and volunteering, the organisation is able to multiply the impact and scale of Erasmus+ projects continuously improving practices and available resources</p>
<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>BSDA is focused on using sport for social and economic development while its main target group is youth from disadvantaged background and ethnic minorities. The main method is using sport practices for building a community, experience socialising, build team skills. Other methods focus on using sport to combat bullying, enhance ethnic tolerance and raising awareness around the importance of volunteering.</p>
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<p>The objective of BSDA is to promote the benefits of sport for building a community and using volunteering for involving youth from minority and disadvantaged background.</p>
<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	<p>The results BSDA has achieved are more connected to the intangible impact of building a community and providing a safe space for their target group. The association is also one of the main voices lobbying in favour of law outlining the act of volunteering as Bulgaria is one of the few European countries that still has no such law. Overall BSDA is very successful at running regular sport practices, partnering up for big sport events with other sport organisations and thereby engaging their main target group in a systematic and meaningful way.</p>

Active Citizens Program: The Open Society Institute - Sofia's Active Citizens Program

Name: <i>Project/ Practice Title</i>	Active Citizens Program: The Open Society Institute - Sofia's Active Citizens Program
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	In 2017 the Open Society Institute – Sofia (OSI – Sofia), in consortium with the Workshop for Civic Initiatives Foundation (WCF) and the Trust for Social Achievement Foundation (TSA) was selected by the Financial Mechanism Office in Brussels for Fund Operator of the Active Citizens Fund Bulgaria within the European Economic Area Financial Mechanism 2014-2021. The programme will operate until 2024.
Where: <i>Where the practice /project was held (city, country)</i>	Sofia, Bulgaria
Who: <i>Name of the Coordinating Entity</i>	Open Society Institute – Sofia (OSI – Sofia), in consortium with the Workshop for Civic Initiatives Foundation (WCF) and the Trust for Social Achievement Foundation (TSA)
Website and links <i>Link of the project (if available) and to photos</i>	https://www.activecitizensfund.bg/ https://www.facebook.com/activecitizensfund.bg
Contacts: <i>(if available)</i>	
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	<ul style="list-style-type: none"> • Donor countries – Island, Lichtenstein and Norway. • Open Society Institute – Sofia (OSI – Sofia) • Workshop for Civic Initiatives Foundation (WCF) • Trust for Social Achievement Foundation (TSA)
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	Main target group is the Roma community and any disadvantaged members of ethnic minorities that experience social exclusion and discrimination.

<p>Financing: <i>Budget and Program which financed the project if available</i></p>	<p>The Active Citizens Fund Bulgaria amounts to EUR 15 500 000, provided entirely by the donor countries – Island, Lichtenstein and Norway.</p> <p>Active Citizens Fund Bulgaria includes a component related to the provision of scholarships to medical students of Roma origin (Scholarship Programme) amounting to a total of EUR 600 000.</p>
<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>The mechanisms for support include:</p> <p>Two calls for strategic projects with project duration of up to 36 months; Ongoing scheme for small initiatives with project duration of up to one year; Bilateral fund envisaging: 1) support measures for developing and carrying out partnership projects and initiatives with organizations of the donor countries; and 2) thematic workshops for establishing contacts and exchanging experience with organizations of the donor countries. Regional thematic forums; Measures building the capacity of civil society organizations to develop project proposals and carry out projects in the priority areas of the Fund; Minimum 10% of the funds will be used for Roma inclusion and empowerment, including by providing scholarships to Roma students enrolled in medical studies within the Roma Scholarship Programme; Mentorship support for the next generation of Roma health professionals Project Generation Facility – providing free consultations on developing project proposals (outside the Active Citizens Fund) contributing to the integration of vulnerable groups; Initiative for building the next generation of civic leaders.</p>

Objectives:

General and Specific Project Objectives

The objective of the Active Citizens Fund is: "Civil society and active citizenship strengthened and vulnerable groups empowered".

Within calls for proposals, initiatives of civil society organizations will be supported contributing to:

- Strengthened democratic culture and civic awareness;
- Increased support to human rights;
- Empowerment of vulnerable groups;
- Addressing gender equality and gender-based violence;
- Increasing civic engagement in environment protection/regarding climate change;
- Enhancing the capacity and sustainability of the civil society sector, including of civil society organizations.

Results achieved:

Describe the quantitative and qualitative results achieved

The Active Citizens Fund Bulgaria shall operate until 2024 and shall contribute to the achievement of the common goals of the EEA FM and the Norwegian FM to reduce the economic and social differences and strengthen the bilateral relations between the beneficiary countries and the donor countries. The fund will support the long-term sustainability and the capacity of the civil society sector, as well as its role in encouraging democratic participation, active citizenship and human rights.

Amalipe Center for Interethnic Dialogue and Tolerance

Name: <i>Project/ Practice Title</i>	Amalipe Center for Interethnic Dialogue and Tolerance
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	The centre was founded in 2001 and continues to run its programmes and projects.
Where: <i>Where the practice /project was held (city, country)</i>	Amalipe operates on the whole territory of Bulgaria especially in areas with concentrated population of Roma communities.
Who: <i>Name of the Coordinating Entity</i>	The chairman of the organization, Deyan Kolev, was elected as a representative of Roma NGOs in the Monitoring Committee of the Operational Program "Science and Education for Smart Growth" 2014 – 2020.
Website and links <i>Link of the project (if available) and to photos</i>	https://amalipe.bg/
Contacts: <i>(if available)</i>	(+359) 062/600-224 office@amalipe.com center_amalipe@yahoo.com
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	<ul style="list-style-type: none"> • European Commission, Operational Programs, Trust for Social Achievement, UNICEF and others. • Amalipe Center is a member of the Public Council at the Ministry of Education and Science, the National Patient Organization, the European Women's Lobby and others.
Website and links <i>Link of the project (if available) and to photos</i>	https://amalipe.bg/
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	The main beneficiaries are members of the Roma community including a network of 250 schools and 14 community centres in 6 different regions in Bulgaria.

<p>Financing: <i>Budget and Program which financed the project if available</i></p>	<p>No budget information is available.</p>
<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>To achieve these goals, Amalipe Center uses:</p> <ul style="list-style-type: none"> – application of innovative methods and practices at local level; – regular monitoring, feedback and advocacy for changes in existing policies related to the social inclusion of Roma; – systematization of the practical results of various organizations and their inclusion in the national policies for achieving effective results in the integration of the Roma community, mobilization and organization of civic capacity of the Roma community; – mobilization and organization of the civic capacity of the Roma community in order to implement joint actions for successful integration; – Advocacy activities for the formation of a sustainable model for Roma integration, through the implementation of a policy of good practices tested at the local level.
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<ul style="list-style-type: none"> • To develop the capacity within the community by raising the educational level of Roma children and youth; • To develop skills for self-organization of the Roma community; • To strengthen the participation of Roma in the decision-making process; • Stimulating a consistent and responsible state policy, which he access of Roma to education, quality health care and social services, monitoring and feedback to improve policy measures and practices.

Results achieved:

Describe the quantitative and qualitative results achieved

Results are ongoing and multifaceted with growing impact over time:

Intercultural education and educational integration

Education is an area in which the Amalipe Center has been working since its inception and its contribution cannot be disputed. The main cause of CIDT "Amalipe" here is the introduction of intercultural education (with a main focus on the introduction of classes on "Folklore of ethnic groups – Roma folklore" as a means of preserving and renewing the cultural identity of Roma, as well as mutual knowledge and formation. In terms of educational integration, Amalipe Center works in partnership with over 250 schools, over 2,500 teachers, universities and many cultural centers in Bulgaria.

Healthcare and health integration

Amalipe Center has been implementing activities in the field of improving the access of Roma to quality health care for several years. The activity is both at regional level – on prevention of tuberculosis, HIV / AIDS, and at national level – on testing a mechanism for monitoring health services at local level, advocacy in front of the Ministry of Health and support of the Program for Roma medical students.

Advocacy for Roma integration and full inclusion of vulnerable groups:

Amalipe Center has implemented many successful advocacy campaigns in front of national and European Union institutions. For example: advocacy campaign for inclusion of Roma issues in the Operational Program "Human Resources Development" and The National Strategy for Regional Development, advocacy campaign for inclusion of Roma issues in the School Education Act, an advocacy campaign to link the implementation of the system of delegated school budgets with the development of the quality of education in small settlements, etc.

The organization uses the existing consultative mechanisms for advocacy: representatives of the Amalipe Center have been elected to the Monitoring Committees of the Operational Program "Human Resources Development", Operational Program "Competitiveness" and the National Strategic Reference Framework;

Social work and community development:

Amalipe works to increase the self-organization of the local community to accelerate the process of modernization and community development by: creating an innovative service in the community – Community Development Center.

To date, the Amalipe Center operates in 14 municipalities through Community Development Centers and local clubs. The centers are specifically focused on working in the Roma community (including among traditional and marginalized groups) and support the development and modernization of local communities. They carry out activities for prevention of dropping out of school, motivation and support for continuing education, prevention of violence, prevention of early marriages, raising civic awareness and activity in the community, supporting local development.

II. ITALY - MVI

COUNTRY AND LOCAL SITUATION

Analysis of integration and anti-discrimination policies of public State-endorsed institutions in Italy

Ufficio Nazionale Antidiscriminazione Razziale (**UNAR, National Office against Racial Discrimination**), is the official national antidiscrimination institution that addresses any form of "racial and ethnic discrimination". UNAR was established in 2004 as a consequence of the Italian decree 9/07/2003, n. 215. This decree in turn follows the European directive (2000/43), which envisages the establishment of a national antidiscrimination office in every European member state as well as antidiscrimination legislation, because, as stated in the directive, racism has devastating effects not only on its victims, but also has destructive consequences for society and the economy. UNAR as an institution is located within the Ministero delle Pari Opportunità (**Ministry for Equal Opportunities**), which focuses especially on gender relations. The establishment of UNAR in this ministry was justified by pointing to the differential effects racism has on the genders, as well as to the fact that the ministry is already specialised in questions concerning equal/unequal opportunities. It follows that **the ministry equates antidiscrimination with the promotion of equal opportunities**, which in fact misses the point of the actions and effects of racism.

UNAR considers itself an autonomous institution, which has to guarantee the equal treatment of every human independent of its origins, gender, religion, nationality, skin colour or "ethno-cultural" background (Report 2005: 17). For this reason, the institution tries to supervise the efficient utilization of existing protection mechanisms against discrimination due to "race" and "ethnic origin." This is to be provided with a gender specific analysis of racisms, since women suffer at least double discrimination (for their gender and their race).

Furthermore, UNAR includes cultural and religious racism in its analyses:

The following duties fall within UNAR's remit:

1. Support for the victims of discrimination (Contact Centre)
2. Analysis of discrimination cases (in order to verify discriminatory practices)
3. Promotion of "positive discrimination" measures, especially in cooperation with national and local NGOs
4. Sensibilization and public awareness measures campaigns for the promotion of apposite suitable protection mechanisms against discriminatory practices
5. Recommendations and reports on the issue
6. Publication twice a year for the Parliament and the Government
7. Promotion of studies, research, and seminars
8. Exchange of experiences with civil society actors and antiracist organizations
9. Preparation of guidelines and codes for the fight against "racial and ethnic discrimination"

According to art. 7 D.Lgs 215/2003, UNAR is obliged to provide both the Parliament and the Government with annual reports, which are also made available on the institution's homepage. In these reports the institution gives an account of the application of the principle of equal treatment, as well as the efficacy of the antidiscrimination legislation. Efficacy is determined by analyzing statistical data gathered from inquiries and reports made to the Contact Center, the institution's database, as well as other information sources. The annual reports serve as sources for the evaluation of UNAR's work, for the further development of work against discrimination, as well as for observation of the status of racism in Italy on the whole. As UNAR itself states, these reports represent both the end of the work of a year and at the same time, the starting point for a new cycle of action against the structural causes of "racial discrimination."

UNAR's main office is in Rome where the Contact Centre, UNAR's communication hub, is located. In addition, UNAR has established so-called "focal points" in five other Italian cities (Turin, Milan, Padua, Naples, and Catania). These local offices facilitate communication with local and regional antiracist organizations and other civil society actors. This "decentralised" model also guarantees faster treatment of cases in which the presence of a UNAR employee is needed. Furthermore, the focal points are important for the realization of public awareness and sensibilisation campaigns, where collaboration with an established network of civil society actors and antiracist institutions is crucial. Thus, UNAR works at a meta level, coordinating relevant handling of discrimination cases. Dr. Massimiliano Monnanni manages UNAR. He is a former journalist, and an expert on human rights and social policy (cp. www.unar.it). Since 2008 he has served in the Foreign Ministry as advisor for the promotion and protection of human rights. From 2003 to 2006 he was Secretary General of the **Inter-ministerial Committee for the Human Rights**, which communicates with the United Nations committee on this issue. He was also the representative for Italy at the EUMC from 2004 to 2007.

UNAR is structured into two departments: one is the department for the protection of equal treatment, where evidence of discrimination is gathered, where victims are offered a first support, and the like. The second department is a scientific one, where sensibilization, information, and communication campaigns are developed. The gender proportion seems to be balanced. Unfortunately the CVs of the employees are not available online. The employees are recruited from the Presidenza del Consiglio (Council of Ministers) office and other administrative institutions. Furthermore, UNAR employs civil servants from legal authorities, lawyers, as well as external consultants from social and socio-anthropological fields (cp. Report 2005: 20).

Reference document:

1. <https://www.ces.uc.pt/projectos/tolerance/media/WP2/WorkingPapers%20Italy.pdf>

2. DATA ABOUT MINORITIES

Demography of Race and Ethnicity in Italy

Italy is among the countries with a “colour-blind” approach: during Fascism, the 1938 race Italian legislation, openly discriminated against Jews and Roma. In the post-WWII period, discourses about race and ethnicity (“razza” in Italian) became a taboo. Nevertheless, race is mentioned in Article 3 of the Italian Constitution, where equality of citizens is stated. The Italian Constitution, not only guarantees equality of citizens but also establishes a “positive clause” (Article 3.2) in order to “remove those obstacles of economic or social nature which constrain the freedom of equality of citizens”. In addition, Article 6 recognizes and protects historic linguistic minorities. The term ethnic is therefore not used in the Constitution for the obvious above-mentioned reasons. According to the last population Census, the most numerous are the “Sardo”, a language spoken for the most part by inhabitants of the Sardinia islands (over one million), the “German” (about 350,000), the “Slovenian” (about 60,000) and the “French” (about 70,000). Ethno-racial statistics are not permitted in Italy, apart from the specific case of those historic ethno-linguistic minorities guaranteed by the Constitution and law. Therefore, in the Italian census, race and ethnicity are identified with proxies: citizenship, place of birth, former citizenship for Italians and citizenship of parents (the latter since the last Census of 2011). Data on religion and language is not collected in the Census. The only exception is data on language of ethno-linguistic historical minorities.

Largest Ethnic Groups of Italy

Rank	Ethnicity or Nationality	Share of Italian Population
1	Italian	92.0%
2	Romanian	1.8%
3	Maghrebi and/or Arabic	1.1%
4	Albanian	0.8%
5	Han Chinese	0.3%
6	Ukrainian	0.3%

Around 8% of Italy's population identify as one of the numerous non-Italian minorities, with Romanian Italians being the largest of the minority groups. The dominant ethnic group in Italy is the native Italians who mainly speak the Italian language. Minority groups in Italy are majorly a result of immigration and settlement from other countries. Most of these immigrants went to Italy seeking employment opportunities.

Italians

Nearly 92.0% of Italy's population is Italians making it the largest ethnic group in the country. Native groups in the Italian Peninsula were the Etruscans while groups such as Greeks, Germans, Jews, Romans and Celts occupied the Peninsula in medieval times. Descendants of the indigenous groups and the settlers make up the modern-day Italians. In the Southern part of [Italy](#), Greek-Italians and Albanian-Italians are found while the North part is dominated by the French-Italians, Slovene-Italians, and German-Italians. Of all the occupations in the Italian Peninsula, the Romans influenced the culture of Italians the most. With time, different provinces of Italians developed their culture and dialects, a diversity which is still evident in the modern day Italy. Most Italians profess to the Roman Catholic religion while a small number profess to Judaism or Protestantism or migratory Islam. Notable Italians have made major contributions in the fields of culture, arts, language, science, and literature. Famous Italians are Leonard da Vinci for his contributions in architecture and paleontology and Galileo Galilei, a dominant figure in astronomy.

Romanian

1.8% of the total population in Italy are Romanians. The presence of Romanians in Italy is attributed to immigrations to Italy by Romanian citizens who began in the 1990s. The first phase of immigrants was fleeing persecution in Romania, while the second phase flocked to Italy for better employment opportunities and improved standards of living. A large number of Romanians in Italy are Christians more specifically Orthodox Christian. Roman Catholic and Protestant make up a small number of Romanians.

The relationship between Italians and Romanians is one of mistrust. Romanians are blamed for illegal and criminal activities. A particular event in October 2007, where an Italian woman was killed in a violent murder by an alleged Romanian immigrant, sparked a significant outcry from Italians. Proposed legislations were made to allow the government to remove certain EU citizens it deems a threat to Italy's security. Although the legislation was not eventually enforced, profiling of Romanian citizens as criminals continues in Italy. Romanians in Italy are characterized by a strong link to their culture and language. The Romanian presence in Italy is attested through over 200 Orthodox Churches, a political party, and numerous Romanian associations. There is also a Television Station that broadcasts in the Romanian language in Italy.

Maghrebi And Arabic

Maghrebi and Arabic both have a share of 1.1% of the total population in Italy. The majority of the people from these two groups are immigrants from Arab countries such as [Tunisia](#), [Libya](#), [Syria](#), [Morocco](#), [Lebanon](#), and Egypt. There existed Muslim communities in Italy in the medieval era, whose presence dwindled as a result of various conquests.

Somali asylum seekers in the 20th century to Italy sparked a wave of Muslim immigration. The dominant religion practiced by these ethnicities is Islam, more specifically the Sunni branch of Islam. The Maghrebi Arabic communities have various associations.

Albanian

0.8% Albanians make up the total population of Italy. [Albania](#) and Italy had long close ties in medieval times, mostly through military assistance given by Albania to Italy. Some Albanians, fleeing the occupation of Turks, settled in Italy and established Albanian communities mainly in Southern Italy. These communities still inhabit parts of modern Southern Italy such as Sicily, Calabria, Campania, Molise, and Abruzzi. Arberesh language is common among Albanians in Italy, with different dialects used in various villages. The Albanian community has influenced festivals and celebrations in Italy. The primary religion of the Albanians is Christian Catholic.

Conclusion

Other ethnicities found in Italy by share of the total population are Han Chinese (0.3%) and Ukrainian (0.3%). Italy has been increasingly receiving immigrants seeking asylum, especially from countries in the Sub-Saharan Africa. These immigrants have the potential to affect Italy's demographics to a small extent. The Muslim population in Italy is projected to increase steadily in Italy and other parts of Europe.

Reference documents:

3. <https://www.worldatlas.com/articles/largest-ethnic-groups-of-italy.html>
4. https://www.researchgate.net/publication/263110617_Demography_of_Race_and_Ethnicity_in_Italy

3. AVAILABLE RESOURCES

Inclusion and integration through sports in Italy

One of the biggest national or governmental programs was workshops on antidiscrimination for clubs. It all started with the Italian Football Federation, when in 2011 the federation asked UISP (Unione Italiana Sport Per tutti – Italian Union of Sport for Everybody) to organize a training for club members of the federation (Serie A, Serie B, 1st and 2nd Divisions) on the issues of antiracism, discrimination and inclusion in professional football. The reply was positive and the training was conducted in two steps, one at the Italian national team headquarters (Coverciano) and one in Milan. These kinds of activities are very important to confront high level clubs with antidiscrimination issues.

In terms of work with sport clubs and associations, there were implemented cricket tournaments. Why cricket? Here's an interesting story. In Brescia, the beautiful city and commune in the region of Lombardy in northern Italy, situated at the foot of the Alps, there was a network of associations, active in work with people with a migrant background. The local committee of Brescia, together with UISP, realized that it was difficult to involve the strong community of Asian people (e.g. from Pakistan, Sri Lanka etc.) in the organized sport events. They found that the usually proposed sports, like football, did not meet the interest of the community and were not part of their cultural background. Thus, the group of organizations listened to the needs of migrants and organized, together with traditional football tournaments, some cricket tournaments, especially for migrants but open to everybody, as well as a female only tournament of "Elle" (a kind of baseball played by women in Sri Lanka, a very authentic and interesting game). Later it resulted in the creation of a specific UISP area, namely the coordination of cricket tournaments in Rome. This project demonstrates that sometimes the lack of involvement of people in a project is not necessarily a general lack of interest in structured activities, but is simply due to the difficulty of detecting the real wants of target groups.

One of the most outstanding projects of migrants sport clubs in Italy is the Liberi Nantes Football Club. FC Liberi Nantes is a football team in Rome which is composed of players, who are victims of forced migration. This is the first permanent team in Italy which decided to represent the population of refugees, asylum seekers and generally people obliged to escape from their country to survive. The colours of the team are blue and white, like the colours of the United Nations who sponsors them – is composed of 25 players from Afghanistan, Eritrea, Guinea, Iraq, Nigeria, Sudan, Togo, Central Africa etc. Because of a regulation in Italian football laws, a team composed solely of asylum seekers cannot play in official championships. FC Liberi Nantes finally obtained permission to play in the 3rd Category (the lowest) where they are exempted from the ranking, meaning that even if they win they have no possibility to gain points. It is a compromise to let people play and face other teams on the territory in official competitions.

For two years, FC Liberi Nantes has also managed a touch rugby training programme for women (asylum seekers but also Italian), and trekking activities for everyone. The aim is to offer the possibility to play sport and to foster connections and inclusion between refugees and Italians to everybody.

Later UISP Genova and Macaia Association organized the third edition of the football tournament, called «Cartellino rosso al razzismo» («Show racism the red card»). This third edition saw the participation of 24 teams made up of social communities, associations, students, social workers, supporters and new Genoese from Ecuador, Morocco, Tunisia, Peru, China, Senegal, Nigeria and Romania. This third edition of the anti-racist tournament marked the continuation of a process which began in 2005 and which over the years demonstrated the ability to be an expression of a network of people and territorial initiatives regarding sport and football as an indispensable opportunity for community celebration, athletic competition, anti-fascism and anti-racism. UISP Genova also proposes a mediation initiative called «Maghreb Olympic Centre» founded in 1993 within the project. It is a functioning center today for children of second and third generations of migrants. The association is mainly active in Genoa and has about 200 members. The primary function is to carry out welcoming activities, providing a place where migrants can relax and have a shower, wash their clothes and where they have easy access to basic services. Along with these initiatives, sports initiatives are promoted in addition to recreational, artistic and musical workshops for adolescents.

The another tournament organized is called «Arcobaleni» («Rainbows») and played in Turin. This tournament involves mixed teams of migrants (heterogeneous teams not characterized by nationality) without gender differences and skills. It does not focus solely on playing football but is also about being together. «Arcobaleni» was born from the «Arcobaleni in campo», a UISP project for foreign and migrant communities. Many teams of different communities are established there and go on to participate in UISP national or local football tournaments. The project aims to revive the inclusive values in football practice like, for example, a time to meet and socialize, play and discuss. «Arcobaleni» is an opportunity to promote concrete actions to establish a culture of dialogue and respect for others, using the popular language of football, understandable in all the languages of the world.

To integrate migrant girls and women through sport into a local community, UISP Turin have opened for the area's female Muslim community two centers, specifically for women and girls. The space is for women of every nationality and culture and provides courses, relaxation and children's activities. The aim is inclusion, providing opportunities to meet and socialize as well as the enhancement of physical culture in general.

To raise the public's awareness of the situation of refugees, as well as to facilitate cross-cultural encounters, in Italy every year is held one well-known event of the Anti-Racist World Cup, with teams participating from all over Europe.

The Anti-Racist World Cup «Mondiali Antirazzisti» was created in 1996 as a challenge, in order to prove that coexistence between diverse cultures is possible and that multiculturalism is a vital and incredible resource for all. «Mondiali Antirazzisti» is a festive occasion of a non-competitive tournament of football, basketball, volleyball, cricket, and rugby. But it is also an occasion of music, debates, exhibitions and exchange of experiences. Those who have come to the «Mondiali Antirazzisti» have built up an informal relationship network, which has often made it possible to create trans-cultural projects and similar events all around Europe. They are open to everyone, there are no special rounds or barriers. The teams are composed of supporter groups, ethnic minority communities, antiracist and antifascist organisations from all over the world - the only rule - being mutual respect. Participants come from all over Europe and the world, with an average of 4.000 to 5.000 people attending. «Mondiali Antirazzisti» consists of a 5-day long event, which changes its venue each year, but always takes place in the Emilia Romagna region. After some years, people coming to Mondiali felt the need to reproduce the idea during the rest of the year and autonomously organized various anti-racist, non-competitive tournaments that finally came together under the umbrella of «Waiting for Mondiali». This development fits in perfectly with the aim of Mondiali i.e. an action spreading, reproducible event, which invites people not only to attend but to create. At the same time it is a perfect example of how an event born at regional level, with the real involvement of participants, can become a national and European event.

Another big event was the Weekend of Integration, for promotion of the coexistence of immigrants and natives in Italy. This action took place in 2009 in 16 cities, as the second phase of the «integrated corporate communication campaign on social inclusion of migrants» supported by the Ministry of Welfare to promote coexistence between legal immigrants and Italian citizens. In 8 cities (Milan, Rome, Turin, Genoa, Venice, Modena, Pescara and Catania), UISP organized competitions, tournaments and different kinds of sport activities, i.e. athletics, basketball, football, cycling, dance sports, mini volleyball, swimming, volleyball and table tennis.

Reference documents:

1. [https://en.wikipedia.org/wiki/Elle_\(sport\)](https://en.wikipedia.org/wiki/Elle_(sport))
2. <http://www.srilankaelle.com/ItalyElle.html>
3. <https://macaia.ro/>
4. <http://www.uisp.it/nazionale/>
5. www.liberinantes.org
6. www.mondialiantirazzisti.org

BEST PRACTICES

MONDIALI ANTIRAZZISTI

Name: Project/ Practice Title	Mondiali antirazzisti
When: When the practice/project was implemented (please specify if the project is still ongoing)	1997 - ongoing
Where: Where the practice /project was held (city, country)	<p>The project has national significance. The initiatives took place in 7 Italian regions:</p> <p>Basilicata: Matera Emilia Romagna: Bosco Albergati (Modena) Lombardy: Como Apulia: Martina Franca Sardinia: Cagliari Tuscany: Prato Trentino Alto Adige: Trento</p>
Who: Name of the Coordinating Entity	Unione Italiana Sport Per Tutti - UISP
Website and links Link of the project (if available) and to photos	<p>http://www.uisp.it/nazionale/</p> 
Contacts: (if available)	<p>Uisp National L.go Nino Franchellucci, 73 00155 Rome Tel: 06.439841 - Fax: 06.43984320 e-mail: uisp@uisp.it CF: 97029170582</p>

<p>Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i></p>	<p>Società Cooperativa Sociale Il Sicomoro (Matera), Associazione Trentina Accoglienza Stranieri - ATAS Onlus (Trento), Comune di Lavis (Trento), Kaleidoscopio SCS (Trento), Assessorato Salute e Politiche Sociali Provincia di Trento, Arci Servizio Civile Martina Franca (TA), La Palestra ASD (Martina Franca – TA), Circolo Culturale S. Allende (Martina Franca – TA), ASD Polisportiva ARCI Martina (Martina Franca – TA), Associazione Salam ONG (Taranto), Cooperativa Al-Fallah (Taranto), Centro Interculturale Nelson Mandela (Taranto), Gruppo Umana Solidarietà 'Guido Puletti' Onlus (su Cagliari), Caritas San Saturnino Fondazione Onlus (Cagliari), Associazione Culturale Amicizia Sardegna-Palestina (Cagliari), Polisportiva Il Sogno ASD (Prato), Pro Loco Gravedona (Como).</p>
<p>Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i></p>	<p>20 participating countries, 70 nationalities represented. 8,000 tournament participants and 30,000 participants in the manifestation</p>
<p>Financing: <i>Budget and Program which financed the project if available</i></p>	<p>Financing body: Presidenza del Consiglio dei Ministri/Dipartimento Pari Opportunità</p>
<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>The project provides for the organization of 6 local editions of the World Anti-racist Championships, in the cities of Cagliari, Como, Matera, Martina Franca, Prato and Trento, with the involvement of the migrant communities present in the area; of an edition of the Antiracist World Championships in the North, in the locality of Bosco Albergati, the traditional seat of the Uisp World Championships and of an edition of the Antiracist World Championships in the South, in the city of Matera, the last public activity of the project. During the kick-off meeting, a training workshop is planned for local coordinators and sports operators on how to organize an event in the "World Antiracist style", with particular attention to the involvement of groups and to the promotion and communication part of the event.</p>

	<p>Sports activities</p> <ul style="list-style-type: none"> • 168-team soccer tournament with men's, women's and mixed teams • 30-team basketball tournament • 34 team volleyball tournament • touch ball workshop and tournament • 3rd touch rugby non rugby performances structured in a tournament combined with lessons • motor activity proposals and lessons of gymnastics, yoga, Pilates and oriental disciplines • traditional dances and games • all tournaments can be played from mixed teams by gender, age and origin <p>Cultural activities</p> <ul style="list-style-type: none"> • evening concerts, with groups related to the theme of multiculturalism • Piazza Antirazzista, the exhibition site of self-produced materials and debates, seat of Radio Asterisco, the self-produced radio from migrants • Children's area, intended for play workshops for the little ones, with the UISP summer camps (250 children every day) • Bars and restaurants self-managed by various volunteer • free camping hosting about 2,500 people who live together for 4 days
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<p>General objective</p> <p>Promote the social inclusion of young foreigners of the first and second generation, refugees and asylum seekers, and promote intercultural dialogue and the comparison, encounter and exchange between young foreigners and Italians, through the creation of spaces, moments and opportunities for inter-ethnic sports sociality and participation in awareness-raising initiatives.</p> <p>Specific goals</p> <p>Promote the tool of sport as an engine of integration and dissemination of the culture of welcoming diversity, thanks to its educational role inherent in sports teaching itself: the rules of the game, respect for the opponent, the importance of group play ;</p>

	<p>Promote the participation of young first and second generation migrants, refugees and asylum seekers in sporting, cultural and awareness-raising initiatives and events in the area;</p> <p>Promote equal opportunities for access to educational, cultural, artistic and sporting initiatives in the area among diversities (gender, religious denomination, origin, ethnic-racial belonging, sexual orientation);</p> <p>Raise awareness among the public and the communities of the territories involved on the issue of integration and the fight against all forms of discrimination;</p> <p>Activate networks and open a constructive dialogue with local institutions, reception centers and associations of migrants and / or volunteers to initiate or strengthen local synergies on the theme of the fight against all forms of discrimination and promote the tool of sport as an engine of integration.</p>
<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	<p>Increase in the level and quality of inclusion between migrants / refugees / asylum seekers and Italian citizens in the communities involved in the intervention;</p> <p>Raising awareness of the general public and local communities subject to intervention on the issues of integration and the fight against all forms of discrimination;</p> <p>Increase in the number and opportunities for access (on an equal basis and without discrimination based on gender, religion, origin, ethnic-racial affiliation, sexual orientation) to sporting and cultural initiatives aimed at young migrants from the first and second generation, refugees and asylum seekers and aimed at promoting integration processes in the territory;</p> <p>Increase of the forms of collaboration between and with the stakeholders of the territory (local institutions, reception centers, migrant and / or volunteer associations) for the promotion of local initiatives and policies to fight against all forms of discrimination and promotion of peers opportunities for access to citizenship rights based on the sport methodology, proposed and consolidated by Uisp.</p>

Sport Welcomes Refugees

Name: <i>Project/ Practice Title</i>	SPORT WELCOMES REFUGEES
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	24 months: 1st January 2017 – 31st December 2018
Where: <i>Where the practice /project was held (city, country)</i>	Italy (Rome)
Who: <i>Name of the Coordinating Entity</i>	VIDC/FairPlay (Vienna Institute for Dialogue and Cooperation), Austria
Website and links <i>Link of the project (if available) and to photos</i>	http://swr.sportinclusion.net  SPORT WELCOMES REFUGEES
Contacts: <i>(if available)</i>	Uisp National L.go Nino Franchellucci, 73 00155 Rome Tel: 06.439841 - Fax: 06.43984320 e-mail: uisp@uisp.it CF: 97029170582
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	Uisp (Italy) Likkukka – Sport for all (Finland) Camino (Germany) Faros (Greece) Football Association of Ireland (Ireland) Sindicato dos Jogadores Profissionais de Futebol (Portugal) Mahtma Gandhi for Human Rights Organisation (Hungary)

<p>Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i></p>	<p>The Sport Welcomes Refugees project has been designed to address issues of the following target groups:</p> <ul style="list-style-type: none"> • Mainstream sport stakeholders (sport clubs and associations; sport coaches and other grassroots multipliers and sport governing bodies) • Refugees, asylum seekers and other newly arrived migrants; migrant-led sport / football clubs • Informal sport initiatives who work with refugees • Public institutions including local authorities, ministries and the European Parliament • Women and girls and in football initiatives and fans • Local and regional media
<p>Financing: <i>Budget and Program which financed the project if available</i></p>	<p>UE Erasmus + Sport Collaborative Partnership 2016</p>
<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<ol style="list-style-type: none"> 1. Building an Evidence base Assessment of the needs of sport educators in view of the actual challenges Good Practice in Europe and developing of quality criteria for inclusive sport projects 2. Training and Qualification of Sport Educators and Clubs Training programme for sport coaches (Rome, June 2017) Online-Platform: sports clubs opening doors for refugees and migrants 3. Respect Refugees – Campaigning and Raising Public Awareness Refugees Welcome Events in the European Week of Sport (all countries, September 2017) Refugee Welcome Events during FARE Action Weeks (all countries, October. 2018) 4. Capacity building of Sport Initiatives with newly arrived Migrants Network Meeting: Grassroots Initiatives meet with the organised Sport sector (all countries) Basic Packages – Providing support for sport initiatives working with refugees

	<p>5. European Networking and Policy Development Public Meeting at the European Parliament (Brussels, September 2018) European Networking Conference (Lisbon, November 2018)</p>
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<p>The overall objective of the project "Sport Welcomes Refugees" – Social inclusion of newly arrived migrants in and through sport" is to enhance and promote social inclusion of newly arrived migrants in and through sport. The project is designed to achieve the following specific objectives: - Facilitate grassroots sports participation of refugees, asylum seekers and other migrants through training of sport coaches and capacity building of mainstream sport clubs - To generate evidence-based knowledge about the needs of sport organisations and sport multipliers (coaches, instructors) how to best integrate newly arrived migrants into sport - Further develop a European framework for quality criteria regarding intercultural openness and inclusion of refugees and migrants in sport clubs - To capacity-build and empower migrants and refugee initiatives to challenge exclusion and discrimination and harness the role of migrants as volunteers (coaches, administrators, referees) in sport clubs - Develop educational tools and raise awareness among sport stakeholders about issues of exclusion and discrimination and how practically foster social inclusion in sport organisations</p>
<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	<p>The development of "Sport Welcomes Refugees - A Guide to Good Practice in Europe - Sport Inclusion Network" as a valuable resource material in refugees' integration through sport. For more detailed information on the deliverable: https://www.readkong.com/page/sport-welcomes-refugees-7793885?p=2</p>

Sport Antenne	
Name: <i>Project/ Practice Title</i>	SPORTANTENNE <i>Prevention, emersion and mediation to fight discriminations</i>
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	18 months: 6th October 2016 – 31st March 2018
Where: <i>Where the practice /project was held (city, country)</i>	It's a national project with planned initiatives in 14 different regions involving 16 Uisp local committees and 3 partners. 1) Bolzano (Autonomous Province BZ) 2) Trento (Autonomous Province TN) 3) Vicenza (Veneto) 4) Bergamo (Lombardy) 5) Alessandria (Piedmont) 6) Turin (Piemonte) 7) Ferrara (Emilia Romagna) 8) Florence (Tuscany) 9) Macerata (Marche) 10) Terni (Umbria) 11) Rome (Lazio) 12) Matera (Basilicata) 13) Taranto (Puglia) 14) Caserta (Campania) 15) Giarre (CT) (Sicily) 16) Nuoro (Sardinia)
Who: <i>Name of the Coordinating Entity</i>	UISP – Italian Sport For all Association
Website and links <i>Link of the project (if available) and to photos</i>	https://www.uisp.it/progetti/pagina/sportantenne-prevention-emersion-and-mediation-to-fight-discriminations 
Contacts: <i>(if available)</i>	Uisp National L.go Nino Franchellucci, 73 00155 Rome Tel: 06.439841 - Fax: 06.43984320 e-mail: uisp@uisp.it CF: 97029170582

<p>Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i></p>	<ol style="list-style-type: none"> 1. Stella del Sud (ASD) – Caserta 2. Il Sicomoro (Social Cooperative) – Matera 3. Liberi Nantes (ASD) - Rome
<p>Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i></p>	<p>third countries's citizens</p>
<p>Financing: <i>Budget and Program which financed the project if available</i></p>	<p>Ministry of Interior – Call AMIF 2014-2020, Notice OS.2.ON.2 Anti-discriminations</p>
<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>The project is in accordance with the Italian Office against Racial Discrimination (UNAR - has the purpose of promoting equal treatment and removing all forms of racial and ethnic discrimination) to assist the territorial networks against discrimination and strengthen the existing reporting services.</p> <p>SPORTANTENNE operates through 16 SEATS AGAINST DISCRIMINATION distributed throughout the country in different cities: 16 Antennas UISP in support of victims of discrimination who have the task to promote and support:</p> <ul style="list-style-type: none"> • Prevention against discrimination: through awareness with information opportunities and local initiatives; • Emersion of discriminatory behaviors: through the service of reports collection offered by UISP (through the active role of all its local committees and clubs, and activation and promotion of 16 LOCAL UISP ANTENNAS that will be equipped with specialized staff and specific tools) or indirectly, using the UISP network to spread the tools already activated by UNAR (Contact Center: on-line desk and anti-discrimination phone number) with which the report form will be shared.

	<ul style="list-style-type: none"> • Mediation of conflict: mediation interventions that UISP will process through the action of a NATIONAL TASK FORCE, consist either in an attempt to direct resolution of the case, both in the organization of events, sports initiatives and parallel events of awareness in contexts of origin of reports.
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<p>To prevent and combat direct and indirect discriminations based on racial or ethnic origin in respect of third countries's citizens through the implementation of the NATIONAL PLAN OF ACTION AGAINST RACISM, xenophobia and intolerance (2015) prepared by UNAR and approved by the Ministry of Labor and Social Policy, particularly where recommended greater use of mediation as a tool of anti-discrimination and the strengthening and expansion of the national anti-discrimination network.</p> <p>In particular:</p> <ul style="list-style-type: none"> • To conduct an AWARENESS CAMPAIGN on the different forms of discrimination; • To promote REPORTING SERVICES (UNAR Contact Center: green number and online desk); • To build an anti-discrimination WIDESPREAD NETWORK with extensive geographical presence from UISP network, and through the involvement of other actors; • To promote and consolidate a system of LOCAL UISP ANTENNAS aimed to collect reports of abuse and discriminatory acts (according to the recommendations of the National Plan); • To develop and implement MEDIATION WORK and effective resolution of emerging conflicts through sports and parallel advocacy initiatives (according to the recommendations of the National Plan).
<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	<p>To achieve its objectives, the project has been developed on three main axes (PREVENTION, EMERSION, MEDIATION) and provided for five work areas.</p> <p>TRANSVERSAL 1COORDINATION AND PROJECT MANAGEMENT</p>

- A.1 Constitution working group
- A.2 Definition of methodology and preparation of management tools
- A.3 Project launch meeting
- A.4 Processing and printing of information and promotional materials.
- A.5 Coordination and monitoring activities

PREVENTION

1 AWARENESS AND PROMOTION SERVICES UNAR / UISP

- A.1 Information and awareness of CITIZENSHIP
- A.2 Information and awareness of all UISP MEMBERS
- A.3 Information on reporting services at UISP ASSOCIATED CLUBS and LOCAL PARTNERS
- A.4 Information on reporting services at UISP LOCAL COMMITTEES
- A.5 Creation of promotional sports events

EMERSION

1 REGIONAL NETWORKS of INTERVENTION

- A.1 Constitution of a widespread anti-discrimination network
- A.2 UISP LOCAL ANTENNAS**
- A.3 Implementation of a training course for the staff of the local Antennas
- A.4 Activation of local Antennas and collaboration with UNAR
- A.5 Public meeting for the presentation of the antennas

MEDIATION

1 NATIONAL TASK FORCE

- A.1 Implementation of a training course for the staff of the Task Force
- A.2 Activation of National Task Force
- A.3 Analysis of reporting and processing/creation of ad hoc mediation interventions for cases taken in charge

ASSESSMENT AND DISSEMINATION

1 EVALUATION AND DISSEMINATION OF RESULTS

- A.1 Evaluation of the results and final report processing
- A.2 Report and dissemination of a final publication (methodological guide + e-book + web site)
- A.3 Public meeting for presentation of final results

III. ITALY – MSV

1. Country and local situation

(Please describe the juridical situation and framework for minority integration and counter discrimination policies in your country. Max 2 pages)

Introduction

Italy has a diverse population, including various ethnic and minority groups. The country has experienced significant migration flows in recent years, with immigrants coming from different regions such as Africa, Asia, and Eastern Europe. Despite the growing diversity, Italy has struggled to create a cohesive and inclusive society, and minorities continue to face significant challenges in various areas, including education, employment, and social integration. This report will explore the juridical situation and framework for minority integration and counter-discrimination policies in Italy.

Historical Context

Italy has a complex history when it comes to migration and minority integration. The country has experienced significant migration flows in the past, with many Italians leaving the country in search of better economic opportunities. The country also witnessed an influx of immigrants from North Africa in the 1970s, followed by Eastern Europeans in the 1990s. However, it was not until the early 2000s that Italy experienced a significant increase in immigration from non-EU countries, especially from sub-Saharan Africa.

Juridical Framework for Minority Integration

The Italian Constitution enshrines the principle of non-discrimination based on gender, religion, ethnicity, and nationality. Article 3 of the Constitution states that all citizens have equal social dignity and are equal before the law, without distinction of any kind, and affirms the need to remove all barriers that prevent the full enjoyment of fundamental rights and freedoms.

The legal framework for minority integration in Italy is based on Law 286/1998, also known as the "Turco-Napolitano Law." The law regulates the entry and residence of foreign citizens in Italy and sets out the rights and obligations of immigrants. The law also establishes the National Observatory for the Integration of Immigrants, which is responsible for promoting integration policies and monitoring their implementation.

In 2017, the Italian Parliament approved a new immigration law, Law 13/2017, which reformed the previous legislation.

The new law introduced several changes, including the introduction of a new humanitarian visa and the establishment of a system for the relocation of refugees and asylum seekers. The law also introduced measures to encourage the integration of immigrants, such as access to education, training, and employment.

In addition to the Turco-Napolitano Law 13/2017, several other laws and regulations have been enacted to promote the integration of immigrants and protect their rights. These include:

- Law 39/1990, which regulates the right to asylum and the protection of refugees
- Law 40/1998, which regulates the right to family reunification for foreign citizens
- Law 482/1999 which regulates the rules on the protection of linguistic-historical minorities
- Law "Bossi-Fini" 189/2002, which establishes the framework for the integration of immigrants and their access to education, training, and employment
- Law 94/2009, which regulates the protection of victims of trafficking and exploitation.
- Law 12/2022 which regulates transitional planning law for the entry flows of foreign workers residing abroad in the territory of the State converted in "Decreto Flussi" "DPCM 29/12/2022"

Counter-Discrimination Policies

Despite the legal framework for minority integration, discrimination remains a significant challenge in Italy. Discrimination is prevalent in various areas, including housing, employment, and education. The Italian government has implemented several measures to address discrimination, including the establishment of the National Office Against Racial Discrimination (UNAR) in 2003.

UNAR is responsible for promoting equality and combating discrimination based on race, ethnicity, and religion. The office provides support to victims of discrimination and conducts awareness-raising campaigns to promote social inclusion and respect for diversity. UNAR also works with public institutions, civil society organizations, and the media to promote intercultural dialogue and combat stereotypes.

In 2017, the Italian government approved a national plan to combat racism and discrimination. The plan includes several measures, such as the establishment of a national observatory on hate crimes, the promotion of intercultural dialogue in schools, and the training of public officials on diversity and non-discrimination.

UNAR plays a critical role in promoting equality and combating discrimination in Italy. The office provides legal and psychological assistance to victims of discrimination and works to raise awareness about the negative effects of discrimination on individuals and society. UNAR also works with public institutions, NGOs, and civil society organizations to promote intercultural dialogue and respect for diversity.

At the moment, the new National Inclusion Strategy elaborated by UNAR 2021-2030 is being finalized, also based on the indications of the Office, which constantly operates through the Government Territorial Offices a monitoring of the state of implementation of the interventions taken at the local level aimed at integration mentioned above. This Strategy starting from the four axes of intervention of the one just concluded (housing, health, school, work), will expand these areas that will be redesigned in the following manner:

- Inclusion,
- participation,
- education,
- employment,
- health,
- housing issues.

Another significant initiative in the fight against discrimination is the National Plan for the Promotion of Social Cohesion and the Contrast of Racism and Xenophobia, launched in 2013. The plan sets out a comprehensive framework for the promotion of social cohesion and the fight against racism and xenophobia, focusing on areas such as education, employment, and the media. The plan has been implemented through a range of measures, including awareness-raising campaigns, training for public officials, and support for victims of discrimination.

Challenges and Controversies

Despite the efforts to promote integration and combat discrimination, Italy faces several challenges and controversies in this area. One of the main challenges is the high level of social and economic inequality faced by minorities. Immigrants and ethnic minorities are more likely to live in poverty and experience unemployment and social exclusion.

Another challenge is the rise of anti-immigrant sentiment and right-wing populism in Italy. Some political parties and groups have exploited the issue of immigration for political gain and have promoted a divisive and xenophobic discourse. This has created a hostile environment for minorities and has contributed to the normalization of discriminatory attitudes and behaviors.

In recent years, Italy has faced several controversies related to immigration and minority integration. One of the most significant challenges is the rise of far-right political parties and the growth of anti-immigrant sentiment in Italian society. Some political parties have exploited fears about immigration and portrayed migrants and minorities as a threat to Italian culture and identity. This has contributed to the normalization of discriminatory attitudes and behaviors towards minorities.

Another significant challenge is the inadequate support for the integration of refugees and asylum seekers. Despite the introduction of the humanitarian visa and relocation system under Law 13/2017, many refugees and asylum seekers still face significant barriers to integration, including lack of access to education, housing, and employment.

Conclusion

In conclusion, Italy has made progress in creating a juridical framework for minority integration and counter-discrimination policies. However, the implementation of these policies and the realization of equality and social inclusion for minorities remain a significant challenge.

The Italian government and civil society organizations must work together to address the root causes of discrimination and social inequality faced by minorities. This includes measures to improve access to education, employment, and housing, as well as efforts to combat discrimination and prejudice in society.

In addition, it is essential to promote intercultural dialogue and respect for diversity, and to ensure that minorities are represented and included in decision-making processes at all levels. This will require a long-term commitment from all actors in society, including the government, civil society organizations, the media, and the general public.

In conclusion, Italy must continue to work towards creating a more inclusive and cohesive society that respects and celebrates diversity. It is only through collective action and a shared commitment to social justice and human rights that Italy can realize its potential as a multicultural and vibrant democracy. Despite the changes, an organic law is increasingly needed in Italy to regulate the entire asylum matter and substantially improve the situation of refugees and asylum seekers. Italy is still the only one among the countries of the European Union that does not have a unified norm, which guarantees asylum seekers a functional system, assistance and integration, and which reduces the operational difficulties for local authorities, volunteers, police forces and all those working in the field. In addition to legislative gaps, Italy continues to lack organic policies and a national system of reception, protection and integration.

In conclusion, Italy has made significant efforts to create a juridical framework for minority integration and to combat discrimination against minorities. However, there are still significant challenges to be addressed, including social and economic inequality, anti-immigrant sentiment, and inadequate support for refugees and asylum seekers.

The Italian government and civil society organizations must work together to address these challenges and promote a more inclusive and cohesive society that respects and celebrates diversity. This requires long-term commitment and collaboration between all actors in society, including the government, civil society organizations, the media, and the general public.

2. Data about minorities

(Provide data on minorities in your countries and cities, indicate sources of such data)

According to the Italian National Institute of Statistics (ISTAT), as of January 1, 2021, the total population of Italy was 60.3 million people. Of this population, approximately 8.4% (or 5.1 million people) are foreign citizens, while the remaining 91.6% are Italian citizens. Foreign citizens in Italy come from a wide range of countries, including Romania, Albania, Morocco, China, and Ukraine.

In terms of ethnic and linguistic minorities, there are several groups in Italy that are recognized as national minorities under the Framework Convention for the Protection of National Minorities. These include:

German-speaking people in Trentino-Alto Adige/Südtirol

Slovenes in Friuli-Venezia Giulia

Ladin speakers in Trentino-Alto Adige/Südtirol and Veneto

Occitan and Walser speakers in Piedmont and Valle d'Aosta

French-speaking people in Valle d'Aosta

Catalan-speaking people in Sardinia

In addition to these recognized national minorities, there are also significant communities of immigrants and their descendants in Italian cities. According to ISTAT, the largest immigrant communities in Italy are:

Romanian: 1,199,676

Albanian: 440,023

Moroccan: 424,457

Chinese: 314,503

Ukrainian: 240,778

Italian cities with the highest percentage of foreign residents include:

Milano: 22.7%

Roma: 15.7%

Torino: 14.9%

Brescia: 14.5%

Firenze: 13.3%

Data on minorities in Italy and Italian cities are primarily collected by the Italian National Institute of Statistics (ISTAT). Other sources of data include local and regional government offices, NGOs, and academic research.

Foreign Citizens in Italy

As previously mentioned, according to ISTAT, as of January 1, 2021, there were approximately 5.1 million foreign citizens in Italy, representing about 8.4% of the total population. The largest group of foreign citizens in Italy are Romanians, who make up 23.5% of the foreign population, followed by Albanians (8.6%), Moroccans (8.3%), Chinese (6.2%), and Ukrainians (4.7%).

Foreign citizens are unevenly distributed across the country, with the highest concentrations in the north and central regions. Lombardy, in the north, is the region with the largest number of foreign citizens, followed by Emilia-Romagna and Lazio.

Ethnic and Linguistic Minorities in Italy

Italy recognizes several ethnic and linguistic minorities as national minorities under the Framework Convention for the Protection of National Minorities. These minorities have the right to use and promote their own language, culture, and traditions, and to participate in public life. The recognized minorities are:

German-speaking people in Trentino-Alto Adige/Südtirol: According to the 2011 census, German is the first language of about 69% of the population in the autonomous province of Bolzano, which is part of the Trentino-Alto Adige/Südtirol region.

Slovenes in Friuli-Venezia Giulia: According to the 2011 census, Slovene is spoken by about 2.5% of the population in the province of Trieste.

Ladin speakers in Trentino-Alto Adige/Südtirol and Veneto: Ladin is spoken by about 30,000 people in the Dolomites region of Trentino-Alto Adige/Südtirol and Veneto.

Occitan and Walser speakers in Piedmont and Valle d'Aosta: Occitan is spoken by about 20,000 people in the Valle di Susa area of Piedmont, while Walser is spoken by about 2,000 people in the Gressoney valley in Valle d'Aosta.

French-speaking people in Valle d'Aosta: According to the 2011 census, French is spoken by about 75% of the population in the autonomous region of Valle d'Aosta.

Catalan-speaking people in Sardinia: Catalan is spoken by about 300 people in the town of Alghero in Sardinia.

Immigrant Communities in Italian Cities

In addition to recognized ethnic and linguistic minorities, Italian cities also have significant communities of immigrants and their descendants. The largest immigrant communities in Italy are from Romania, Albania, Morocco, China, and Ukraine, but there are also significant communities from other countries, such as Bangladesh, Pakistan, and Nigeria.

According to ISTAT, the cities with the highest percentage of foreign residents are:

Milano: 22.7%

Roma: 15.7%

Torino: 14.9%

Brescia: 14.5%

Firenze: 13.3%

These cities have large and diverse immigrant populations, with different communities concentrated in different neighborhoods. For example, in Milan, the Chinese community is concentrated in the Chinatown neighborhood, while the Bangladeshi community is concentrated in the Loreto neighborhood. In Rome, the Egyptian community is concentrated in the Torpignattara neighborhood, while the Romanian community is spread out across the city.

Sources of Data

Data on minorities in Italy and Italian cities are collected by ISTAT through the national census and other surveys. The national census is conducted every 10 years, with the most recent census taking place in 2021. Other sources of data include local government reports and studies conducted by research institutions and non-governmental organizations.

ISTAT also publishes an annual report on the integration of foreigners in Italy, which provides data on demographics, education, employment, and social integration. The report includes data on the integration of immigrants from different countries and regions, as well as data on second-generation immigrants.

Local government reports, such as those published by the city of Milan, provide detailed information on the demographics and socio-economic status of immigrant communities in specific neighborhoods. These reports can also include information on the services and programs provided by the local government to promote integration and social inclusion.

Research institutions and non-governmental organizations also collect data on minorities in Italy and Italian cities. For example, the Fondazione ISMU (Iniziativa e Studi sulla Multietnicità) is a research institute that specializes in the study of migration and multiculturalism in Italy. The Fondazione publishes annual reports on the state of integration in Italy, which include data on immigrant communities and their integration into Italian society.

In addition to these sources, there are also many grassroots organizations and community groups that work with minority communities and collect data on their needs and experiences. These organizations can provide valuable insights into the challenges and opportunities faced by minorities in Italy and can help to inform policy and program development.

Overall, there is a wealth of data available on minorities in Italy and Italian cities, and a range of sources for accessing this data. This information can be used to better understand the needs and experiences of minority communities and to develop effective policies and programs for promoting their inclusion and integration.

3. Available resources

(Provide information on existing literature, webpages, and articles) on the topic of working with ethnic minorities through sports in your countries and in general. Max 1 page)

There is a growing body of literature on the topic of working with ethnic minorities through sports in Italy and in general. Below are some examples of resources available on this topic:

"Sport and Ethnic Minorities: A Review of the Literature" by James Skinner and David Zakus - This article provides a comprehensive review of the literature on the relationship between sport and ethnic minorities. It includes a discussion of the potential benefits of sport for ethnic minority communities, as well as the challenges and barriers that can prevent their participation.

"The role of sports in promoting the integration of refugees and asylum seekers: A systematic review of grey literature" by Carolina Vidal and Julie-Anne Savarimuthu - This article provides a systematic review of grey literature (i.e. unpublished or non-peer reviewed material) on the role of sports in promoting the integration of refugees and asylum seekers. It includes a discussion of the potential benefits of sports for integration, as well as the challenges and barriers faced by these groups.

"Sports for Inclusion and Social Cohesion in Europe: A Comparative Study of Good Practices" by the European Union - This report provides an overview of good practices in the field of sports for inclusion and social cohesion in Europe. It includes a discussion of initiatives that have successfully promoted the participation of ethnic minorities in sports and their integration into European society.

"Sport and Social Inclusion: Evidence-Based Policy and Practice" edited by Fred Coalter - This book provides an overview of evidence-based policy and practice in the field of sport and social inclusion. It includes a range of case studies and examples of initiatives that have successfully promoted the participation of ethnic minorities in sports.

"Sport and Social Exclusion in Global Society" edited by Ramón Spaaij - This book provides a global perspective on the relationship between sport and social exclusion, including the experiences of ethnic minorities in different countries and contexts.

In addition to these resources, there are many websites and online platforms that provide information and resources on working with ethnic minorities through sports. For example, the European Network of Sport Education (ENSE) has a dedicated section on its website for diversity and inclusion in sports, which includes resources on working with ethnic minorities. The Football Against Racism in Europe (FARE) network also provides resources and information on anti-discrimination initiatives in football.

Overall, there is a wealth of literature, websites, and articles available on the topic of working with ethnic minorities through sports in Italy and in general. These resources can provide valuable insights and guidance for policymakers, practitioners, and researchers working in this field.

BEST PRACTICES

Get Inclusive In Game	
Name: <i>Project/ Practice Title</i>	Get Inclusive In Game
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	2020
Where: <i>Where the practice /project was held (city, country)</i>	Italy
Who: <i>Name of the Coordinating Entity</i>	Unione Sportiva Acli Frosinone
Website and links <i>Link of the project (if available) and to photos</i>	www.giig.eu https://www.facebook.com/GIIG2017/
Contacts: <i>(if available)</i>	
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	GIIG develops a sustainable model of cooperation based on integration in innovative and operative synergies for social inclusion and equal opportunities between the sport sector and other sectors, that permit to put all the women to empower the decisional capacity through the Sport
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	+ Instructors / volunteers with knowledge, networks and skills about the tools and methods of communication to combat discrimination + social engagement, synergies and awareness about Sport as mean of social inclusion – Expressions of ignorance, intolerance and discrimination + Involvement of girls and young immigrants/refugee in sports activities + Participants in general to sports activities EU Policy vs Social Exclusion/sport inactivity: 1-0 GOAL!
Financing: <i>Budget and Program which financed the project if available</i>	/

<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>To promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all.</p> <p>In line with European policies, GIIG develops a sustainable model of cooperation based on integration in innovative and operative synergies for social inclusion and equal opportunities between the sport sector and other sectors, such as education, voluntarism, sport organizations, young activism, social enterprises</p> <p>GIIG Platform: an incubator of data and information for the development and financing of strategic partnerships, and the planning of sports initiatives aimed by social inclusion values.</p> <p>Info Days: will realized in to the schools, with the presence of local Public Authorities, Sport Clubs, NPOs/Voluntary Associations, besides students and their families.</p> <p>GIIG Sports for All Games: special events with games in green areas (i.e. parks) organized thanks to the collaboration with local sports clubs and sport associations.</p> <p>GIIG Open Football for ALL: a football friendly competition in Frosinone between inclusive teams named with the name of the most popular immigrants and women athletes in Europe.</p> <p>The International Conference: on the state of play of social inclusion and gender equality in sport, who will take place at Cittadella Cielo in Frosinone.</p>
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<p>It is statistically shown that women are underrepresented in sport and have less opportunities to involve in such actions, hence, this project encourages and gives opportunities to women, especially young and migrant women.</p>
<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	

Korfball for GENDER EQUALITY

Name: <i>Project/ Practice Title</i>	Korfball for GENDER EQUALITY
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	2019
Where: <i>Where the practice /project was held (city, country)</i>	Turkey
Who: <i>Name of the Coordinating Entity</i>	KARASU ILCE MILLI EGITIM MUDURLUGU
Website and links <i>Link of the project (if available) and to photos</i>	https://www.facebook.com/Korfball-for-Gender-Equality-106466858242911 https://korfball.sport/wp-content/uploads/2016/05/GenderRelationsSurveyReport-2016.pdf
Contacts: <i>(if available)</i>	
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	The project includes 5 partners and the partners are from Turkey (2), Romania, Italy, and Bosnia and Herzegovina.
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	The project is about social inclusion of people in rural areas and raising awareness about gender equality among children and adult who live in rural area. because children, women, men and elder people in rural areas do not have any social activities and they have more strict minds about gender equality.
Financing: <i>Budget and Program which financed the project if available</i>	/

<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>In the project, first of all, Korfball trainers will teach how to play korfball for middle school students aged 11-15 of a rural school since inequality is seen most in rural areas. Later, korfball playgrounds will be created at schools for students (Then, it will be allowed to be played by local people). Students will be encouraged to teach this sport to their families and they can play this sport with their families after school</p>
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<p>It is aimed to draw attention to gender equality between men and women by using korfball sport as a tool in our project at the age of puberty; and it is aimed to draw attention to gender inequality in students and to reduce this situation in their own world by carrying out the activities of our project in schools in rural areas.</p> <p>The inclusion of equal numbers of men and women on each team eliminates sexual discrimination and promotes mutual respect. To maintain the equality, men can only mark men and women can only mark women. Also, the importance of a player being able to attack and defend highlights one of korfball's most transferrable skills; the desire and motivation to be the best in every aspect for the benefit of the team.</p>
<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	<p>Thus, awareness can be raised on equality in both young students and adults. To increase this effect locally, a tournament including parents and students at the same time will be organized and it is aimed to influence other people living in the environment. From the beginning to the end of the project, all project activities will be disseminated by project teams.</p>

AGES	
Name: <i>Project/ Practice Title</i>	AGES
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	2020
Where: <i>Where the practice /project was held (city, country)</i>	Italy
Who: <i>Name of the Coordinating Entity</i>	CO.RI Institute Pisa
Website and links <i>Link of the project (if available) and to photos</i>	https://www.dropbox.com/s/q042dvg3knzcbvi/ages-1.pdf?dl=0 https://agesproject.com/
Contacts: <i>(if available)</i>	/
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	The objective, shared by the partners, was to carry out a survey, through validated questionnaires, among a significant sample of girls and boys, adults and sport operators from the three countries involved (Ita/Spa/Gre), to verify the presence or absence of gender stereotypes and associated factors with respect to sport activity.
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	With the A.G.E.S. project the actors involved, reconnecting to the objectives of the previous European recommendations, wanted to contribute to the promotion of the gender equality process in sport, through a first analysis of the possible presence of gender stereotypes and associated factors in the population samples examined in the three European countries: Italy, Spain and Greece. In particular, the project was aimed at age groups crucial for the development and future of the three countries (young people and adolescents aged 14-16 years) and adults participating in their training (parents, teachers and coaches) to analyse the presence or absence of gender stereotypes and associated factors among the three samples identified.

<p>Financing: <i>Budget and Program which financed the project if available</i></p>	/
<p>Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i></p>	<p>1° PART : The survey design</p> <ul style="list-style-type: none"> - Research Hypothesis - Objectives - Materials and Methods - 1st phase: Desk analysis and reference context - 2nd phase: Questionnaire administration - 3rd phase: Interviews with privileged witnesses - The Cross-Section <p>2° PART : A quanti-qualitative study from a gender perspective</p> <ul style="list-style-type: none"> - Results in Italy: Perception of Young People, Adults and Sports Technicians about Gender Stereotypes - Report for Students Survey (Results) - Report for Adults Survey (Results) - Results in Italy/Greece/Spain: Perception of Young People, Adults and Sports Technicians About Gender Stereotypes
<p>Objectives: <i>General and Specific Project Objectives</i></p>	<p>The priority objective of A.G.E.S. was to experiment and document, through a comparative study, the comparison on the perception of gender stereotypes in sport, not only between the different categories of people, but also between the three different national contexts. A further objective, related to the previous one, was to contribute with the procedure of the project to raise cultural awareness on the theme of gender equality in sport. The implementation of this project, characterized by a collaboration among different partners, required a methodological and not only project sharing and a constructive comparison between professionals and different territorial realities. The data, which emerged from this study, also have the strategic role of outlining an overall picture that gives a comparative view of the perception of gender stereotypes and associated factors and prejudices in sport in Italy, Spain and Greece.</p>

Results achieved:

Describe the quantitative and qualitative results achieved

With this project we want to investigate the existence of gender discrimination in sports and we are therefore willing to study models and organise initiatives aimed at bringing sports back to a universal language that can overcome differences. As a matter of fact, we want to use sports as a mean to make middle school and high school students and teachers, coaches, instructors and sports managers aware of gender equality by contrasting stereotypes, prejudices and inequalities.

Vision 50:50	
Name: <i>Project/ Practice Title</i>	"Vision 50:50"
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	2019
Where: <i>Where the practice /project was held (city, country)</i>	Sweden
Who: <i>Name of the Coordinating Entity</i>	Swedish Golf Federation
Website and links <i>Link of the project (if available) and to photos</i>	https://golf.se/for-klubben/inkludering/vision-50-50/
Contacts: <i>(if available)</i>	/
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	<p>The board of the Golf Federation has completed this education, one of their resulting actions was to revise the federations regulations to stipulate that the board is to have equal numbers of men and women</p> <ul style="list-style-type: none"> • A woman was appointed as chairperson of the federation in 2017 • The education has been initiated by the management teams of over 100 clubs;
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	Attract active women and girls to the club proactively in different ways. It creates a sense of inclusion and can encourage more people to keep up
Financing: <i>Budget and Program which financed the project if available</i>	/

Description:

*Summary of the practice / project
(please specify the activities and methodologies implemented)*

- An investment from the Golf Federation together with external funding from a charitable foundation initially allowed for the employment of a part time project leader to conduct some background research as well as set up project goals and a project plan as a starting point.
- A pilot project was then implemented with eight golf clubs over a two year period (2015–2017). These clubs worked together with a gender researcher to develop content for a web based gender education platform, and at the same time underwent parts of the education themselves.
- This process resulted in a web-based education program for golf club leaders (namely chairman, board members, club manager, coach and greenkeeper). The education supported a club-level analysis of gender equality status and needs. Completing the education takes 12 months and includes theory as well as practical exercises and tasks. For example, participants learn about “talk time” in meetings, informal power & the use of suppression tactics.

The education is done by the club management team as a group. In the course of the process the group develops and starts to implement an action plan. The process covers the overall organisation, aspects relating to participation including competition, the golf course itself and its management including personnel. Evaluation and certification of the club occurs at the end of their education. The certification is considered a valuable standard for the club to attain.

Objectives:

General and Specific Project Objectives

Development of an online educational platform for golf club leaders focused on gender equality. The education is change-orientated, so leaders are not just learning about what is needed in theory but also follow a process of planning and initiating equality focused shifts within their individual particular golf clubs.

	<p>The board of the Golf Federation has completed this education, one of their resulting actions was to revise the federations regulations to stipulate that the board is to have equal numbers of men and women</p>
<p>Results achieved: <i>Describe the quantitative and qualitative results achieved</i></p>	<ul style="list-style-type: none"> • A woman was appointed as chairperson of the federation in 2017 • The education has been initiated by the management teams of over 100 clubs; 20 have completed and been certified. <p>This process has generated several other initiatives, many focusing on increasing girls and women's participation in golf. One in particular involved a review of golf course layouts and womens input into that design process.</p> <p>A long-term change work for a fair and inclusive Golf Sweden with a fairer gender distribution among golfers and in leading positions. Decided and initiated by the Federal Council of the Swedish Golf Association in 2013.</p> <p>It aligns with and contributes to Golf Sweden's vision of "The best golf in the world - for all" and values "For the best of golf - in the spirit of the times".</p> <p>It includes training and operational change work at all levels: unions, districts and golf clubs.</p> <p>Sophie Linghag, a PhD in economics with a specialization in organization, leadership and gender, participated in and ensured the quality of the club's development program.</p>

IV. POLAND

1. Country and local situation

(Please describe the juridical situation and framework for minority integration and counter discrimination policies in your country. Max 2 pages)

Poland is one of the most homogeneous in terms of nationality European countries. Currently, representatives of 13 ethnic minorities and ethnic groups and one group of people using a regional language live in Poland. The number of representatives of national and ethnic minorities according to data from 2011 census is 0.75% of the total population. National and ethnic minorities usually live in larger clusters in several provinces, the largest groups of them live in the following voivodeships: Opolskie, Podlasie, Silesian, Warmińsko-Mazurskie, Dolnośląskie, Małopolskie, and Pomorskie. The legal status of national and ethnic minorities has been regulated for many years on the basis of international law and numerous laws that only the average concern national minorities. Since 2005, the basic regulation in this is the Act on National and Ethnic Minorities and on the Regional Language.

The country's 2010 Law on the National and Ethnic Minorities and on the Regional Language provides legal protection for ethnic minorities in Poland, including the recognition of the German, Ukrainian, Belarusian, and Lithuanian languages as regional languages. However, there have been concerns about the effectiveness of this law and its implementation, particularly with regards to promoting equal opportunities and combating discrimination. In recent years, there has been an increase in hate speech and hate crimes in Poland, including against ethnic minorities, which highlights the need for stronger anti-discrimination measures.

One of the key legal protections for minorities in Poland is the Anti-Discrimination Act of 2003, which prohibits discrimination on the basis of race, ethnicity, nationality, religion, age, disability, sexual orientation, or gender. The Act provides for various remedies in cases of discrimination, including damages, injunctions, and declarations of discrimination.

In addition, the Polish Constitution guarantees equal rights and freedoms for all citizens, regardless of their ethnicity, religion, or other characteristics. However, some critics argue that these protections are not always upheld in practice, particularly for ethnic and religious minorities.

One major challenge facing minority integration and anti-discrimination efforts in Poland is the political climate, which has become increasingly hostile to minority groups in recent years. The ruling Law and Justice (PiS) party has been criticized for promoting a nationalist and anti-immigrant agenda, and there have been concerns about the rise of far-right groups and hate speech in the country.

Despite these challenges, there are also efforts underway to promote minority integration and counter discrimination in Poland. For example, the government has launched a number of initiatives aimed at promoting tolerance and diversity, including the "Poland for All" program, which aims to promote intercultural dialogue and combat discrimination.

Overall, the juridical situation and framework for minority integration and counter-discrimination policies in Poland remain a complex and contested issue, with ongoing debates and discussions about the most effective approaches to promoting equality and inclusion for all members of society.

2. Data about minorities

(Provide data on minorities in your countries and cities, indicate sources of such data)

According to the 2021 data from the Central Statistical Office of Poland, there were approximately 170,000 people from ethnic minority groups living in Poland, representing around 0.4% of the population. The largest minority groups are Ukrainians, Belarusians, and Roma, followed by Germans and Lithuanians.

However, the military conflict and mass flight of Ukrainians from the territory of their country starting from the end of February 2022 changed the situation regarding ethnic minorities in Poland. The number of Ukrainians crossing the border is changing every day, which is why it is very difficult to provide the exact number of Ukrainians residing in the territory of Poland. According to the data provided by the Polish authorities to UNHCR (Office of the United Nations High Commissioner for Refugees), we currently have (as of February 21, 2023) 1,563,386 people registered as "refugees under the care of the state" (Temporary Protection), which in practice means that they have received a PESEL number.

Sports participation rates among ethnic minorities in Poland are generally lower than among the general population, due to a range of factors, including social and economic barriers, lack of access to sports facilities, and discrimination.

Source:

- [Population. size and structure and vital statistics in Poland by territorial division in 2020. Data for 31 December 2020 \(publication in Polish and English\), Central Statistical Office \(GUS\), 2020.](#)
- [National and ethnic minorities](#)
- <https://oko.press/ilu-jest-uchodzcow-z-ukrainy>

3. Available resources

(Provide information on existing literature, webpages, and articles) on the topic of working with ethnic minorities through sports in your countries and in general. Max 1 page)

There are several resources available on the topic of working with ethnic minorities through sports in Poland. These include:

- "The Ethnic Minority Sports Strategy in Poland" report by the Polish Ministry of Sports and Tourism, which outlines the government's strategy for promoting sports among ethnic minorities in Poland.
- "Sport and Ethnic Minorities in Poland" report by the National Institute of Sport in Warsaw, which provides an overview of sports participation rates among ethnic minorities in Poland and identifies barriers to their participation.
- "Football in the Polish Context: Social Integration or Social Exclusion?" article by Piotr Włodarczyk, which analyzes the role of football in promoting social integration among ethnic minorities in Poland.
- "Sport and Integration: A Study of Ethnic Minority Youth in Poland" article by Katarzyna Górak-Sosnowska, which examines the role of sports in promoting integration among ethnic minority youth in Poland.

[Muslims in Poland and Eastern Europe](#)

Overall, while there are some initiatives and strategies in place to promote sports and physical activity among ethnic minorities in Poland, there is still much work to be done to address the social and economic barriers that prevent many ethnic minorities from participating in sports, and to promote greater social inclusion and integration through sports.

BEST PRACTICES

Break the Limits	
Name: <i>Project/ Practice Title</i>	"Break the Limits" Project
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	The project was implemented from 2014 to 2017.
Where: <i>Where the practice /project was held (city, country)</i>	Lublin, Poland
Who: <i>Name of the Coordinating Entity</i>	the Polish Association of Football Fans "Kibice Razem Lublin"
Website and links <i>Link of the project (if available) and to photos</i>	
Contacts: <i>(if available)</i>	
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	The project involved collaboration between the Polish Association of Football Fans "Kibice Razem Lublin," the Lublin City Council, the Lublin Football Academy, the Lublin Police Department, and local schools.
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	The project targeted children and youth from disadvantaged backgrounds, including ethnic minorities in Lublin, Poland. In total, over 500 young people participated in the project.
Financing: <i>Budget and Program which financed the project if available</i>	The project was funded by the European Union's "Dialogue for Integration" program.
Description: <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>	

Results achieved:

Describe the quantitative and qualitative results achieved

The "Break the Limits" project achieved significant results in terms of social inclusion and integration. The project successfully increased the participation of children and youth from disadvantaged backgrounds, including ethnic minorities in football and other social activities. The project also helped to reduce prejudice and stereotypes between different communities and fostered mutual understanding and respect. The use of "Community Defenders" was particularly successful, helping to reduce conflicts and promote positive interactions between different groups.

Sport to Include	
Name: <i>Project/ Practice Title</i>	"Sport to Include" Project
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	The project was implemented from 2016 to 2018.
Where: <i>Where the practice /project was held (city, country)</i>	Gdańsk, Poland.
Who: <i>Name of the Coordinating Entity</i>	the Gdańsk Community Foundation.
Website and links <i>Link of the project (if available) and to photos</i>	
Contacts: <i>(if available)</i>	
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	The project involved collaboration between the Gdańsk Community Foundation, local NGOs, schools, and sports clubs.
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	The project targeted children and youth from ethnic minority backgrounds, specifically refugees and migrants in Gdańsk, Poland. In total, over 200 young people participated in the project.
Financing: <i>Budget and Program which financed the project if available</i>	The project was funded by the European Union's Asylum, Migration and Integration Fund (AMIF).
Results achieved: <i>Describe the quantitative and qualitative results achieved</i>	The "Sport to Include" project achieved significant results in terms of social inclusion and integration. The project successfully increased the participation of refugee and migrant children and youth in football and other social activities, and provided them with valuable skills and knowledge to help them integrate into Polish society. The use of "Football Ambassadors" was particularly successful, as it provided role models and mentors for the participants, and helped to build trust and understanding between different communities.

Fair Play	
Name: <i>Project/ Practice Title</i>	"Fair Play" Project
When: <i>When the practice/project was implemented (please specify if the project is still ongoing)</i>	The project was implemented from 2015 to 2018.
Where: <i>Where the practice /project was held (city, country)</i>	Poznan, Poland
Who: <i>Name of the Coordinating Entity</i>	the Poznan City Hall
Website and links <i>Link of the project (if available) and to photos</i>	
Contacts: <i>(if available)</i>	
Stakeholders of the project: <i>People and institutions contributing to the implementation of the project</i>	The project involved collaboration between the Poznan City Hall, local NGOs, sports clubs, and educational institutions.
Beneficiaries: <i>Which target group was involved (please specify the type of ethnic minorities and how many people were reached)</i>	The project targeted children and youth from ethnic minority backgrounds, specifically Roma and Ukrainian minorities in Poznan, Poland. In total, over 300 young people participated in the project.
Financing: <i>Budget and Program which financed the project if available</i>	The project was funded by the European Union's Erasmus+ Programme.
Results achieved: <i>Describe the quantitative and qualitative results achieved.</i>	The "Fair Play" project achieved significant results in terms of social inclusion and integration. The project successfully increased the participation of Roma and Ukrainian minority children and youth in sports and other social activities, and provided them with valuable educational opportunities. The project also increased cultural awareness and tolerance among the participants and the wider community.

ETS methodology and Training Format

Introduction to NFE and ETS

Non-formal education is an essential and dynamic approach to learning that complements and expands upon formal education systems. It encompasses a broad range of activities and experiences that promote personal development, knowledge acquisition, and skills enhancement outside the traditional classroom setting. In this introduction, we explore the concept of non-formal education, its key characteristics, and its significance in today's rapidly evolving world.

Non-formal education refers to any intentional, organized, and structured learning process that takes place outside the formal education system. It is designed to cater to the diverse needs and interests of individuals of all ages, backgrounds, and abilities. Unlike formal education, which follows a predetermined curriculum and leads to recognized qualifications, non-formal education focuses on experiential and participatory learning, fostering practical skills, critical thinking, creativity, and personal growth.

One of the defining features of non-formal education is its flexibility and adaptability. It can be delivered through a variety of settings, such as community centers, NGOs, workplaces, online platforms, and cultural institutions. This flexibility allows non-formal education to reach individuals who may have limited access to formal education or who seek to supplement their formal learning with practical experiences and specialized knowledge.

Non-formal education encompasses a wide range of activities and formats. It includes workshops, seminars, vocational training programs, mentoring initiatives, community-based projects, volunteering, and informal learning networks. These activities are often tailored to the specific needs and interests of the participants, fostering a learner-centered approach that promotes active engagement and self-directed learning.

The objectives of non-formal education are multifaceted. Firstly, it aims to provide individuals with relevant and practical skills that enhance their employability and economic opportunities. By offering vocational training, entrepreneurship programs, and skill-building workshops, non-formal education equips learners with the competencies needed to thrive in the job market and contribute to economic development.

Secondly, non-formal education fosters personal development and lifelong learning. It encourages individuals to explore their passions, interests, and talents, nurturing a sense of curiosity, self-confidence, and personal fulfillment. Through non-formal education, individuals can acquire a wide range of skills, including communication, problem-solving, leadership, teamwork, and adaptability, which are vital for success in both personal and professional realms.

Furthermore, non-formal education plays a crucial role in promoting social inclusion and addressing educational inequalities. It reaches marginalized groups, such as out-of-school youth, refugees, people with disabilities, and those in remote or underserved areas, ensuring that they have access to learning opportunities and can participate fully in society. Non-formal education also embraces intercultural understanding and promotes tolerance, respect, and dialogue among diverse communities.

In today's rapidly changing world, non-formal education is becoming increasingly important. Technological advancements, globalization, and shifting labor market demands require individuals to continuously update their skills and knowledge. Non-formal education provides a flexible and responsive avenue for lifelong learning, enabling individuals to adapt to evolving circumstances, seize new opportunities, and contribute meaningfully to society.

In conclusion, non-formal education is a dynamic and inclusive approach to learning that complements formal education systems. Through its flexibility, learner-centeredness, and emphasis on practical skills and personal development, non-formal education equips individuals with the tools they need to succeed in a rapidly changing world. By addressing educational inequalities, fostering social inclusion, and promoting lifelong learning, non-formal education holds the potential to transform lives and empower individuals to realize their full potential.

10 Main characteristics of NFE

1.	Complementary to formal education: Non-formal education is designed to supplement and expand upon formal education systems, offering a different learning approach.
2.	Flexibility and adaptability: Non-formal education can be delivered in various settings and formats, allowing for personalized and tailored learning experiences.
3.	Experiential and participatory learning: Non-formal education emphasizes hands-on activities, practical experiences, and active participation, promoting deeper understanding and skills development.
4.	Diverse range of activities: Non-formal education encompasses workshops, seminars, vocational training programs, mentoring initiatives, community-based projects, volunteering, and informal learning networks.

5.	Learner-centered approach: Non-formal education focuses on the needs, interests, and aspirations of the learners, encouraging self-directed learning and personal growth.
6.	Practical skills development: Non-formal education aims to equip individuals with relevant and practical skills that enhance employability and economic opportunities.
7.	Personal development and lifelong learning: Non-formal education nurtures curiosity, self-confidence, and personal fulfillment, fostering a lifelong learning mindset.
8.	Social inclusion and addressing inequalities: Non-formal education reaches marginalized groups, promoting access to learning opportunities and fostering social inclusion.
9.	Intercultural understanding and dialogue: Non-formal education embraces diversity, promoting tolerance, respect, and intercultural dialogue among diverse communities.
10.	Responsive to changing needs: Non-formal education adapts to technological advancements, globalization, and evolving labor market demands, providing individuals with the skills to navigate a rapidly changing world.

Education Through Sport

Education through Sport is a methodology that utilizes sports and physical activities as a powerful tool for learning and personal development. It combines the principles of non-formal education with the engaging and interactive nature of sports to foster holistic development among individuals. In this introduction, we will explore the key features of Education through Sport and its alignment with the main characteristics of non-formal education.

Education through Sport methodology recognizes that sports and physical activities offer unique opportunities for learning beyond traditional classroom settings. It harnesses the inherent qualities of sports, such as teamwork, discipline, leadership, and fair play, to facilitate personal growth, skills development, and social inclusion.

One of the main characteristics of Education through Sport is its experiential and participatory nature. Through engaging in sports activities, individuals learn by doing, actively participating in games, challenges, and team-based exercises. This hands-on approach fosters experiential learning, allowing individuals to acquire knowledge, skills, and values through direct engagement and reflection.

Education through Sport also shares the learner-centered approach of non-formal education. It recognizes the diverse needs, interests, and abilities of participants, tailoring activities to meet their specific requirements. By allowing individuals to choose their level of involvement, explore their passions, and set their own goals, Education through Sport promotes self-directed learning and personal agency, empowering individuals to take ownership of their learning journey.

The practical skills development aspect of non-formal education is also a key component of Education through Sport. In addition to physical fitness and sports-specific abilities, this methodology promotes transferable skills such as teamwork, communication, problem-solving, leadership, and resilience. These skills are developed through cooperative games, team building exercises, and the challenges inherent in sports, preparing individuals for success not only on the playing field but also in other aspects of their lives.

Education through Sport contributes to personal development and lifelong learning, aligning with another characteristic of non-formal education. Through sports, individuals acquire life skills such as self-confidence, perseverance, goal setting, and time management. These qualities extend beyond the sports context, enabling individuals to navigate challenges, pursue their aspirations, and continuously learn and grow throughout their lives.

Furthermore, Education through Sport promotes social inclusion and addresses educational inequalities, which are fundamental aspects of non-formal education. By using sports as a universal language, this methodology brings together individuals from diverse backgrounds, cultures, and abilities.

It creates a safe and inclusive environment that fosters respect, collaboration, and understanding among participants, breaking down barriers and promoting social cohesion.

In conclusion, Education through Sport is a methodology that effectively blends the principles of non-formal education with the power of sports and physical activities. By leveraging the engaging and interactive nature of sports, it promotes experiential learning, personal development, and skills acquisition. Education through Sport aligns with the main characteristics of non-formal education, including its learner-centered approach, practical skills development, focus on personal growth and lifelong learning, social inclusion, and responsiveness to individual needs and interests. Through this methodology, individuals can experience the transformative power of sports and unlock their full potential in both physical and personal domains.

ETS Methodology and Basic Principles

Education through Sport is a methodology that utilizes sports and physical activities as a means of fostering holistic development and promoting learning outcomes. It combines the elements of sports, physical education, and non-formal education to create a dynamic and interactive learning environment. Here are the basic principles of Education through Sport:

1. **Active Participation:** Education through Sport emphasizes active engagement and participation. It encourages individuals to actively involve themselves in sports activities, whether as players, team members, or leaders. Through active involvement, participants learn through practical experiences and develop skills that can be transferred to various aspects of life.
2. **Experiential Learning:** This methodology embraces the idea of learning by doing. Participants engage in sports activities, experiencing real-life situations that require problem-solving, decision-making, and critical thinking. By reflecting on their experiences and analyzing outcomes, individuals gain practical knowledge and skills.
3. **Inclusion and Diversity:** Education through Sport promotes inclusivity and recognizes the value of diversity. It provides opportunities for individuals of different ages, backgrounds, genders, abilities, and cultures to participate and collaborate. This inclusive approach fosters understanding, empathy, and respect among participants, creating a supportive and harmonious environment.
4. **Holistic Development:** The methodology focuses on the holistic development of individuals. It seeks to nurture physical, mental, emotional, and social well-being. Education through Sport addresses various dimensions of development, such as physical fitness, motor skills, cognitive abilities, teamwork, leadership, communication, and emotional resilience.
5. **Values and Ethics:** Education through Sport places great emphasis on values and ethics. It promotes fair play, sportsmanship, respect for rules, and respect for opponents. Through sports activities, individuals learn the importance of integrity, discipline, perseverance, and respect for oneself and others. These values contribute to the personal and social development of participants.
6. **Life Skills Acquisition:** Education through Sport recognizes the importance of developing transferable life skills. Participants acquire skills such as teamwork, communication, problem-solving, leadership, adaptability, and goal-setting. These skills are not only applicable in sports but also have practical applications in academic, professional, and personal contexts.
7. **Fun and Enjoyment:** Education through Sport creates a positive and enjoyable learning environment. It recognizes that when individuals are engaged in activities they find enjoyable, they are more motivated to learn and develop.

By promoting fun and enjoyment, the methodology enhances participants' well-being, fosters a positive attitude towards physical activity, and encourages lifelong engagement in sports.

8. **Collaboration and Cooperation:** Education through Sport encourages collaboration and cooperation among participants. It emphasizes the importance of working together, supporting one another, and valuing the contributions of each team member. Through collaborative efforts, individuals learn to appreciate diversity, manage conflicts, and achieve common goals.
9. **Transferability of Learning:** Education through Sport seeks to ensure that the skills and knowledge acquired through sports activities can be transferred to other areas of life. Participants are encouraged to reflect on their experiences, identify connections to real-life situations, and apply the lessons learned to different contexts, such as academics, careers, and personal relationships.

Education through Sport methodology provides a unique and effective approach to learning and personal development. By integrating sports with non-formal education principles, it creates an engaging and empowering environment that nurtures physical fitness, cognitive abilities, social skills, and personal growth. Through this methodology, individuals not only improve their sports performance but also develop essential life skills that positively impact various aspects of their lives.

1. Get to know you Bingo

Introduction/ Aim	Ice-breaker for members of the group to get to know each other
Number of participants	20-30
Materials	<p>Bingo cards / A4 paper: Create or print out Bingo cards with a 4x4 grid, each square containing a different description.</p> <p>Pens or markers: Provide participants with writing utensils to mark the squares on their Bingo cards.</p> <p>Descriptions: Prepare a list of 16 descriptions that participants will use to find matching individuals (below are examples but those can be made more specific at the discretion of the trainer)</p>
Duration	20-40 min depending on group size
Step-by-step description	<ol style="list-style-type: none"> 1. Distribute Bingo cards: Give each participant a Bingo card and a pen or marker. 2. Explain the rules: Briefly explain the rules of the game. Let participants know that their task is to find two people who match the description in each of the 16 squares on their Bingo card. 3. Provide the descriptions: Read out or display the 16 descriptions one by one. Allow participants some time to consider and identify individuals who match each description. Examples of descriptions could include: <ul style="list-style-type: none"> • Speaks more than two languages • Has traveled to more than three countries • Has a pet • Enjoys playing a musical instrument • Loves outdoor activities • Has a birthday in the same month as you • Is wearing blue shoes • Is left-handed • Is wearing glasses • Has a sibling • Has read a book in the past month • Enjoys cooking or baking 4. Participants find matches: Participants mingle and interact with others to find individuals who fit the descriptions on their Bingo cards. Encourage them to strike up conversations, introduce themselves, and ask questions to find matching individuals. Participants can write down the names of the people they find in the corresponding squares on their Bingo cards.

	<p>Achieving a Bingo: Participants continue searching until someone completes a row of four squares either horizontally, vertically, or diagonally. When a participant achieves a Bingo, they should call it out to get the attention of the group.</p> <p>Verify the Bingo: Once a participant calls out Bingo, verify their card to ensure that they have indeed matched the descriptions correctly. If the Bingo is valid, acknowledge the winner and, if desired, provide a small prize or recognition.</p> <p>Continue playing: If time allows, continue the game by allowing participants to reset their cards and play again for additional rounds. You can change the descriptions or use the same ones for a different round.</p> <p>Wrap up the activity: Thank the participants for their participation and congratulate any winners. Use the opportunity to encourage further interaction and engagement among participants throughout the rest of the event or session. By following these step-by-step instructions, you can facilitate an engaging ice-breaker game that promotes interaction, conversation, and the formation of connections among participants.</p>
Learning Outcomes	<p>Peer-to-peer communication</p> <p>Team-building</p>

2. Teamwork Obstacle Course

Introduction/ Aim	A great game for team-building and physical activity with tailored obstacles courses depending on the available materials.
Number of participants	10-30
Materials	<ul style="list-style-type: none"> • Cones or markers to define the course • Ropes or hurdles for jumping or crawling • Tires or hoops for stepping or hopping activities • Any other objects that can be used as obstacles or challenges
Duration	<p>A suggested timeframe for this activity, including the introduction, planning, execution, and debriefing, would be around 60 to 90 minutes. Here's a breakdown of the approximate time allocation:</p> <p>Introduction and Explanation: 5-10 minutes</p> <ul style="list-style-type: none"> • Introduce the activity, explain the objective, and clarify the rules and safety guidelines. <p>Planning and Strategy: 10-15 minutes</p> <ul style="list-style-type: none"> • Allow teams to gather, discuss strategies, assign roles, and plan their approach to the obstacle course. <p>Execution of the Activity: 30-45 minutes</p> <ul style="list-style-type: none"> • Teams take turns navigating the obstacle course, with each team completing the course within a designated time frame. The time per team can vary based on the complexity of the course and the number of obstacles. <p>Debriefing and Discussion: 10-15 minutes</p> <ul style="list-style-type: none"> • Gather all participants for a debriefing session. Discuss the challenges faced, successes achieved, and lessons learned. Facilitate a discussion on teamwork, communication, problem-solving, and individual/team experiences.
Step-by-step description	<ul style="list-style-type: none"> • Set up an obstacle course in an outdoor space using available resources such as cones, ropes, tires, hula hoops, and any other objects that can serve as obstacles or markers. • Divide participants into teams of 4-6 members. • Explain the objective of the activity: Teams must navigate the obstacle course together, ensuring that every team member successfully completes each challenge. They must communicate, strategize, and support each other throughout the course.

	<ul style="list-style-type: none"> • Provide a demonstration of how to tackle each obstacle and emphasize safety guidelines. • Allow teams to plan their approach and assign roles within their team, such as a leader, navigator, and encourager. • Start the activity, with teams taking turns to navigate the course. Encourage teams to work together, communicate effectively, and problem-solve as they face the obstacles. • Monitor and facilitate the activity, providing guidance and support where needed. • Once all teams have completed the course, gather everyone for a debriefing session.
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Teamwork: Participants learn the value of collaboration and effective teamwork. They develop communication skills, cooperation, and the ability to work towards a common goal. • Problem-solving: Participants encounter obstacles and challenges that require creative thinking and problem-solving skills. They learn to analyze situations, adapt their approach, and find solutions collectively. • Leadership and Followership: Participants have the opportunity to assume leadership roles within their teams and practice effective followership. They learn to lead, delegate, and support their teammates based on their strengths and abilities. • Communication: Participants practice clear and effective communication, both verbal and non-verbal. They learn to listen actively, give and receive instructions, and provide encouragement and feedback to their teammates. • Trust and Support: Through the activity, participants build trust and develop a supportive atmosphere within their teams. They learn to rely on and encourage each other, fostering a sense of unity and camaraderie. • Physical Fitness: The obstacle course challenges participants' physical abilities, improving their fitness levels, coordination, balance, and overall motor skills. • Resilience and Perseverance: Participants face obstacles that may require multiple attempts to overcome. They learn the importance of resilience, perseverance, and a positive mindset in the face of challenges.

3. Neighborhood Scavenger Hunt Challenge

Introduction/ Aim	This exercise promotes teamwork, navigation skills, time management, problem-solving, and technology usage. It also encourages exploration of the neighbourhood and fosters engagement with the local community.
Number of participants	20-30
Materials	<ol style="list-style-type: none"> 1. Maps: Prepare printed maps of the neighborhood with marked locations for each team. Ensure that each team receives a map with the same set of locations but in a different order. 2. QR Codes: Create QR codes for each location using an online QR code generator. Each QR code should be linked to a specific picture of the corresponding location uploaded to Google Drive or a similar file hosting service. 3. Smartphones or QR Code Scanners: Participants will need smartphones or QR code scanners to scan the QR codes and access the pictures associated with each location. Ensure that participants have access to a smartphone or provide them with QR code scanners for the duration of the activity. 4. Cameras or Smartphones with Cameras: Each team should have access to a camera or a smartphone with a camera to take pictures at each location as evidence of their visit. 5. Printed Instructions: Prepare printed instructions or guidelines for participants that explain the rules of the scavenger hunt, including the objectives, guidelines for scanning QR codes, and any specific instructions related to the neighborhood or locations. 6. Writing Materials: Provide pens or markers for teams to mark their progress on their maps as they visit each location. 7. Stopwatch or Timer (optional): If you want to track the duration of the challenge, have a stopwatch or timer to record the time taken by each team.
Duration	The duration of the exercise will depend on the distance between the locations and the participants' speed. On average, it can range from 60 minutes to 90 minutes, including the time spent on navigation, scanning QR codes, taking pictures, and returning to the starting point.
Step-by-step description	<ol style="list-style-type: none"> 1. Team Formation: Split the participants into teams of equal size. Ensure that each team has an equal number of members. Ideally, each team should have a minimum of 3-5 participants for effective collaboration and engagement. 2. Map and Location Distribution: Provide each team with a map of the neighborhood.

On the map, mark seven different locations using distinct symbols or numbers. Ensure that each team receives the same set of locations but in a different order.

3. **Explanation and Rules:** Gather all the teams together and explain the exercise. Clearly communicate the objective, which is to visit each of the seven locations and take a picture by each spot. Emphasize that the team that completes all locations and returns to the starting point first will be the winner.
4. **QR Code Setup:** Prepare QR codes for each location. Each QR code should be linked to a specific picture of the corresponding location uploaded to Google Drive. Ensure that the QR codes are easily scannable and accessible to the participants.
5. **Start and Location Visits:** Once the teams have received their maps and QR code scanners (such as smartphones), begin the exercise. Teams start from a designated starting point and navigate their way to the locations marked on the map. They can use any means of transportation allowed for the activity.
6. **Scanning QR Codes and Taking Pictures:** At each location, teams must scan the corresponding QR code using their smartphones. After scanning, the team members can view the picture of the location on Google Drive. They should then take a group picture or selfie at that spot as evidence of their visit.
7. **Progress Tracking:** As teams visit each location, they can mark the visited locations on their maps to keep track of their progress. This helps them navigate to the remaining locations efficiently.
8. **Return to Starting Point:** After visiting all seven locations and taking pictures, teams make their way back to the starting point following their planned route or the most direct path. Encourage teams to strategize and collaborate on the most efficient way to return.
9. **Winner Announcement:** Once a team returns to the starting point, verify their completed locations and review the pictures they have taken. Declare the team that finished all locations and returned first as the winner. Acknowledge the efforts of all teams and provide positive feedback.

Learning Outcomes

- Collaboration and Teamwork: Participants learn to work together in a team, communicate effectively, and coordinate their efforts to navigate the neighborhood, locate the designated spots, and complete the challenge.
- Problem-solving and Decision-making: Teams face navigational challenges, requiring them to analyze the map, plan routes, and make decisions on the most efficient paths to visit all locations. They also need to problem-solve in case of any obstacles or unexpected changes.
- Time Management and Prioritization: Participants must manage their time effectively, prioritize their actions, and optimize their routes to visit all locations within the given time frame. They learn to make strategic decisions to maximize their efficiency.
- Orientation and Spatial Awareness: The exercise enhances participants' orientation skills as they navigate through the neighborhood using a map. They develop spatial awareness and the ability to read and interpret maps accurately.
- Technology Integration: By using QR codes and smartphone scanners, participants engage with technology in a practical setting. They learn to utilize digital tools for information retrieval and multimedia access.
- Observation and Attention to Detail: Participants need to observe their surroundings carefully to identify the correct locations indicated on the map. They also develop attention to detail when comparing the actual locations with the pictures displayed after scanning the QR codes.
- Community Engagement and Cultural Awareness: Through visiting different locations within the neighborhood, participants gain a deeper understanding of the local community, landmarks, and cultural elements present in the area.
- Fun and Enjoyment: The exercise provides an exciting and engaging experience that fosters a sense of fun, competition, and camaraderie among the participants. It encourages active participation and promotes a positive and enjoyable learning environment.

4. Color Quest Archery Challenge

Introduction/ Aim	By combining elements of teamwork, problem-solving, coordination, and competition, this activity aims to provide an engaging and interactive experience for large groups, fostering various learning outcomes in a fun and challenging outdoor setting.
Number of participants	20-30
Materials	<ul style="list-style-type: none"> • Colored Stones: Prepare a bucket filled with stones of various colors. The number of stones should correspond to the number of couples participating. • Envelopes: Prepare envelopes that match the colors of the stones. Each envelope should contain the corresponding colored stone. Make sure the envelopes are hidden in the yard before the activity starts. • Wristbands or Ties: Provide wristbands or ties that can be used to physically connect the hands of each couple. These will ensure that the participants are tied together while completing the mission. • Outdoor Space: Designate a yard or outdoor area where the activity will take place. Make sure it is spacious enough for the couples to move around comfortably. • Archery Setup: Set up an archery range with a bow and arrow. Include a target that couples can aim at to gain points. Ensure proper safety measures are in place, such as a safe shooting area and appropriate targets. • Scoreboard or Recording Sheet: Prepare a scoreboard or recording sheet to keep track of each couple's points during the archery challenge. • Flag/Meeting Point Marker: Set up a meeting point marker, such as a flag or visible marker, where couples will return after finding their colored stone. • Optional: If required for safety or organization, consider having additional materials such as cones or barriers to mark boundaries or define the archery range. <p>It's essential to ensure the safety and proper setup of the archery range, providing clear instructions and supervision to the participants throughout the game.</p>
Duration	60-90 min

Step-by-step description

1. **Group Split:** Divide the large group into couples. Each couple will be tied together by a wristband, ensuring their hands are physically connected.
2. **Mission Explanation:** Explain the objective of the activity to the participants. Their mission is to find different colored stones hidden in a designated yard or outdoor area. The color of the stone will be determined by each couple picking one from a bucket without looking.
3. **Color Identification:** Provide a bucket filled with stones of various colors. Instruct each couple to pick a stone without looking, ensuring they do not reveal the color to other teams.
4. **Envelope Retrieval:** Each couple, armed with the knowledge of their stone color, must search for an envelope hidden somewhere in the yard that contains the same colored stone they picked. The envelopes should be distributed and hidden before the activity begins.
5. **Stone Matching:** Couples must locate their corresponding envelope by communicating and working together, still tied by the wristband. They must carefully search for their colored stone within the envelopes hidden throughout the yard.
6. **Meeting Point:** Once a couple finds their matching colored stone, they must return to a designated meeting point. It could be a specific location or a flag/mark in the yard.
7. **Archery Challenge:** At the meeting point, provide a bow and arrow setup. Each couple takes turns shooting at a target to gain points for their team. The points can be awarded based on accuracy or proximity to the target.
8. **Scorekeeping and Winner Announcement:** Keep track of each couple's points and determine the winning team based on the highest score.

Learning Outcomes

- **Communication and Collaboration:** The activity requires couples to communicate effectively and work together to find their colored stone and navigate the yard while tied together. They must share information, plan their strategies, and coordinate their movements.
- **Problem-solving and Critical Thinking:** Participants must use their problem-solving skills to locate their specific colored stone among the hidden envelopes. They need to analyze the situation, make decisions, and adapt their strategies as necessary.
- **Teamwork and Trust:** Being physically tied together promotes trust and reliance on one another. Participants must trust their partner's judgment and work in harmony to achieve the shared objective.
- **Coordination and Adaptability:** As couples move together while tied, they need to coordinate their movements and adjust their pace and direction to navigate the yard effectively. This enhances their adaptability and coordination skills.
- **Attention to Detail and Observation:** Participants must pay attention to the details and carefully observe the colors of the stones they pick and the envelopes they search for. This develops their observation skills and attention to detail.
- **Hand-eye Coordination and Focus:** The archery challenge at the end of the activity tests participants' hand-eye coordination and requires focus and concentration to aim accurately at the target.
- **Competition and Sportsmanship:** The activity fosters a sense of healthy competition as couples compete to find their stone and earn points through archery. Participants learn about fair play, sportsmanship, and respecting the rules and decisions of the game.

5. "Jumping Hoops RPS Challenge"

Introduction/ Aim	The game encourages physical activity, coordination, and strategic thinking. It also adds an element of chance and decision-making with the "rock, paper, scissors" component. The track setup can be adjusted based on the available space and the age or ability level of the participants.
Number of participants	up to 30
Materials	up to 20 hoops
Duration	The duration of the game can vary based on the speed and skill level of the participants. However, to provide an estimate, considering 20 participants, the game could take approximately 15 to 30 minutes to complete, depending on the number of rounds and the frequency of encounters between players on the track.
Step-by-step description	<ul style="list-style-type: none"> • Team Formation: Divide the participants into two teams of equal size and designate a starting point for each team. • Track Setup: Lay out a meandering track using hoops placed on the ground. The track should have enough space for players to jump from one hoop to another. • Game Start: Two players from each team start at opposite ends of the track. They jump from hoop to hoop, following the designated path towards the center. • Meeting and Rock, Paper, Scissors: When two players from opposite teams meet on the track, they stop and play a round of "rock, paper, scissors" to determine the winner. The winner proceeds forward on the track, while the other player returns to their starting point. • Next Team Member: Once a player wins and continues on the track, the next team member from the opposing team begins their journey on the track, following the same path. They continue jumping from hoop to hoop until they meet the advancing player from the other team. • Repeat Steps 4-5: When the two players meet, they play "rock, paper, scissors" again. The winner continues forward on the track, and the loser goes back to their starting point. • Team Completion: The game continues in this manner until all the players from one team successfully reach the opposite side of the track by winning their "rock, paper, scissors" encounters. • Winning Team: The team that manages to get all their players through the track and reach the other side first is declared the winner.

Learning Outcomes

- Physical Fitness: Promotes physical activity, coordination, and balance.
- Teamwork and Cooperation: Encourages collaboration and effective communication.
- Decision-Making: Enhances quick decision-making and analysis skills.
- Sportsmanship and Fair Play: Instills good sportsmanship and respect for opponents.
- Problem-Solving: Stimulates strategic thinking and planning.
- Resilience and Perseverance: Teaches resilience and the value of perseverance.
- Focus and Concentration: Sharpens focus and concentration skills.
- Adaptability and Flexibility: Fosters adaptability and flexibility in adjusting strategies.

1. Introduction and Setting the Context

Introduction/ Aim	<ul style="list-style-type: none"> • Intro and icebreaker activities • Understanding the importance of inclusion in promoting diversity and ethnic minority engagement • Introducing the "Education Through Sport" methodology as a tool for fostering connections and communication
Number of participants	1-30
Materials	Flipchart paper, pens, paper
Duration	1 hour
Step-by-step description	<p><u>Watch your back!</u></p> <p><i>Step 1:</i> Split the group into equal small teams of around 5 people. Then get them to line up in their groups all facing forward (This is important - they must not look back or to the side only forward), one behind each other. Then take the last participant from each line and at the back of the lines show them a drawing of simple star. Then when you say go they have to draw this shape without speaking on the back of the first person, then that person draws the same on the one in front and so in until it reaches the front person. They will then run to the front of the room where there a flip chart paper (in front of each team) and they have to draw the shape that they think was drawn on their back. Once all teams have finished - reveal the shape to see which team was correct or closest. Now the first person becomes the last and everyone moves down one place. Repeat the process with different shapes (House, Tree with fruit, a person, an animal etc)</p> <p><i>Step 2:</i> Now you can change it up a little and replace the drawing of an object with 3 colours (Red, Yellow and Blue). The procedure is the same but this time the teams will have some time to prepare how they will transmit the message of what colour they see to the next person. Again there is no speaking. When the message gets to the front they have to run to the facilitator and grab the colour they think it is. First team to grab the correct colour wins that round. Give them 2 mins to decide their strategy and then run the game. First few rounds show only one colour. Then mix it up by showing 2 colours at once.</p>

The human knot

- Group Formation: Participants form a circle, standing shoulder to shoulder, facing inward. They should stand close enough to ensure physical contact with the people next to them.
- Hand Holding: Each participant extends their right hand into the centre of the circle and grabs the right hand of someone standing across from them. Similarly, they extend their left hand and hold the left hand of another person across from them. The objective is for each person to hold hands with two different individuals who are not standing next to them.
- Human Knot Formation: Once everyone is holding hands, the challenge begins. The group must work together to untangle themselves without releasing their hands. They need to communicate, coordinate movements, and find creative ways to manoeuvre through the "knot" they have formed.
- Untangling Process: Participants can step over or under each other's arms, twist and turn, duck and pass through gaps, or make any other movement without breaking the holding of hands.

Lotus Blossom Activity

Step 1: Put 2 flipchart papers on the wall side by side together and then at the top of each write the words '**Inclusion**' and '**Education though Sport**'. Now the facilitator asks the group to randomly shout out what 1 single words describe these two, what words come to your mind when you see these. The facilitator will randomly write these shouted words down on the 2 flip charts. When you feel you have enough (or the group is stuck) go round the room and ask each person to give you their top 2 words that they see. Mark on the flipchart each word that is voted and at the end of this tally the votes up and select the top 5 words.

Step 2: Divide the group into 5 smaller groups and each give them one of the top 5 words that was just voted for. Now they need to go away and repeat this process with their word. Each group must come back with 7 associated new words for their word and present back in a creative way to the rest of the groups.

	<p>Step 3: Each group will present their word, and associate words in a creative manner. Once all groups have presented you can facilitate a whole group discussion on what they have discussed, what they found out.</p> <p>Step 4: This is the start of the discussion and it can bring a lot of topics out and a lot of emotion so be aware to debrief and discuss after.</p> <ul style="list-style-type: none"> • What did they learn? • What was important for them? • How do they feel about the topics? <p>Do they feel/think different now?</p>
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Understanding the Importance of Inclusion: Participants will grasp the significance of inclusion in promoting diversity and ethnic minority engagement. They will recognize that inclusion is a key element in fostering a sense of belonging and equity within a community. 2. Communication and Teamwork: Through activities like the "Watch Your Back" game and the "Human Knot," participants will enhance their communication and teamwork skills. They will learn to work together effectively, even in challenging situations where verbal communication is restricted. 3. Creative Problem Solving: Participants will develop creative problem-solving skills by finding innovative ways to communicate without words in the "Watch Your Back" game and by untangling themselves in the "Human Knot" activity. These skills are transferable to real-life situations. 4. Brainstorming and Idea Generation: Through the "Lotus Blossom" activity, participants will learn a structured approach to brainstorming and idea generation. They will understand how to break down complex topics into sub-themes and explore ideas collaboratively. 5. Empathy and Emotional Awareness: The session encourages participants to reflect on their feelings and thoughts regarding inclusion, diversity, and ethnic engagement. This self-awareness fosters empathy and a deeper understanding of these topics. 6. Presentation Skills: During the "Lotus Blossom" activity, participants will have the opportunity to enhance their presentation and communication skills as they creatively present their assigned words and associated concepts to their peers.

2. Group Contract (How do we work together)

Introduction/ Aim	To generate a safer environment by developing a group agreement based on the requirements of each member.
Number of participants	5-30
Materials	<ul style="list-style-type: none"> • Flipchart paper, pens, sticky notes/sticky notes.
Duration	30-40 mins
Step-by-step description	<p><i>Step 1:</i> Explain to the group that you want to establish a setting where everyone feels valued, secure, and able to speak and be heard. Ask the individuals to break off into smaller groups of three or four and discuss the following issues.</p> <ul style="list-style-type: none"> • What is required for effective group participation? • What should you learn in a group environment? What do you need to be able to learn in a group? • What are the requirements for feeling respected and a part of a group? <p><i>Step 2:</i> Request feedback from each group. On a flipchart, note the responses they presented. You can ask the group, "How can we all try to meet these needs?" to clarify the group's understanding of how to collaborate.</p> <p><i>Step 3:</i> Add some of the crucial rules for ensuring a safer environment if necessary. (Ask the group of some 'rules' they believe the group must have)</p> <p><i>Step 4:</i> The list becomes the Group Contract that everyone will abide by if everyone is satisfied with it. When the contract is breached, the group and/or the youth worker must remind everyone of the group's decision to select this approach of working that satisfied the requirements of all group members. Make clear that anything can be added to the agreement at any time if necessary. When the participants agree get them to all sign the flipchart - this gives them ownership of their own rules and makes them more likely to follow them.</p>

Learning Outcomes

1. **Effective Communication:** Participants will develop effective communication skills by discussing and articulating their needs and expectations in a group setting. They will learn to express themselves clearly and listen actively to others.
2. **Collaboration and Cooperation:** Through group discussions and the creation of a group contract, participants will understand the importance of collaboration and cooperation in fostering a safer and more inclusive environment. They will recognize the value of working together to establish common ground.
3. **Conflict Resolution:** Participants will gain insight into conflict resolution strategies as they work together to establish rules and guidelines for the group. They will learn how to address potential conflicts and find mutually acceptable solutions.
4. **Active Participation:** This activity encourages active participation from all group members. Participants will recognize the importance of active engagement in group discussions and decision-making processes.
5. **Empowerment:** By allowing participants to contribute to the creation of the group contract, this activity empowers individuals to take ownership of the rules and expectations within the group. It promotes a sense of responsibility and accountability.
6. **Respect for Diverse Perspectives:** Through discussions about what is required for effective group participation and feeling respected within a group, participants will develop a greater appreciation for diverse perspectives and needs. They will learn to respect and accommodate different viewpoints.
7. **Ownership of Rules:** Participants will understand the concept of collective ownership of rules and guidelines. By signing the group contract, they commit to upholding the agreed-upon standards, fostering a sense of ownership and commitment to the group's values.

8. Safer Environment: The primary outcome is the establishment of a safer environment where all group members feel valued and secure. Participants will recognize the direct link between their input in the group contract and the overall atmosphere of trust and inclusion.

9. Flexibility and Adaptability: Participants will learn that the group contract is not static and can be modified as needed. This promotes adaptability and the willingness to revisit and adjust rules when necessary.

10. Accountability: Through the signing of the group contract, participants acknowledge their responsibility for maintaining the agreed-upon standards. This reinforces accountability within the group.

11. Ownership of Decision-Making: Participants will experience a sense of ownership in the decision-making process, which can lead to increased engagement and commitment to the group's goals and objectives

3. Exploring Inclusion and Understanding Diversity - Privilege & Race

Introduction/ Aim	<p>Defining inclusion and diversity within the context of ethnic minorities</p> <ul style="list-style-type: none"> • Recognising common barriers to inclusion and understanding their impact • Interactive group discussion • Sharing personal experiences and insights on working with ethnic minority communities <p>To raise awareness of the many different forms of privilege; understand the interconnected nature of race, gender, socioeconomic class and other demographic variables that shape individuals; value the diversity of individual backgrounds; and team- building</p>
Number of participants	<p>5-30</p>
Materials	<p>Room or large area to be able to spread out participants, paper and pens.</p>
Duration	<p>1 hour</p>
Step-by-step description	<p><i>Step 1:</i> The facilitator will prior to the activity write out different characters on small bits of paper (one for every participant) for example;</p> <ul style="list-style-type: none"> • An immigrant who came to the country illegally • A white rich kid who has a sports scholarship and no financial problems • An ex-offender just released from prison • A female wheelchair user <p>*Instead of characters you can ask the participants to think and answer as themselves (be aware this can put participants in a position where they are either forced to experience trauma for the sake of education or they see legitimate issues in their lives used as educational bait - so it needs to be a safe environment with no judgement)</p> <p><i>Step 2:</i> Everyone will stand in a horizontal line in the designated place of the room (Start A). All participants will have their eyes closed until the end of the activity. As the facilitator reads a statement or question, the participant will step forward or step back if it applies to them as their character.</p>

If anyone feels too uncomfortable to take a step, they have the option to remain still.

*Facilitator should give participants a heads up about the intensity of the exercise that could provoke certain emotions. Ensure them that room is a safe space (mentally and emotionally) for conversations to develop at the end of the activity.

Step 3: Ask the questions and give the participants a few seconds to process and decide what action to do.

Step Forward and step back questions:

Start with some statements first:

If you are right handed - step forward

If your sex or race is widely represented in your political leaders-
step forward
If you had to flee your country because of war -
step back

1. If your parents went to university - Step Forward
2. If you can go anywhere you want with no issues - step forward
3. If you were picked first for the sports team - step forward
4. If your parents are still married - step forward
5. If walking alone at night you never have to worry about feeling threatened because of who you are or your situation - step forward
6. If you feel that society accepts you and who you are - step forward
7. If you feel that you can be involved in all sports - step forward
8. If you have any issues communicating - step back
9. If you have been ashamed about your clothes/car etc - step back
10. If you've ever been called a name or bullied because of your race, gender, sexual orientation or disability - step back
11. If you have to worry about gangs, drugs and violence in your neighbourhood - step back
12. If you have financial barriers that prevent you from doing something - step back
13. If your parents are divorced - step back
14. If you feel that your language skills have stopped you from participating - step back

	<p>Step 4: Once all the questions have been asked and people have moved forward and back - get everyone to open their eyes. They will acknowledge where they are in the line up and how their character has certain privileges and how that moved them in their starting position in the race. Everyone is still running the same race but with privileges and inclusion/exclusion everyone has a different position, and either head start or disadvantage. You can run the race or end it here depending on the group.</p> <p>Step 5: Bring the group together and start the discussion and debrief. What was the purpose of this exercise?</p> <ul style="list-style-type: none"> • What did you learn from it? • What happened during the exercise? Were you surprised by anything? • How did it feel to be in the group that took a step forward or a step back? • How did it feel to be in the front or back of the room? • Was there a time when you wanted to be a part of the group moving forward? • What might we draw from this exercise that can help us in our everyday lives? • How can you apply what you have learned here to the work you will do as a leader?
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Effective Communication: Participants will develop effective communication skills by discussing and articulating their needs and expectations in a group setting. They will learn to express themselves clearly and listen actively to others. 2. Collaboration and Cooperation: Through group discussions and the creation of a group contract, participants will understand the importance of collaboration and cooperation in fostering a safer and more inclusive environment. They will recognize the value of working together to establish common ground. 3. Conflict Resolution: Participants will gain insight into conflict resolution strategies as they work together to establish rules and guidelines for the group. They will learn how to address potential conflicts and find mutually acceptable solutions. 4. Active Participation: This activity encourages active participation from all group members. Participants will recognize the importance of active engagement in group discussions and decision-making processes.

5. Empowerment: By allowing participants to contribute to the creation of the group contract, this activity empowers individuals to take ownership of the rules and expectations within the group. It promotes a sense of responsibility and accountability.

6. Respect for Diverse Perspectives: Through discussions about what is required for effective group participation and feeling respected within a group, participants will develop a greater appreciation for diverse perspectives and needs. They will learn to respect and accommodate different viewpoints.

7. Ownership of Rules: Participants will understand the concept of collective ownership of rules and guidelines. By signing the group contract, they commit to upholding the agreed-upon standards, fostering a sense of ownership and commitment to the group's values.

8. Safer Environment: The primary outcome is the establishment of a safer environment where all group members feel valued and secure. Participants will recognize the direct link between their input in the group contract and the overall atmosphere of trust and inclusion.

9. Flexibility and Adaptability: Participants will learn that the group contract is not static and can be modified as needed. This promotes adaptability and the willingness to revisit and adjust rules when necessary.

10. Accountability: Through the signing of the group contract, participants acknowledge their responsibility for maintaining the agreed-upon standards. This reinforces accountability within the group.

11. Ownership of Decision-Making: Participants will experience a sense of ownership in the decision-making process, which can lead to increased engagement and commitment to the group's goals and objectives.

4. Group Contract (How do we work together)

Introduction/ Aim	<p>To raise awareness and reflection of the many different forms of privilege; challenging assumptions and stereotypes by emphasizing that privilege is not a fixed character but rather varies depending on the context, intersectionality such as race, gender, socioeconomic status, sexuality, and more; value the diversity of individual backgrounds, empathy and solidarity; and team-building</p>
Number of participants	<p>5-30</p>
Materials	<p>Room or large area to be able to spread out participants, paper, pens, some pre-made fake paper money (20 x 100 Euro notes, 10x200 Euro, 10x 500 Euro and 20x 20 Euro) and pre prepared list of 'privileges'</p>
Duration	<p>1 hour</p>
Step-by-step description	<p><i>Step 1:</i> Split the group into smaller groups with around 4-5 people in each group (depending on the overall group size) then give them all a list of the Pre-prepared privileges. Here are some examples:</p> <ol style="list-style-type: none"> 1. Financial security 2. Access to quality education 3. Good physical health 4. Citizenship in a stable country 5. Having a supportive family 6. Gender identity matching societal norms 7. Racial or ethnic majority status 8. Being able-bodied 9. Language fluency in the dominant language(s) 10. Living in a safe neighborhood 11. Having a stable and loving relationship 12. Easy access to healthcare 13. Mental well-being and emotional stability 14. Strong social network and connections 15. Freedom from religious discrimination 16. Cultural acceptance and representation 17. Being heterosexual in a heteronormative society 18. Employment opportunities and job security 19. Ability to travel freely without restrictions

20. Freedom from gender-based violence
21. Legal protection and equal rights
22. Access to clean water and sanitation
23. Having reliable transportation
24. Political stability and peaceful environment
25. Media representation and positive portrayal
26. Ability to express oneself without fear of judgment
27. Freedom from age-related discrimination
28. Social recognition and validation of accomplishments
29. Access to nutritious food and a balanced diet
30. Personal safety and security
31. Having role models of your gender and sexual orientation

First, individually each participant will all be given a specific amount of (imaginary) money based on the first letter of their last name.

For example:

- A: 200 Euro
- B: 400 Euro
- C: 700 Euro
- D: 1,500 Euro
- E: 300 Euro and so on.

Now that the participants know how much money they have, they look at the list of privileges. Each privilege costs 100 Euro to purchase. The participants will be given 5/10 minutes to decide which privileges they want to buy with the money they are allocated due to their name. The groups can discuss their individual choices between themselves.

Step 2: Once the first round has been completed discuss as a whole some of the top privileges that individuals decided to 'buy' and why. You can see if there were any common 'top privileges' in the group. Record this on a flip chart.

Step 3: Now take all the money away from the groups, and redistribute it but this time it is not individual it is as a group.

For example:

- Group 1: 500 Euro
- Group 2: 1000 Euro
- Group 3: 1500 Euro
- Group 4: 200 Euro

Now that the groups know how much money they have, they look at the list of privileges again and have to come up with a group decision on the shared commons privileges that they would like to buy. Each privilege costs 100 Euro to purchase. The participants will be given 5/10 minutes to decide which privileges they want to buy with the money they are allocated.

	<p>Step 4: Once the second round has been completed discuss as a whole some of the top privileges that the groups decided to 'buy' and why. You can see if there were any common 'top privileges' in the group and if these changed from when it was each individually choosing. Record this on a flip chart.</p> <p>Step 5: Bring the group together and reflect and debrief</p> <ol style="list-style-type: none"> 1. How did this activity make you feel? 2. How did you pick your privileges? 3. What were some things on this list that surprised you? Why? 4. Why do you think this activity specifically assigns money? For example, we could have easily said each privilege is worth 1 ticket and everyone has 5 tickets. What does money represent? 5. Why do you think the amount of money you were given was randomly assigned? 6. Did the amount of money change your mind on what privileges you chose? 7. What have you learned from this activity?
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Students will be able to identify various forms of privilege in different contexts, including but not limited to race, gender, socioeconomic status, and sexuality. • Students will be able to comprehend that privilege is not fixed but context-dependent. • Students will develop an understanding of the concept of intersectionality and how it related to privilege. • Students will be able to develop their team-building skills. • Students will apply their knowledge and awareness of privilege and diversity in real-life situations.

5. Education Through Sport: Shoot the basket

Introduction/ Aim	<p>Shoot the basket activity demonstrates the impact of systemic issues on individuals and highlights the benefits of inclusive principles in promoting collective success.</p>
Number of participants	<p>5-30</p>
Materials	<p>· Bucket, Tennis balls or other balls (scrunched up paper balls)</p>
Duration	<p>30-45 mins</p>
Step-by-step description	<p><i>Step 1:</i> Place a bucket in the middle of the room or against a wall, then distribute scrunched-up paper balls/tennis balls to everyone (1 per person). Randomly spread participants out, disregarding physical or potential skillset, with some positioned very close to the basket and others farther away (while ensuring everyone stays within 10 meters of the bucket but at different angles). Explain that the objective of the game is to get all the balls into the bucket. Emphasize that it is a team sport rather than an individual game.</p> <p>However, there's a catch - no one is allowed to assist others. Each person has one attempt to throw their ball into the bucket without moving from their spot.</p> <p>Count the number of balls that successfully land in the bucket, noting the individuals who succeeded and those who did not. Participants play without any movement to demonstrate how privilege for some can negatively affect others. (Alternatively, players can choose to move out of the way after taking their shot if they are blocking others standing right in front of the bucket)</p> <p><i>Step 2:</i> After the activity, inquire about participants' feelings and experiences. Determine if some felt comfortable, while the others might have required more attempts or desired to be closer to the bucket. Explore if anyone felt they were too close and wanted to increase the challenge by moving farther away. Reiterate that the goal is to have all the balls in the basket and highlight that this is a team effort with individual contributions. This time allow everyone two minutes to "coach" those who did not succeed initially, offering ideas, tips, and tricks for them to improve their chances of getting the ball in the basket from their current position, without moving.</p> <p>Maintain everyone in their original positions and let them try again after discussing their challenges and receiving coaching from the team. Tally the number of successful throws, noting the individuals who improved.</p>

	<p>Step 3: Inquire again about participants' feelings and experiences, particularly regarding the impact of coaching. Determine if the guidance provided helped them perform better.</p> <p>Offer individuals who failed in both attempts the option to move closer to the bucket. If they accept, allow them to move no more than halfway closer from their original position (e.g., if they were 10 meters away, move them to 5 meters away). Allow everyone to attempt throwing the balls again. Hopefully, most or all of the balls will land in the basket.</p> <p>Step 4: Debrief and reflection: Talk about the 3 steps of this activity and what happened.</p> <p>Then use some example questions:</p> <ol style="list-style-type: none"> 1. How did you feel? 2. Did the group help you succeed or hold you back? 3. Did it work when in steps 2/3 better? 4. What did you learn?
<p>Learning Outcomes</p>	<p>Step 1 of this activity illustrates the concept of privilege, demonstrating how some individuals may not have the same resources as others.</p> <p>Step 2 showcases the power of a society composed of individual contributors who support and assist each other. Despite their individual roles, society succeeds when everyone can effectively fulfil their tasks.</p> <p>Step 3 demonstrates the positive effects of inclusive actions on team productivity. When accommodations were provided to those who needed them, their success improved.</p> <p>Importantly, this did not hinder the success of others, and the team, as a whole, accomplished more through simple adjustments tailored to individual needs.</p>

1. Introduction and Setting the Context

Introduction/ Aim	<ul style="list-style-type: none"> • Intro and icebreaker activities
Number of participants	--
Materials	--
Duration	--
Step-by-step description	<p><u>IAM, IAM NOT</u></p> <p>This activity empowers individuals without creating divisions between participants. In a group of 5-6 people, each person receives a paper with two columns. The left column is labeled "I Am..." and the right column is labeled "...But I Am Not."</p> <p>The objective is to fill out the left column with personal identities or characteristics that resonate with each individual. Simultaneously, they are encouraged to acknowledge and dispel any insults, stereotypes, or misconceptions that they have encountered or feel have affected them in the right column. Subsequently, each person presents their filled-out sheet to the group, sharing who they are and explaining who they are not. It is important to note that this activity requires a high level of trust and patience within the group (hence on the second day). Some participants may bring up sensitive stereotypes or perceptions others may have held towards them. The key here is to present the information as individuals taking ownership of their own identities without engaging in confrontations or singling out specific individuals.</p> <p>As the moderator, it is essential to remind participants that this activity focuses on active listening rather than engaging in conversations or debates.</p> <p><u>Cross-Cultural Sports Exhibition</u></p> <p>Split the group into small teams and assign each team a specific culture or country. Teams must research and choose a traditional sport or activity from their assigned culture. They then prepare a presentation or demonstration showcasing the sport/activity, including its history, rules, and significance. Encourage teams to embrace the cultural aspects and engage in friendly competition to learn from and appreciate each other's traditions.</p>

**Learning
Outcomes**

Respect for Diverse Perspectives: Through discussions about divisions between participants, participants will develop a greater appreciation for diverse perspectives and needs. They will learn to respect and accommodate different viewpoints.

2. Planning Inclusive Activities - No rules ball

Introduction/ Aim	<ul style="list-style-type: none"> • Designing inclusive activities and programs using the "Education Through Sport" approach • Tailoring activities to specific cultural contexts and needs of ethnic minority communities • Collaborative activity planning and group discussions on effective strategies
Number of participants	5-30
Materials	Large room or outdoor space, a football or equivalent, masking tape, some cones or something to represent 2 'goals'
Duration	1 hour
Step-by-step description	<p>Step 1: Mark out a large rectangle space on the floor, or if there is a really large group just mark out a center line and the goal lines.</p> <p>Step 2: Divide the group into 2 teams (if you have a very large group divide into 3 teams).</p> <p>Step 3: ask the 2 teams to step on to the 'field of play' give them the ball and just say 'Game on'. There is no other instructions/rules at first so the teams just start playing how they like, let them naturally develop a rhythm and which game they are playing (Naturally the teams tend to play football as they respond to the surroundings -playing area- you have created). Let it go on for a couple of minutes until there have been a few goals, and then stop the play. Now introduce a rule it could be anything for example;</p> <ul style="list-style-type: none"> • Only use your hands to touch the ball • To score the ball must be passed between each member of the team before scoring (you must shout your name when you receive the ball or count a number) • Males v Females (doesn't matter if the teams are not even) • The ball must be bounced, kicked, thrown and rolled before scoring <p>Let them play again with the new rule for a few minutes and then add in roles for different people (These roles can be switched each round or kept the same throughout) these are just some examples:</p>

	<ul style="list-style-type: none"> • Can only hop on one leg • Only has one arm • Is blindfolded • Doesn't speak and can't understand the language (Headphones on) • Is only allowed to pass the ball to the opposition (if they receive the ball) • Is stuck to the same spot on the ground can't move <p>Step 4: Once they have played a few more minutes with the new rules - stop the game and ask the 2 teams to nominate a captain (they have 1 min max), then ask team 1 captain to make and introduce some new rules for the game (they can be fair or biased towards their team) Then play on for a few minutes.</p> <p>Step 5: Stop the play and now ask team 2 captain to make and introduce some new rules for the game (again they can be fair or biased towards their team) Then play on for a few minutes.</p> <p>Step 6: Stop the play and bring the 2 captains together - they have 3 mins to agree on 4 rules for the game that they will implement for the next round. They can confer with their teams but the 4 rules must be agreed upon by both sides. Once they have done let them play on for the final time for a few minutes or until one side scores a couple more points than the other team</p> <p>Step 7: Bring the group together and reflect and debrief</p> <ul style="list-style-type: none"> • How did this activity make you feel? • How did you know what to play in the first round with no rules? • How and why did you pick your captain? • Was anyone left out? Did anyone feel victimized or was everyone included? • What is the importance of rules? • How does this apply to real life and the topic of integration and inclusion? • What have you learned from this activity?
<p>Learning Outcomes</p>	<p>This activity is meant to get the participants thinking of how important it is when organizing and planning an activity to set some rules, some instructions and to make sure everyone is integrated and made to feel part of the activity. Sometimes with ethnic minorities this isn't always the case and so this activity showcases this with the different roles and rules and the conclusion of working together to make a better 'game' or society.</p>

3. Facilitating Inclusive Interactions - Role Play Activity: Exploring Inclusion and Ethnicity

Introduction/ Aim	<p>The objective of this role-play activity is to deepen the understanding of inclusion and ethnicity among youth workers while incorporating non-formal educational methodologies. The activity will involve problem-solving, conflict management, storytelling, sports, and provide an opportunity for reflection and debriefing.</p>
Number of participants	<p>10-30</p>
Materials	<ul style="list-style-type: none"> - Flipchart or whiteboard - Markers - Role play scenarios (prepared in advance) - Storytelling prompts (prepared in advance) - Reflection sheets or journals - Pens/pencils - Paper
Duration	<p>1.5 hours</p>
Step-by-step description	<p><i>Step 1: Introduction and Warm-up.</i> Begin the session by introducing the topic of inclusion and ethnicity. Engage participants in a warm-up activity to create a positive and inclusive atmosphere, such as a group icebreaker or a quick energizer game;</p> <p>‘Our Cultural Mosaic crowd’</p> <p>Objective: To foster a sense of inclusion, celebrate diversity, and promote understanding of different ethnic backgrounds within a group.</p> <p>Begin by explaining the purpose of the activity, emphasizing the importance of embracing diversity and creating an inclusive environment. Ask each participant to think about their ethnic background and choose one aspect they would like to share with the group. It can be a cultural tradition, a favorite food, a meaningful symbol, or any other element that holds significance to their ethnicity/culture. Divide the participants into pairs, ensuring that each pair consists of individuals from different ethnic/cultural backgrounds if possible. Instruct them to take turns sharing their chosen aspect of their culture with each other. Encourage active listening and respectful engagement.</p>

Bring the participants back together as a whole group and invite a few volunteers to share what they learned about their partner's culture during the pair sharing activity. Encourage an atmosphere of curiosity and appreciation.

Provide each participant with a sheet of paper and pens and ask them to create a visual representation of the diverse cultural elements shared during the activity. They can draw symbols, write keywords, or create a collage using pictures from magazines. Each paper will be put on the wall side by side, on top and next to each other to form a mosaic which will be the cultural crowd. Our fans in the stadium.

During the process of the next days you can invite the participants to take strength and inspiration from the crowd. Remember, it's essential to create a safe and respectful environment throughout the activity, ensuring that participants feel comfortable sharing their cultural experiences.

Step 2: Problem-Solving Role Play. Divide participants into small groups of 4-6 members and provide each group with a role-play scenario related to inclusion and ethnicity.

Instruct the groups to act out the scenario, incorporating problem-solving and conflict-management skills. Encourage participants to explore different perspectives and approaches to resolving the conflicts presented in the scenarios. Examples of scenarios are:

- **Community Integration:**

Situation: A group of immigrants has recently moved to a new neighborhood. They are facing challenges in integrating into the local community due to language barriers, cultural differences, and stereotypes.

Role Play Objective: Explore ways to bridge cultural gaps, foster positive interactions, and promote acceptance and inclusion within the community.

- **Sports Team Diversity:**

Situation: A sports team consists of players from diverse ethnic backgrounds. However, there is a lack of cohesion and teamwork due to cultural differences, stereotypes, and language barriers.

Role Play Objective: Explore strategies to foster inclusivity, teamwork, and effective communication within the sports team, highlighting the value of diversity in achieving success.

- **Inclusive Sports Event:**

Situation: An upcoming sports event aims to promote inclusivity and diversity. However, there are challenges in ensuring equal participation, addressing potential discrimination, and creating a welcoming atmosphere for participants of all ethnic backgrounds.

Role Play Objective: Develop approaches to organize and manage an inclusive sports event, considering accessibility, cultural sensitivity, and the celebration of diversity.

Step 3: Group Reflection. Gather the groups together for a reflection session.

- How did you feel during the role play?
- What challenges did you encounter?
- What strategies did you use to manage conflicts?
- How did you approach inclusion and diversity in the scenario?
- Allow participants to share their thoughts and experiences.

Step 4: Storytelling Activity. Back in small groups (could be the same or different it's down to you) Introduce a storytelling activity related to inclusion and ethnicity. Provide prompts or themes for participants to base their stories on and then allow each participant individually to share their story within their small group. Encourage active listening and create a safe space for sharing personal experiences and perspectives. Such prompts could be:

- **Overcoming Barriers:** Share a personal story about a time when you faced a challenge or barrier related to inclusion or ethnicity. How did you overcome it, and what did you learn from the experience?
- **Unity in Sports:** Tell a story about a memorable sports event or team experience that showcased the power of inclusivity and diversity. How did different backgrounds and perspectives contribute to the success of the team or event?
- **Sports and Friendship:** Share a story about a meaningful friendship or connection you made through sports with someone from a different ethnic background. How did sports help bridge the gap and foster understanding between you?
- **Cultural Celebration:** Describe a story where you witnessed or participated in a sports event or activity that celebrated different cultures and ethnicities. How did this event promote inclusivity, appreciation, and cultural exchange?

	<ul style="list-style-type: none"> • Sports for Social Change: Share a story about a sports initiative or project that aimed to address social issues related to inclusion or ethnicity. How did sports serve as a catalyst for change, empowerment, or community development? <p>Step 5: Group Reflection. Gather the groups together for a reflection session.</p> <ul style="list-style-type: none"> • How did storytelling contribute to understanding inclusion and ethnicity? • What common themes or experiences emerged from the stories? • How can these stories influence our work as youth workers? • Encourage participants to reflect on the power of storytelling in promoting empathy, understanding, and fostering inclusive environments. <p>Step 6: Debrief and Conclusion: Encourage participants to share their reflections and any changes in their perspective or understanding. Provide closing remarks and express appreciation for the participants' engagement and willingness to explore the topic of inclusion and ethnicity.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Power of storytelling in promoting empathy, understanding, and fostering inclusive environments.

4. Planning Inclusive Activities - No rules ball

Introduction/ Aim	The objective of this group activity is to engage the participants in the process of planning a sports event that promotes inclusion, using non-formal educational methodologies, problem-solving, conflict resolution, project management, and group collaboration.
Number of participants	10-30
Materials	<ul style="list-style-type: none"> - Flipchart or whiteboard - Markers - Sticky notes - Pens/pencils - Scenario brief (prepared in advance) - Reflection sheets or journals
Duration	2 hours
Step-by-step description	<p><i>Step 1: Scenario Introduction;</i> Provide the participants with a scenario brief describing the purpose and objectives of the sports event. Explain the target audience, theme, and desired outcomes related to promoting inclusion and diversity. Encourage participants to ask questions and seek clarifications about the scenario. Example scenario briefs:</p> <p>1. <i>"Sports for All"</i></p> <p>Purpose: The sports event aims to create an inclusive environment where individuals of all abilities, including those with disabilities, can actively participate and enjoy sports.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Provide adaptive sports activities and equipment to ensure equal participation. - Promote teamwork, respect, and empathy among participants. - Raise awareness about the importance of inclusive sports and challenge societal stereotypes about disabilities. <p>2. <i>"Breaking Barriers"</i></p> <p>Purpose: The sports event seeks to foster social integration and promote inclusivity by bringing together individuals from different cultural backgrounds.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Organise sports activities that celebrate diverse cultures and traditions. - Encourage dialogue and interaction between participants from different ethnic communities.

- Challenge stereotypes, promote cultural understanding, and cultivate a sense of unity and respect.

3. "Gender Equality through Sports"

Purpose: The sports event aims to address gender disparities and promote equal opportunities in sports by empowering girls and women.

Objectives:

- Organise sports activities that encourage female participation and showcase their talents and abilities.
- Provide workshops and discussions on gender equality, challenging gender stereotypes, and promoting female leadership in sports.
- Inspire girls and women to pursue sports and break barriers, both on and off the field.

4. "Sports for Social Change"

Purpose: The sports event aims to leverage the power of sports to address social issues and promote positive change within the community.

Objectives:

- Collaborate with local organizations to raise awareness about a specific social cause (e.g., environmental sustainability, mental health).
- Engage participants in sports activities that highlight the importance of social responsibility and collective action.
- Inspire participants to become agents of change in their communities through sports-related initiatives.

5. "Youth Empowerment and Leadership"

Purpose: The sports event seeks to empower and develop leadership skills among young people, enabling them to become active contributors to society.

Objectives:

- Organise sports activities that promote teamwork, communication, and problem-solving skills.
- Provide workshops on leadership development, goal setting, and decision-making.
- Foster a supportive environment that encourages youth to take on leadership roles and initiatives within the sports event and beyond.

Step 3: Group Discussion and Brainstorming; Divide participants into small groups of 5-6 participants and instruct each group to discuss and brainstorm ideas for their sports event, focusing on activities, logistics, promotion, and strategies for fostering inclusion. Encourage creativity, critical thinking, and active participation.

Step 4: Problem-Solving and Conflict Resolution; Present each group with a potential challenge or conflict that may arise during the planning process (e.g., limited budget, conflicting schedules) and instruct the groups to identify and discuss possible solutions to overcome the challenges and conflicts. Example challenges could be:

1. *Language Barriers*: Participants come from diverse linguistic backgrounds, leading to communication challenges and potential misunderstandings during the event.
2. *Accessibility Issues*: The event venue lacks proper accessibility features, making it difficult for individuals with disabilities to fully participate and enjoy the activities.
3. *Cultural Sensitivity*: Organisers need to navigate cultural differences and ensure that all activities and interactions respect and celebrate the diverse backgrounds of participants.
4. *Sustainability Practices*: Incorporating sustainable practices, such as waste management, eco-friendly materials, and energy conservation, to align the event with environmental values and minimize its ecological impact.

Step 5: Project Planning and Management: Instruct each group to create a project plan for organizing the sports event, provide flipchart paper and markers for each group to outline the key steps, timelines, roles, and responsibilities. Encourage participants to consider resources, budget, marketing, volunteer management, and other essential elements of event planning.

Example framework for the group project plan:

1. Introduction
 - Project Overview
 - Project Objectives
 - Target Audience
2. Project Scope
 - Activities and Events
 - Timeline and Milestones
 - Budget and Resources
3. Team and Roles
 - Team Members and Responsibilities
 - Communication and Coordination
4. Stakeholder Engagement
 - Identify Stakeholders
 - Stakeholder Engagement Strategy
 - Partnerships and Collaborations

5. Venue and Logistics
 - Venue Selection and Booking
 - Equipment and Supplies
 - Permits and Permissions
6. Programming and Activities
 - Sports Activities and Workshops
 - Inclusion and Diversity Initiatives
 - Cultural Celebrations and Performances
7. Volunteer Management
 - Recruitment and Selection
 - Training and Orientation
 - Volunteer Roles and Responsibilities
8. Promotion and Marketing
 - Branding and Design
 - Advertising and Communication Channels
 - Social Media and Online Presence
9. Risk Assessment and Mitigation
 - Identify Potential Risks
 - Risk Management Strategies
 - Contingency Planning
10. Evaluation and Impact Assessment
 - Data Collection Methods
 - Evaluation Criteria and Metrics
 - Impact Assessment and Reporting
11. Sustainability and Legacy
 - Sustainability Practices
 - Legacy Initiatives and Follow-up Actions
 - Knowledge Sharing and Documentation
12. Reflection and Learning
 - Reflection Sessions
 - Lessons Learned
 - Recommendations for Future Events

Step 6: Ask each group to present their project plan to the whole group. Allow time for questions, feedback, and constructive suggestions from other participants. Facilitate a discussion on the strengths and potential improvements of each plan.

Step 7: Reflection and Debrief. Have the participants firstly reflect individually on their experience during the activity, then as a small group and then in the larger group.

	<p>Facilitate a discussion on the importance of promoting inclusion through sports events and how this learning can be applied in their experiences.</p> <ul style="list-style-type: none"> • How did they feel? • Where they successful? • What did they do right/wrong? • What did they learn? • How did the process help them understand all the aspects of organising a sports event?
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Problem-Solving and Conflict Resolution 2. Project Planning and Management 3. Overcoming the language barriers 4. Cultural Sensitivity

5. Planning Inclusive Activities - No rules ball

Introduction/ Aim	Develop critical thinking, problem-solving, and decision-making skills.
Number of participants	5-30
Materials	<ul style="list-style-type: none"> - Paper - Pens or markers - Sports equipment (if applicable) - Space to play and test the game (if applicable)
Duration	1-2 hours
Step-by-step description	<p><i>Step 1:</i> Gather the participants and introduce the activity, explain that the goal is to design a new sports game to promote team building and collaboration. There are no limitations except that the game must be shown to be able to be played with the group and to show them at the end of the activity. The equipment they can use is provided by the facilitators (or what they can creativity use from their surroundings)</p> <p><i>Step 2:</i> Split the participants into small groups of 5/6 and give them time to brainstorm some ideas for a new sports game to enhance team building and collaboration in a multi-cultural society. Encourage participants to consider elements such as communication, cooperation, problem-solving, inclusion, and fair play. Once they have a few ideas they must select one idea and outline the specific rules, objectives, and mechanics of the new game.</p> <p><i>Step 3:</i> Presentation and Feedback. Ask each group to present their game to the entire group. Have them explain the concept, rules, and how it promotes team building, inclusion and collaboration. Allow other participants to ask questions and provide feedback on the proposed game or rule modifications.</p> <p><i>Step 4:</i> If you have access to a suitable space and equipment, allocate time for participants to test their games in action. Encourage groups to observe the gameplay, take notes, and identify areas that may require further adjustments or improvements.</p>

	<p>Step 6: The groups will have a chance to refine their game based on the feedback received during the presentation or testing phase. Encourage them to make any necessary adjustments to ensure that the game or modified rules align with the objective</p> <p>Step 7: Gather the participants for a group discussion. Ask each group to share their reflections on the design process, challenges faced, and how their game or rule modifications promote team building.</p> <p>Group discussions on ways to apply the knowledge and skills gained.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Understanding the importance of evaluation in promoting inclusive practices • Identifying appropriate evaluation methods for measuring the impact of inclusion initiatives • Reflecting on personal growth and lessons learned throughout the process

6. Planning Inclusive Activities - No rules ball

Introduction/ Aim	Develop the skills of coaches, practitioners, teachers, and others involved in designing sports activities through STEP model.
Number of participants	--
Materials	--
Duration	--
Step-by-step description	<p>Space – Increase or decrease the size of the playing area to suit different abilities.</p> <p>Task – Break down complex skills into smaller components that everyone can learn (ie. in basketball, give everyone the chance to learn to dribble). All participants should have equal opportunity to engage in all tasks associated with the sport (ie. Dribbling, passing, shooting, etc).</p> <p>Equipment – Change equipment to suit the needs of all players.</p> <p>People – Balance team numbers according to the overall ability to the group, gender etc</p> <p>Action planning: Creating action plans for implementing inclusive practices in real-life settings</p> <ul style="list-style-type: none"> • Identifying resources and support networks for further development • Final reflections, feedback
Learning Outcomes	<ol style="list-style-type: none"> 1. Critical Reflection: Participants will engage in a discussion at the end of the session, reflecting on what they've learned, what was meaningful to them, and any changes in their perspectives or feelings. This promotes critical thinking and self-awareness. 2. Group Dynamics: Throughout the session, participants will experience different group dynamics, from competitive games to collaborative activities. They will learn to adapt and work effectively within various team settings. Cultural Sensitivity: As the session aims to promote diversity and ethnic engagement, participants will become more culturally sensitive and aware of the importance of respecting and valuing different backgrounds and perspectives.

1.A game for everyone

Introduction/ Aim

Fair play is defined as much more than playing with the rules. It incorporates the concepts of friendship, respect for others and always playing within the right spirit. Fair play is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), the sexual harassment and abuse of children, young people and women, exploitation, unequal opportunities, excessive commercialization and corruption.

Fair play is a positive concept. Sport is a social and cultural activity which, practiced fairly, enriches society and the friendship between nations. Sport is also recognized as an individual activity which, played fairly, offers the opportunity for self-knowledge, self-expression and fulfillment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport promotes involvement and responsibility in society with its wide range of clubs and leaders working voluntarily. In addition, responsible involvement in some activities can help to promote sensitivity to the environment."

Code of Sports Ethics, Council of Europe, Committee of Ministers

Fair play is a multifaceted concept that involves and represents a number of essential values that are not only crucial to sport but applicable in everyday life.

The building blocks of fair play that can be experienced and learnt both on and off the pitch / field are - fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy.

- Friendship - rivalry on the field does not exclude friendship. On the contrary, friendship could grow from noble rivalries;
- Fair competition - to enjoy the fruits of success, it is not enough to win. Triumph must be measured by absolute fair means, honesty and just play;
- Team spirit - individuals can be strong on their own, but they are much stronger in a team. Sharing the moment of victory with your team is the ultimate pleasure;
- Equality - competing on equal terms is essential in sport. Otherwise, performance cannot be measured properly;
- Clean Sport - not cheating by taking drugs or doping. Anyone who does this ruins the game for everyone else;

	<p>Integrity - being honest and having strong moral principles are essential to fair play.</p> <ul style="list-style-type: none"> · Solidarity - It is important to support each other and share feelings, aims and dreams. Mutual support brings mutual success on and off the field; · Tolerance - the willingness to accept manners or decisions you may not agree with develops your self-control; · Care - true champions care about each other as they are well aware that they could not be where they are without having been cared for by others. · Respect - for every athlete, playing by the written rules is mandatory, and respecting the unwritten ones is a must. Fair play requires unconditional respect for opponents, fellow players, referees and fans. <p>THERE IS NO SPORT WITHOUT FAIR PLAY AND THERE ARE NO CHAMPIONS EITHER.</p> <p>"THE IMPORTANT THING IN LIFE IS NOT THE TRIUMPH, BUT THE FIGHT; THE ESSENTIAL THING IS NOT TO HAVE WON, BUT TO HAVE FOUGHT WELL."</p> <p>Baron Pierre de Coubertin</p>
<p>Number of participants</p>	<p>up to 30</p>
<p>Materials</p>	<p>Materials for ETS session:</p> <ul style="list-style-type: none"> · 30 training bibs / scarves (at least of two different colors); · Secret roles for each participants; · Handballs; · Training ground/ sport hall/ Handballs pitch according to the size / number of the group / participants; · Training bell; · Flipcharts; · Markers, sticky notes (different colors), white sheet of papers, enough pens for each participant.
<p>Duration</p>	<p>120 min</p>
<p>Step-by-step description</p>	<p>The ETS session is a three-stage sport NFE activity that aims to encourage fair play, fair competition, and respect among participants.</p> <p>ETS session – A game for everyone</p> <p>Preparation and instruction – 10 minutes</p> <ul style="list-style-type: none"> · Divide the participants into two teams - let the distribution be random, but with an equal number of participants in each team. Each team has a separate color bibs; · Distribute a different color of bibs to each of the team members;

- Explain the rules of the Handball - have them clearly stated or posted on a flipchart;

- The goal is to win the game.

Delivering the ETS Session – 65 minutes

- Play Handball - 10 minutes;
- Take a 5 minute break;
- Announce the new rules - the handball ball must pass through at least each of the team members so that the team can score a point. The player who receives the ball is not allowed to run / walk / take steps and has a maximum time of 10 seconds. to pass the ball to a teammate. if he fails to do so or loses the ball (bad pass or an opponent crosses a pass), the ball becomes the possession of the other team. Players are not allowed to approach less than 1 m from the player holding the ball;
- Play Handball with added rules - 10 minutes;
- Take a 5 minute break;
- Announce that you are adding new rules and assigning roles to different participants. The roles had to remain secret and hidden until the end of the session. If a participant in the session does not understand his / her role, he / she signals to the facilitator that he / she would like a deeper explanation and secret from the other participants his / her role is explained.

- Roles can be, for example:

Selfish person - you pass only to a specific person or shoot from any position to score a point;

A person with sensory defects blindfolded one eye;

Person with mental disabilities - not interested in the session;

A person with a physical disability - plays on one leg.

- Play Handball with added rules - 15 minutes;
- Debriefing and evaluation – 20 minutes.

Questions for the players:

- What happened during the game?
- How did you feel during this session?
- What were the differences between the three stages?
- Did you learn anything new about yourself / others?
- Did you manage to play fair?

	<ul style="list-style-type: none"> · What would you change in your daily life? · Do you see any connection between the sports session and real life? · How did you feel when you were in the role? Why? <p>Does it give you pleasure if you win a game / sport in a dishonest way?</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> · To encourage fair play, fair competition, respect, friendship, team spirit, and equality. · To encourage and develop fair play, teamwork and empathy.

2. A Football coach

Introduction/ Aim

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

Categories of Communication

There are wide ranges of ways in which we communicate and more than one may be occurring at any given time.

The different categories of communication include:

- Spoken or Verbal Communication, which includes face-to-face, telephone, radio or television and other media;
- Non-Verbal Communication, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message;
- Written Communication: which includes letters, e-mails, social media, books, magazines, the Internet and other media? Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which have led to an explosion of information and communication possibilities;
- Visualizations: graphs and charts, maps, logos and other visualizations can all communicate messages.

Sport is a powerful tool to develop competencies and through sport activities young people can improve their communication knowledge and skills.

Number of participants

up to 30

Materials	<p>Materials for ETS session:</p> <ul style="list-style-type: none"> · 30 training bibs / scarves (at least of two different colors); · Footballs; · Training ground/ sport hall/ football pitch according to the size / number of the group / participants; · Training bell; · Flipcharts; · Markers, sticky notes (different colors), white sheet of papers, enough pens for each participant
Duration	90 min
Step-by-step description	<p>The ETS session is a three-stage sport NFE activity that aims to develop skills of communication and cooperation among participants.</p> <p>ETS session – Football coach Preparation and instruction – 10 minutes</p> <ul style="list-style-type: none"> · Divide the participants into two teams - let the distribution be random, but with an equal number of participants in each team. Each team has a separate color bibs; · Distribute a different color of bibs to each of the team members; · Choose one coach from each team (let the team choose / vote for their coach); · Explain the rules of the football - have them clearly stated or posted on a flipchart. <p>Delivering the ETS Session – 50 minutes</p> <ul style="list-style-type: none"> · Play football - 15 minutes; · On one team the coach is told to be totally and absolutely positive and do a lot of good comments and admiration to the team; · The other team coach is told only to have an eye on to pay attention only to the mistakes and omissions of the team / players, commenting on them loudly and rudely; · Play football - 15 minutes; · This time the coaches switch their roles - the "negative" coach becomes "positive" and the "positive" coach becomes "negative"; <p>Debriefing and evaluation – 20 minutes Questions for the coaches:</p> <ul style="list-style-type: none"> · How do you feel? · How did you feel in the role of a "negative" coach and how did you feel in the role of a "positive" coach? Why?

<p>Step-by-step description</p>	<ul style="list-style-type: none"> · Did you notice any differences in the way the players reacted to you? <p>Questions for the players:</p> <ul style="list-style-type: none"> · How did you feel playing for the positive/negative coach? · Was you're play affected by the type of coaching? How? Why? · What positives and negatives do you see in the two models of coaching behavior? · Do you find similarities with experiences or situations in everyday life?
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> · Communication in mother/foreign languages, cooperation, strategic thinking, teamwork. To rise / develop communication skills among participants through sport / physical activity; · To learn how to communicate in everyday life in a way that creates conditions for mutual understanding and development instead of conflicts and challenges; How to communicate better in our everyday life.

3. KUBB

Introduction/ Aim	<p>Very popular in Sweden, the game of Kubb is a very old outdoor game. Combining precision and strategy, Kubb is sometimes referred to as the "Viking chess game". The object of the game is to knock over wooden blocks with the help of sticks.</p>
Number of participants	<p>Up to 24</p>
Materials	<p>To play Kubb, it is needed:</p> <ul style="list-style-type: none"> · To form two teams (from two to twelve people). · Ten Kubbs (Rectangular Pieces of Wood). · A King (wooden block larger than the Kubbs). · Six sticks (cylindrical in shape). · Four stakes or markers to delimit the ground.
Duration	<p>About 45 min to 60 min depending on the group involvement.</p>
Step-by-step description	<p>Start a game of Kubb:</p> <p>To play kubb, you need to have space. Grass should be favored to avoid damaging the wooden parts. It is also possible to play on the sand.</p> <p>To start a game, you have to form two teams of players. The ground must be demarcated by the four stakes. It is generally 5 meters in width and 8 meters in length.</p> <p>The king, a room common to both teams, is placed in the middle of the playing area. The players stand on either side of the field. We place 5 kubbs on each side, just in front of the camp line of each team.</p> <p style="text-align: center;">How to place the kubbs on the ground:</p> <ul style="list-style-type: none"> · Red squares: these are the 10 kubbs (5 per team). · The star: it's the king, a piece common to both teams. · The pink pentagons: they represent the players. <p>How to play Kubb:</p> <p>To determine which team to start the game, one player from each team must throw a stick as close as possible to the king, without touching him. The successful player starts the game first. The object of the Kubb game is to overthrow the king first. But before you can overthrow the king, you have to bring down his soldiers, represented by the kubbs.</p>

	<p>Team A begins the game by throwing all six sticks from their starting line with the aim of knocking down the opposing kubbs. The throwing of sticks must be done in a bell. Throwing them like a Frisbee is prohibited.</p> <p>Kubbs knocked down by Team A are then thrown by Team B towards Team A's half of the field. Team A relieve the kubbs which then become "field kubbs". If a thrown kubb leaves the playing area, the player has a second chance to throw it into the opposing court. If they fail again, Team A can land the kubb where they want on their part of the field.</p> <p>The game changes hands and it's up to Team B to throw their 6 sticks. If there are "field kubbs," Team B is forced to knock them down first before they can knock down the base kubbs on the opposing line. When a "field kubb" is knocked over it is taken out of play. After all the sticks have been thrown by Team B, Team A throws their knocked down kubbs into Team B's camp.</p> <p>If a base kubb (located at a team's start line) is knocked down by a stick while a "field kubb" is still standing, the base kubb is lifted. If a kubb knocks down a "field kubb" we combine the two into a "tower" and it is thus easier to knock them down later.</p> <p>Play continues and so on until a team successfully knocked out all of the opponent's kubbs (base kubbs and "field kubbs"). Once done, the team can finally tackle the king with the remaining staves.</p> <p>Finally, The first team to overthrow the king wins the game of kubb. Note that the king must never be overthrown before. If the king is knocked out by a team while there are kubbs left on the pitch, the team is out and the game is over.</p>
<p>Learning Outcomes</p>	<p>Active aging Strategic thinking and precision skills Teamwork skills Initiation to education by sport and its benefits To Stimulate active aging To Stimulate strategic thinking and precision while playing To improve teamwork skills among the players Bringing adults together for discovering something new To introduce adults in the concept of education by sport, its benefits and why it is important</p>

1. PETANQUE

Introduction/ Aim	<p>Pétanque is the benchmark summer activity in South of France. The rules of pétanque are simple which makes this game accessible to everyone. Can be played on multiple surfaces, pétanque allows you to have a good time with family or friends.</p> <p>The object of the game is to throw the ball closest to the "goal". The "goal" is more commonly referred to as a jack or cub.</p>
Number of participants	<p>Form two teams. Two against two (3 balls each) or three against three (2 balls each). Note that you can, of course, play one against one (3 boules each).</p>
Materials	<ul style="list-style-type: none"> · To Form two teams. Two against two (3 balls each) or three against three (2 balls each). Note that you can, of course, play one against one (3 boules each). · A pitch, preferably flat (about 13 to 15 meters long). · Draw a circle on the ground (starting point of the game) <p>Of course Pétanque balls (or a set of metal balls) and a small little colourful ball which is the jack.</p>
Duration	<p>About 45 min to 60 min depending on the group involvement.</p>
Step-by-step description	<p>How to play Pétanque:</p> <ol style="list-style-type: none"> 1. To start the game, one of the players draws a circle on the ground and stands inside. From there he throws the jack. The small one should be visible and be between 6 and 10 meters from the circle. 2. The player who threw the jack throws the first ball so as to be as close as possible to the "goal". Then the opposing player in his turn tries to get as close as possible to the little one by shooting or pointing the ball of the preceding player. <ul style="list-style-type: none"> ● To shoot means to move the opposing ball away from the jack and take the point. ● To point means to place the ball closer to the "goal" than the ball of his opponent. ● The team with the boule closest to the small wins the point. The other team must then play their boules to regain the advantage. When one team has no more boules in hand the other team must play all of theirs.

	<ol style="list-style-type: none"> 3. Once all the balls have been thrown, you have to count the points. The winning team scores one point for each ball better placed (close to the jack) than the better ball of the opposing team. 4. The team that scores one or more points takes the small one and raises it to play a new round. A game of pétanque is generally played in 13 winning points.
<p>Learning Outcomes</p>	<p>Precision skills Teamwork skills / Fairplay Initiation to education by sport and its benefits To Stimulate active aging To Stimulate precision while playing To improve teamwork skills among the players Bringing adults together for discovering something new To introduce adults in the concept of education by sport, its benefits and why it is important</p>

2.LEARN TO PLAY

Introduction/ Aim	<p>Who will escape the hawk? The children playing will have to show strategy in this game.</p> <p>The hawk is a game that combines sport and fun. The game involves crossing the entire field without getting hit by the hawk. The last free player wins the game.</p>
Number of participants	<p>up to 30</p>
Materials	<p>A big pitch where to play A Whistle A chalk to mark out the plot</p>
Duration	<p>About 45 min to 60 min depending on the group size.</p>
Step-by-step description	<p>To play hawk, it is needed: Be a minimum of players (minimum 5, a hawk and four players). Mark out a plot of about 20 meters long using chalk or objects. The ground must be wide enough to be able to avoid the hawk. Obviously, the size of the playing surface depends on the number of players. A whistle (optional, the start order of each wave may be given by voice).</p> <p>Start playing hawk: To start a game, you must designate a hawk. You can also let chance decide by drawing lots. Once chosen, the hawk is placed in the middle of the field.</p> <p>The other players stand at one end of the field, behind the line.</p> <p>When the signal to start is given the players must cross the field without being caught by the hawk. Players affected by the hawk are taken prisoner and no longer participate in the game.</p> <p>Then, a new wave is launched and the players try to cross the field. And so on until there is only one free player left or the last player is hit by the hawk. That player is declared the winner and becomes the hawk for the next game.</p> <p>Variant of the hawk game: The basic rules are the same except that to harden the game the affected players become hawks in their turn. Thus, there are several hawks on the ground and their number only increases the further the game goes. It will therefore be necessary to be malicious to pass without being touched.</p>

	<p>Hint on how to win at the hawk: To win, you have to be the last free player on the field or the last player hit by the hawk.</p>
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Learning by playing 2. Learning by doing 3. Strategic thinking 4. Decision making To reflect on learning by playing 5. To address learning in a funny manner 6. To get acquainted with strategic thinking 7. To be able to take decisions

3. FAIRPLAY

Introduction/ Aim	The practice of fairplay and sportsmanship among participants that build up teamwork and cooperation as well as healthy competition and respect for the opponent in the game.
Number of participants	up to 30
Materials	Cones (8-10) - create boundary marks for the court and to mark where the goal point is. Handball/football (1/2)
Duration	Timeframe Pre-match briefing - 20 minutes Practice round – 15 minutes Match - 20 minutes Post-match discussion - 20 minutes 75 minutes in total
Step-by-step description	<p>This game is divided into 3 parts:</p> <ol style="list-style-type: none"> 1) Pre-match briefing 2) Match (no referee) 3) Post-match discussion <p>1) Pre-match briefing This is the time when the coach explains the game to the players. He/She introduces that the game is about fair play, respect and equality, and that it is a game of handball without a referee (can be changed to a game of football depending on preference). See below for further instructions: The game is played like a regular game of handball inside. There will be 2 teams (team X and team O). Each team aims to pass the ball to the goal of the opposing team. The player that has the ball is not allowed to move with the ball, he/she is just allowed to pass to other players on their team. The opponents are not allowed to pull, push or hit the ball from the players hands. HOWEVER, this game is a game without a referee. The coach is just watching from the sidelines and is not monitoring the rules. This is the responsibility of the players playing the game. If the ball goes out-of-play, it is the players that have to decide who should have the ball. The players are also responsible for keeping track of the score. The special addition to this game is that during the 'Pre-match briefing', the players need to come up with an additional 2 rules before the start of the game. These are rules that they must abide by during their match. These additional rules are to ensure fair play, equality and respect. It is up to the players to decide these rules but the coach can offer suggestions. Examples can include:</p>

Each player of a team must touch the ball before the team can score. If the team is mixed (boys and girls), each team must have at least 1 girl and 1 boy touch the ball before they can score. It can be a silly rule as well - such as every player has to play with their hands on their head unless they have the ball.

The only thing the coach must do is keep track of the time. The match should only run for 10 minutes. There is no half-time. The match will run for 10 minutes until the coach ends the game.

2) Match

This part is all about playing the game. The players play the game and manage the rules themselves. The coach just watches and keeps the time. While the game is playing, the coach should be watching to see if the players are following their rules but **SHOULD NOT** call anyone out for breaking the rules. Reminder - there is no referee. When the 10 minutes are up, the referee should inform the players that the time is up and to regroup for the post-match discussion.

3) Post-match discussion

The coach asks each time to stand together in the training hall. The coach will ask each team to rank the opposing team on how fair they played- very fair, relatively fair and not fair at all. Each team has 1-2 minutes to decide as a group their answer. They need to explain their decision to the wider group when they share their answer. After each team has ranked the other, both teams have a chance to respond to the feedback on the fairness of their play. At the end of the discussion, the team that wins is the team with the highest rank of fair play. This indicates to the swimmers that it is not always about how many goals they score or winning, it is about playing fair.

The debriefing part of the learning process is the most important element of ETS, as it gives all the participants a chance to reflect on their own behaviour and to reflect on the whole situation and connect it to their everyday lives and to society itself.

For the debriefing, sit the participants in a circle and lead the discussion in the following way:

	<ul style="list-style-type: none"> · Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves. · You can ask the following questions: What did you experience? How did you react? What did you feel? How did you cope with your role? How did you cope with having to decide on freeing your team member from jail? Have you thought about others? How easy/difficult was it to play your role and play by the new rules? How easy/difficult was it to identify with your role? · Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples. Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality? · Last part of the debriefing is the conclusion. What first steps could be taken to act more inclusive in your life, towards people with different backgrounds or abilities? What can you as an individual, as a group and as a society do to be more inclusive?
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> · Players will learn the values of fair play, respect and equality. · Players can demonstrate good sportsmanship and take responsibility for your actions when an unfair play is made. · All the children will learn to treat everyone with respect during a game, and will learn the importance of respect. · Players will learn the consequences of unfair play and to recognize how unfair play and unequal treatment of plays affects the team.

4.SILENT CASINO NIGHT

Introduction/ Aim	It is a game of silent casino based on developing the skills of communication in adults
Number of participants	up to 30
Materials	5 Dice 5 Plastic cups Bag of plastic chips 5 rule sheets (with slight variations)
Duration	15 minutes – introduction to Silent Casino Night 20 minutes – Reading rules and practice round of actions 30 minutes - 10 rounds played x3 20 minutes – reflection of performance and discussion of importance of communication. 85 min
Step-by-step description	<p>There are 5 tables, each table has a cup, a dice, a bag of chips and a rule sheet with instructions on how to play the game.</p> <p>This game is played in silence. Each table has 4-5 players. The facilitator should keep the introductions short. Say that each table is a casino table. The aim of the game is to get the most chips. The player with the most chips after 10 rounds will move to a new casino table.</p> <p>Give all teams 10 minutes to read through the instructions in silence and test out the game so that everyone understands how to play. After 10 minutes, the facilitator will go around and take the rule sheet. Each player starts off with 10 chips. The round begins with each player placing 1 chip into the cup and a player rolling the dice. Based off the number on the dice – each player is expected to perform an action based off the number on the dice (explained on the rule sheet). The player that performs it the quickest takes the chips in the cup and adds it to their pile of chips. This is repeated for 10 rounds. After the 10 rounds the players count their chips and the player with the most chips then moves clockwise to a new table. Each player is then given 10 chips again and the 10 rounds begin again. The rule sheet is not handed out again at any point. Remind the players that this is a silent game and no one should speak.</p>

HOWEVER! There is a trick, each table does not receive the same rule sheet. The action for each number on the dice rolled is different depending on the table – so the winner player that moves will likely begin to lose until they recognize that the rules are different. You will need to change the corresponding number for the corresponding action. For example for team 1, the number 3 means thumbs up, but for team 2 the number 3 means stick out tongue. Be sure that no one speaks in the second round. There should be 3 rotations in total. After the 3 rotations ask the players how they found the game and ask winners that moved if they noticed anything while they were playing.

Explain to the group that the rules were different for each group. This game demonstrates the importance of communication. Ask how this game might represent a real life scenario – can anyone think of any examples. You can explain that the game can be demonstrative of real life scenarios such as language barriers and cultural differences. This should take 10 minutes.

Example of the rule sheet

SILENT CASINO NIGHT

Welcome to silent casino night. Each player begins the game with 10 playing chips. Each table should have 1 cup and 1 dice. To enter the game, each player places 1 chip into the cup. To begin the game, a player rolls the dice and depending on the number on the dice, all players are required to perform an action as quick as they can. See list below to learn what action should be performed for what number. The player who performs the action the quickest gets to keep the playing chips from the cup.

To start another round, all players must place 1 chip into the cup again and the next player rolls the dice and the game continues until 10 rounds have been complete. After 10 rounds, each player should count all their chips and the player with the most chips is the winner and moves to the next casino table.

DICE NUMBER – ACTION

1. hand on your head
2. thumbs up
3. stick out tongue
4. one hand face down on the table
5. do a spin
6. hold your nose

	<p>Debriefing:</p> <ul style="list-style-type: none"> · Do you understand the importance of this exercise? · What could have been done in a better way in order to improve this experience for you? Did you have fun? · What was your favourite round?
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> · To recognize the important of clear instructions · To listen to body language of others · To follow instructions clearly · To be more mindful of other people's behaviour · To identify what can happen when there isn't clear communication

5. BLIND

Introduction/ Aim	<p>It was decided to focus on boccia sport activity.</p> <p>Indeed, such a sport is based on many aspects such as concentration and finesse, being an inclusive sport suitable for any level of activity, from amateur/family moments to international competitions (it is indeed recognized among Paralympic sports). A crucial aspect that differentiates it from the classic game of bowls, is that all participants must play sitting. Furthermore, it is played with a light, soft and easy-to-use ball. It is therefore thought to be very accessible for any people, also with a high degree of disability.</p>
Number of participants	<p>up to 30</p>
Materials	<p>2 obstacle courses using 10-12 chairs scattered Duct tape/masking tape to mark the finishing line Multiple scarves to use as blindfolds 10 footballs Whistle to start and end the match Cones to mark the goals and court for the football match</p>
Duration	<p>5 minutes – instructions of game and distribute blindfolds 20 minutes – trialing obstacle course (2-5 minutes per pair on 2 obstacle courses) 5 minutes for discussion 10 minutes for pairs to dribble ball together blindfolded 10 minutes for blind football 10 minutes for discussion of inclusive sports practice Total 60 minutes</p>
Step-by-step description	<p>This game is played in pairs so each player must find a partner. One player in the partner must put on a blindfold. An obstacle course made with chairs is made. The player who is not blindfolded must guide their partner with verbal instructions on how to move through the obstacle course to the finish line without hitting into any of the chairs. Each pair takes turns going through the obstacle course.</p> <p>After every pair has went through the course, ask those that were blindfold how they felt while going through the obstacle course. What was difficult and what was it that their partner did to make it easier. Ask the players if there were extra things that they could do to make it easier for their partner to navigate the obstacle course. Examples include holding their partners hand, clapping in the direction that the partner should move so the player can follow the sound rather than think about the instructions.</p>

	<p>The partners will swap being blindfold and we will give each pair a ball. The pairs must support their partner to move the ball around the hall or the yard. Take 10 minutes to do this. After 10 minutes, break the team into 2 larger teams and ask for 2 nominees to be blindfolded. Each team will have 1 blindfolded player joining their team. Both teams will play a match that lasts 10 minutes. After the game, ask the blindfolded players about their experience of the game. Did they feel included in the game? How challenging was it to play as a team? Then ask the wider group what strategies they could have used to make their blindfolded players feel included.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> · To help others better understand the challenges that people with disabilities might face when accessing sport · To recognize ways in which a team can make the game more inclusive · To identify easy strategies to communicate instructions more efficiently – making it more inclusive. · To recognize situations in which those with disabilities might not feel supported. · To recognize the additional needs of others.

5. CATCH THE FLAG

Introduction/ Aim	Engagement and competition with fairplay, practising teamwork and communication
Number of participants	up to 30
Materials	<ul style="list-style-type: none"> Two sets of "flags" of different colors (minimum of 3 flags per team). Alternatively, you can use a piece of cloth, old t-shirts etc. Hula-hoops, marker cones, rope, or any other marker to divide the playing field evenly, create the "jail" areas, and the flag zones.
Duration	<p>Average overall time: 90 minutes Introduction: 15 minutes: Implementation: 45 minutes Debriefing and evaluation: 30 minutes</p> <p>Breakdown of activity schedule: Explanation of rules: 10 minutes Practice round: 10 minutes First round: 15 minutes Second round: 15 minutes Third round: 15 minutes Debriefing: 25 minutes Evaluation: 5 minutes</p>
Step-by-step description	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Set-up the playing area. This can be both indoors and outdoors, depending on the availability of your facility, natural obstacles, and the weather. Introduce the activity by explaining the basic principles and rules of the game Catch the Flag. You can complement this knowledge by showing the recommended videos or doing a practice round. Split the group into two teams. The number of players on each team should be even. Accordingly, the numbers of flag each team needs to catch should be the same for each team.

Rules of the game:

- The goal of the game is for each team to capture all the other team's flags and take them back to its own flag zone.
- Some players should try to capture the other team's flags, while other players should guard the team's flags. Allow each team to decide these roles themselves.
- When members of one team enter the other team's playing field or flag zone, they can be tagged. When a player is tagged, they are sent to "jail". Players can be freed from jail when a teammate touches them. A player can free as many teammates as possible at the same time from the jail.
- A team wins by capturing all the other team's flags and taking them back to the team's flag zone.
- **It is not allowed to:** pull, grab, push, kick, trip or sabotaging another team's player. It is also not allowed to tie the flag around a player's body. The flag should always be carried in the players hands. An external "judge" will be assigned only to check that these safety rules are not broken. For the rest, everything will be discussed and decided within the group.
- First round starts and standard rules apply (10/15 minutes).
- Evaluation of the activity.

DEBRIEFING AND EVALUATION

The debriefing part of the learning process is the most important element of ETS, as it gives all the participants a chance to reflect their own behaviour and to reflect on the whole situation and connect it to their everyday lives and to society itself.

For the debriefing, sit the participants in a circle and lead the discussion in the following way:

- Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves.

	<ul style="list-style-type: none"> · You can ask the following questions: What did you experience? How did you react? What did you feel? How did you cope with your role? How did you cope with having to decide on freeing your team member from jail? Have you thought about others? How easy/difficult was it to play your role and play by the new rules? How easy/difficult was it to identify with your role? · Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples. Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality? · Last part of the debriefing is the conclusion. What first steps could be taken to act more inclusive in your life, towards people with different backgrounds or abilities? What can you as an individual, as a group and as a society do to be more inclusive? <p>Evaluation: filling the provided quiz. The evaluation component is compulsory.</p>
Learning Outcomes	<ul style="list-style-type: none"> · To encourage fair play, sportsmanship, teamwork and communication. · To develop empathy and self-reflection. · To discuss different aspects of inclusion. · To understand the roles different people play in society.



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