

Integration 101: Inclusion of Refugees Through Sports



Catch' - Manual about the integration and connection of the TCNs with locals, through the collection of good practices on grassroots level



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Abstract

The Catch Manual is an integral component of the Integration 101 project under the Erasmus+ Cooperation Partnerships Sports initiative dedicated to advancing the inclusion of young Third Country Nationals (TCNs) through innovative grassroots sports and educational practices. Serving as a transformative resource, the manual unfolds in three distinct sections: an introductory exploration of sports as a tool for TCN integration, an in-depth analysis of potential challenges in implementing joint sports activities, and a compilation of 30 exemplary practices from diverse projects. Embracing the belief that sports transcend cultural and geographical boundaries as a universal language, the manual adeptly navigates the intricacies of integration, offering practical strategies and case studies. The first section underscores the two-way nature of integration, necessitating adaptation from both migrants and host countries, incorporating insights from needs analyses and EU recommendations. The second section tackles challenges in joint sports activities, emphasizing continuous communication and addressing issues such as participation dynamics, inter-ethnic tensions, and conflict resolution strategies. The final section showcases practices drawn from EU-funded projects, serving as tangible inspiration for promoting inclusion and integration. In essence, The Catch Manual emerges as a dynamic resource empowering users to cultivate robust social fabrics through the transformative potential of sports, encapsulated in this abstract as a glimpse into its multifaceted approach and capacity to instigate positive change in diverse communities globally.

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Executive Summary

The Catch Manual encapsulates the essence and overarching objectives of this transformative guide designed within the framework of the Integration 101 project. As an Erasmus+ Cooperation Partnerships Sports Project, Integration 101 strives to facilitate the inclusion of young Third Country Nationals (TCNs) through the innovative use of grassroots sports and educational initiatives. Within this project, "The Catch Manual" emerges as a key intellectual output, serving as a comprehensive resource for practitioners, stakeholders, and anyone committed to fostering integration and unity.

The manual's primary focus is to harness the transformative power of sports as a universal language that transcends cultural, linguistic, and geographical barriers. Grounded in the belief that sports extend beyond physical activity, the manual is a guidebook tailored to navigate the complexities of integration, offering a multifaceted approach for practitioners actively engaged in the field and those working with young TCNs. The Executive Summary succinctly outlines the three main sections of the manual.

Firstly, the manual begins with a foundational exploration of the role of sports in settling TCNs into their new social environments. It views integration as a dynamic, two-way process, emphasizing the need for adaptation from both migrants and the countries of settlement. Recognizing the distinct motivations of migrants and refugees, the manual incorporates valuable insights from a needs analysis conducted by the partnership, supplemented by EU recommendations and guidelines.

Secondly, the manual delves into an in-depth analysis of potential challenges during the implementation of joint sports activities between TCNs and locals. Focused on integration, inclusion, and avoiding ghettoization, this section emphasizes the importance of continuous communication between the two groups. It addresses issues ranging from participation dynamics and participant profiles to inter-ethnic tensions and practical strategies for conflict resolution.

The final section showcases a collection of 30 successful good practice examples, projects, and interventions from various countries. These examples, drawn from projects funded by Erasmus+ and other EU funds, offer tangible inspiration and insights for practitioners seeking to promote inclusion and integration. Additionally, two annexes provide non-formal education activities based on sports and a self-assessment questionnaire to ensure a holistic and interactive approach to the manual's content.

In essence, "The Catch Manual" is not just a document; it is a dynamic tool that empowers its users to foster integration and unity through the transformative language of sports. The Executive Summary serves as a gateway to this comprehensive resource, encapsulating the manual's multifaceted approach and its potential to drive positive change in communities worldwide.

Target Group and Content

The Catch Manual is meticulously crafted to serve a diverse audience engaged in fostering integration, specifically targeting practitioners, stakeholders, and individuals actively working with young Third Country Nationals (TCNs). As a transformative guide within the Integration 101 project, the manual unfolds in three key sections, catering to the distinct needs of its audience. The first section addresses practitioners and stakeholders, providing insights into the two-way process of integration and adaptation required from both migrants and host countries. The second section is dedicated to those actively involved in implementing joint sports activities between TCNs and locals, offering practical strategies for overcoming challenges and emphasizing continuous communication. The third section broadens the manual's appeal by showcasing 30 successful good practice examples, making it a valuable resource for a wide range of individuals committed to promoting inclusion and unity through the transformative power of sports. As an integral part of the manual, two annexes enrich the user experience. The first comprises three modules of non-formal education activities, infused with the spirit of successful practices, presented in a user-friendly format for facilitators. The second annex introduces a self-assessment questionnaire, a valuable tool for monitoring progress and evaluating activities in real-world contexts. Overall, "The Catch Manual" is a dynamic and inclusive tool strategically designed to meet the informational needs of those actively engaged in integration efforts.

Structure of The Catch Manual

The structure of "The Catch Manual" is meticulously organized to offer a user-friendly and comprehensive resource for practitioners, stakeholders, and individuals involved in fostering integration through sports. The manual is divided into three main sections, each addressing crucial aspects of the integration process. The initial section serves as an insightful introduction, analyzing the role of sports in settling Third Country Nationals (TCNs) into new social environments. Following this, the second section delves into an in-depth analysis of potential challenges during the implementation of joint sports activities, focusing on integration, inclusion, and the prevention of ghettoization. The manual concludes with a robust third section, presenting 30 exemplary good practice examples drawn from various projects funded by Erasmus+ and other EU initiatives. The manual has two two annexes that enrich the user experience which forms an integral part of the manual. This strategic structure ensures a well-rounded approach, providing both theoretical insights and practical guidance to empower users in their efforts to create inclusive and unified communities through the transformative power of sports.

PART 1

Introduction

In a world marked by diverse cultures, backgrounds, and migration patterns, "The Catch Manual" stands as a beacon, offering a comprehensive guide to fostering integration and connection between Third Country Nationals (TCNs) and their local communities through the transformative power of sports. Rooted in the belief that sport is not merely a physical activity but a universal language that transcends borders, this manual endeavors to empower end users with knowledge, guidance, and practical tips.

"The Catch Manual" is an intellectual output of Integration 101: inclusion of Refugees through Sports Project funded under the European Union Erasmus+ Cooperation Partnerships Project. The goal of the project is to create innovative tools; like this Catch Manual, which is focused on the use of grassroots sports and the promotion of education through sports, to be used by practitioners working actively in the field and other interested parties working with young TCNs. In addition, to create the conditions of equal opportunities, upscaling and upgrading youth work and work with migrants and guaranteeing equal access to sports for all. offering a comprehensive guide aimed at practitioners actively engaged in the field and other stakeholders working with young TCNs. Integration 101 is designed not only to harness the transformative power of sports but also to promote education through sports, ensuring equal opportunities, upscaling and upgrading youth work, and fostering inclusive access to sports for all.

At its core, 'The Catch Manual' champions the idea that sports transcend mere physical activity, serving as a universal language that bridges linguistic, cultural, and geographical divides. Positioned as a dynamic force and catalyst for change, the manual emerges as a bridge connecting individuals from diverse backgrounds. Its narrative unfolds as an empowering journey, not just to inform but to equip end users with the knowledge, guidance, and practical tips essential for navigating the intricate landscape of integration. The manual's narrative extends beyond presenting facts and figures, weaving a story that celebrates the richness inherent in the diversity of human experiences. Emphasizing sports as a universal language, it becomes a tool for empowerment, revealing common ground, shared goals, and a sense of belonging that transcends cultural differences. As readers delve into the manual, they are immersed in a world where sports serve as a conduit for understanding, cooperation, and mutual respect. The transformative power of this universal language is not confined to theory but is a lived experience, offering tangible solutions for those striving to bridge the gap between Third Country Nationals and their local communities. 'The Catch Manual' invites readers to embrace the notion that, through sports, enduring connections can be forged, breaking down barriers and fostering unity across the diverse tapestry of our global society

As the brainchild of a collaborative partnership, the manual draws inspiration from the successful format of the Pass Handbook, ensuring a well-organized and accessible resource. Its primary goal is to illuminate the path toward harmonious coexistence by exploring the intricacies of integration as a dynamic two-way process. Delving into the social, institutional, and cultural fabric of the host

society, the manual acknowledges the vital role of adaptation, a shared responsibility between the migrants and the country of settlement.

The manual's initial section embarks on a detailed analysis, acknowledging the diverse motivations driving migration—be it the pursuit of a better life or the urgency of seeking refuge. Drawing strength from comprehensive insights derived from a needs analysis conducted by the partnership, the manual weaves together its narrative with EU recommendations, guidelines, and pertinent data, forming a sturdy foundation for the ensuing content. Transitioning beyond this analysis, the second part of the manual serves as a guiding compass through the potential challenges encountered in implementing joint sports activities. Focused on integration, inclusion, and the avoidance of ghettoization, the manual prioritizes the establishment of enduring communication channels between Third Country Nationals (TCNs) and locals. Addressing issues ranging from sporadic local participation to the intricate profiles of participants, it navigates the complexities of inter-ethnic tensions, racist attitudes, and various dynamics. Drawing insights from real-world experiences, the manual provides case studies and practical strategies for conflict resolution, managing national pride, addressing fairness concerns, and navigating intergroup dynamics.

The final chapter of the Manual showcases a treasure trove of successful good practices, gleaned from projects funded by Erasmus+ and other EU initiatives, as well as diverse resources globally. These examples, carefully curated from various countries, embody the essence of inclusion and integration, emphasizing sustained impact and grassroots implementation. A collection of 30 exemplary practices paints a vivid tapestry of what works in the field, offering tangible inspiration for those committed to fostering positive change. As an integral part of the manual, two annexes enrich the user experience. The first comprises three modules of non-formal education activities, infused with the spirit of successful practices, presented in a user-friendly format for facilitators. The second annex introduces a self-assessment questionnaire, a valuable tool for monitoring progress and evaluating activities in real-world contexts.

In light of the comprehensive insights and strategic guidance provided by The Catch Manual, readers are invited on a transformative journey, encouraging them to embark on a meaningful exploration of understanding, collaboration, and integration through the unifying lens of sports. The manual stands as more than a mere compilation of information; it acts as a guide, steering its readers through the intricate landscapes of fostering connections between Third Country Nationals (TCNs) and their local communities. As the pages unfold, a rich narrative unfolds, intertwining theoretical concepts with practical applications, and inspiring readers to navigate the complexities of integration in an interconnected world.

"The Catch Manual" not only urges its readers to envision a harmonious coexistence but also equips them with the tools necessary to translate this vision into reality. It is an inspiration, calling upon individuals to actively engage in the process of community-building and fostering understanding through the transformative power of sports. Beyond being a source of inspiration, the manual serves as a practical resource, providing tangible strategies, case studies, and methodologies that empower its users to navigate the challenges associated with joint sports activities. In doing so, it facilitates the creation of stronger social fabrics, weaving a tapestry of

inclusion and unity that extends beyond the manual's pages and resonates in the lived experiences of communities worldwide.

PART 2

In-Depth Analysis: Potential Challenges in Joint Sports Activities for Integration and Inclusion

Potential issues during joint activities between TCN and locals

Preconditions

Third country nationals experience a number of socio-economic barriers that hinder smooth integration. Data from 2017 show that from the overall number of TCNs residing in the EU, over 5.7 million TCNs live in relative poverty (39%), which is double as high compared to nationals (17%) and other European citizens (24%). Additionally, the disposable income of TCNs in every EU country is lower than nationals and at times it can even reach up to a 40% decrease of that of nationals. Also, close to 20% of TCNs EU-wide feels that it belongs to a group that is discriminated against on the grounds of ethnicity, nationality or race. Almost 40% of non-EU nationals in Greece and more than one-third in Belgium consider that they belong to a group that has been subjected to discrimination.

Challenges

Challenges during implementation of sports activities may include the non-participation of TCNs or locals, barriers of communication and discrimination between participants. TCNs may travel a lot and have yet to settle, so they are reluctant to spend their resources on sports activities. As already stated above, the lower available income of TCNs might stop them from pursuing sports activities altogether. Regarding locals, they may lack incentive or motivation to participate in joint activities. This is especially true when local actors are unsupportive or indifferent of such initiatives since they are the ones that are trusted by the local community.

In order to achieve smooth operation of sports activities or training, the need for language support of TCNs who have no fluency in the national language or in any other widespread language of the region is deemed necessary. Language support can be given by a professional, a volunteer or someone from their trusted environment. The need for this stems from the necessity of TCNs to fully express themselves to someone; in cases of need or emergency that could pose a threat to the individual. Body language or any language, they are not fluent in, might not suffice to describe the situation.

Distrust Within the Organizations

Internal distrust within organizations involved in joint sports activities can hinder the effectiveness of integration efforts. Clear communication and trust-building mechanisms are crucial. Establishing transparent decision-making processes, fostering open communication channels, and promoting a collaborative organizational culture are essential strategies. Regular team-building activities and training programs on cultural competence can help overcome distrust. Additionally, creating platforms for constructive feedback and addressing concerns promptly can contribute to

building a more cohesive and trustworthy organizational environment, ensuring that the shared goals of integration and inclusion are prioritized.

During events

To avoid issues stemming from unreliable volunteers, when organizing events, one should never fully rely on them, as they potentially have limited time and/or expertise. Instead, try to employ professionals for continuity and sustainability. Clarify to volunteers they should make sure they also respect their schedules and resources and apply to the event only after discussing the benefits they could have, with the organizers. To ensure the participation of TCNs and locals try to contact local stakeholders, such as schools and NGOs, school teachers, coaches, or the social workers they are in contact with, and have them also actively be involved in the event, for the participants to feel more comfortable.

Sports activities as an integration tool

Sport is a helpful means of developing social contacts, developing skills, evolving one's personality, and learning social rules and ways to act in a public setting. Through this TCNs and locals can get access to social networks and be more visible and appreciated in their local communities. In addition to fulfilling their social needs, sports activities also provide TCNs with a chance to learn cultural norms. For example, having swimming classes teaches them what to do in a swimming pool and then allows them to visit the pool independently. Especially for school-age TCNs, when sports are included in the school and/or after-school curriculum can make the school more attractive to them. This could result in them being more motivated and encouraged to attend school activities with their peers.

A way to use sports activities more effectively is to partner with local sports clubs and offer TCNs discounts, free trials, or free participation for a set amount of time. The early incentives might help TCNs who struggle financially with making the decision to try sports and when finding something appealing to keep doing it. The sports club provides expertise in exercising and helps TCNs integrate with the local community by having them both in close contact (TCNs and locals), promoting key touchpoints between the two, and helping with their networking.

Communication after the activities

When creating partnerships, it is important to have clear communication tools and rules, to have successful results when assigning tasks. Tools that could be used are: mailing lists, newsletters, social media groups chats, and other office suites. Direct and indirect communication networks can ensure active, ongoing links between TCNs and stakeholders. For example, during an event you can gather participants' information to create a group chat or a newsletter, informing them about future events. That way you can have a more direct and clear flow of information to your group of interest and disseminate useful information to them. These points of contact are important when it comes to keeping the retention of participants high and establishing connections with them.

Demographic factors

Everyone should have the chance to participate in various activities and more specifically sports ones, regardless of demographic/personal factors, such as gender, age, race, income, marital status, educational background, religious beliefs, and others. Although this seems to be something that is taken for granted, there are still barriers and a variety of reasons that tend to exclude individuals from joining such activities. Discrimination is unfortunately still a part of our lives and it directly affects the fundamental integrity of sports activities, often leading to serious negative consequences.

Sports activities are often perceived as opportunities for cooperation, mutual respect, and positive values and morals; a chance to celebrate fair play and equality. Nonetheless, it also has the potential to exclude individuals and groups, thus reflecting unethical, discriminatory behaviors. Let's start unraveling some of the already-mentioned different factors that shockingly still lead to unfair treatment.

Disability

Inclusive sports activities should account for participants with diverse abilities, including those with disabilities. Challenges may arise in terms of accessibility, adapted equipment, and societal attitudes. To ensure the involvement of individuals with disabilities, organizers should assess and address physical accessibility issues, provide adaptive sports equipment, and promote awareness and education about different abilities. Collaborating with disability-focused organizations and involving trained staff can enhance the inclusivity of joint sports activities, fostering an environment where everyone, regardless of their physical or cognitive abilities, can actively participate and benefit.

Sex/Gender

Gender stereotyping is a process in which individuals' biological sex determines the activities or hobbies they are engaged in or not engaged in. This majorly contributes to the gender differences that exist in sports activities.

Females have not been as encouraged by their parents to be physically active. Parents have been shown to provide less encouragement for physical activity, and offer fewer sport-related opportunities for their female children than for their male ones (Fredricks & Eccles, 2005).

Young people are often pressured to engage in "gender-appropriate" sports. Studies have shown that gender stereotypes contribute to young women dropping out of sports participation because women in sports are often seen as being non-feminine. Similarly, men who do not fulfill the stereotype of the 'manly man' have reported feeling intimidated and excluded from sports participation. In both cases, the individuals in question will be often labeled with a specific sexual identity type, as in gender stereotyping there is a strong correlation between sports engagement and sexuality.

Race

Sport and physical activity can be extremely valuable in the context of social inclusion and integration. Sports activities provide opportunities for marginalized and underprivileged groups, such as migrants, refugees, and people at risk of discrimination, to interact and integrate with other social groups that they would not have the chance to, otherwise. When organizing a joint sports activity with both locals and TCN individuals, target groups who feel distant and unfamiliar with mainstream sports activities, because they lack sports skills that locals usually learn at school (e.g. how to swim or how to ride a bike), because they have not done sports before and feel that they cannot follow a regular course, or because they do not feel comfortable attending a local sports club or fitness parlor (e.g. not knowing anybody there, not speaking the language, not feeling comfortable with the fact that there are men and women) should always be considered. These are also self-limiting factors, as they can deter the individual from seeking any sports opportunities in the first place.

Racist Attitudes

Sports activities are usually a reflection of society. This means that racial issues in sports that lead to tensions and racist attitudes are not a brand-new phenomenon. Racism can have a profound impact on people's involvement in sports activities, especially when these are ethnically diverse. It can affect motivation, enjoyment, and levels of participation and it may result in inappropriate, potentially dangerous, and violent behavior. Racial harassment, discrimination, and vilification should have no place in any kind of joint activity. Sports are a means to develop social and professional skills, team spirit, personal growth, new contacts, and friendship.

Furthermore, there is the issue of "unconscious racism" that stems from the idea that some people have stereotypes and prejudices in mind, about specific "races" and ethnic groups. This type of racist attitude is perhaps more underlying and dangerous because it is less straightforward and outspoken. Sports activities and events have the power to be used as platforms to raise awareness, bring together marginalized groups with local communities, and have a positive impact on actual social change. Having the right to attend leisure activities and freely participate in cultural and social life regardless of one's race is a fundamental human right.

Religion

Religion can be a sensitive topic influencing participation in joint sports activities. It's essential to recognize and respect diverse religious beliefs within both the third-country nationals (TCNs) and local communities. Discrimination based on religion can create barriers to engagement. Strategies should include promoting an inclusive environment that accommodates diverse religious practices, scheduling activities at times that consider religious observances, and fostering dialogue to enhance understanding and tolerance. Joint activities can be designed to celebrate cultural festivals or events related to various religions, promoting unity and shared experiences among participants.

Issues with group dynamics

In an attempt to defuse tension, specific programs have been designed aiming at promoting equality and co-existence between different conflicting groups in various contexts. Considering the complexity of inter-ethnic conflicts, a question regarding how sports can or should make a contribution to reconciliation and promote peace and stability, is discussed. Key to understanding the role of sport in the context of conflict resolution is the understanding of the nature and driving forces of the conflict itself. There are common patterns and similarities in the occurrence, formation, and dynamics of ethnic conflicts which one should be aware of when intending to use sport as a means of addressing such confrontations.

Sports are said to release tension and aggression. It is important to remind ourselves that sport is neither dramatically good nor bad. Like all collective human endeavors, it is a social construction that has diverse forms, results, and meanings in different contexts (Kidd 2007). Because of its flexible character, it is argued that sports can be used as a social force and contributing factor to social change in the context of conflict in multi-ethnic societies. The challenge here, is to create new forms of governance through sports intervention in the area of civic culture and popular participation.

Conflict resolution

Conflicts are inherent to human interactions, and when conducting joint sports activities involving diverse groups like third-country nationals (TCNs) and locals, conflicts may arise due to various factors. Understanding the nature of conflicts is crucial for effective resolution. Conflict can stem from differences in cultural backgrounds, communication styles, or even misunderstandings related to the goals of the joint activities.

Conflict arises when individuals or groups perceive a threat or challenge to their interests, values, or needs. In the context of sports activities, these threats could be related to unequal participation opportunities, cultural misunderstandings, or varying expectations. It's important to acknowledge that conflicts are not inherently negative; they present opportunities for growth, understanding, and improved collaboration when managed constructively.

Why Conflicts Arise:

- **Cultural Differences:** Diverse cultural backgrounds can lead to varying interpretations of actions, communication styles, and expectations, causing misunderstandings.
- **Resource Allocation:** Conflicts may arise when there is a perception of unequal distribution of resources, be it time, attention, or opportunities within the sports activities.
- **Communication Breakdown:** Lack of effective communication, especially in a diverse setting, can lead to misinterpretation of intentions, resulting in conflicts.

How to Resolve Conflict:

Open Communication

Encourage an open and transparent dialogue among participants. Establishing clear channels for communication ensures that concerns and perspectives are heard and understood.

Mediation and Facilitation

Introduce neutral third-party mediators or facilitators who can help guide discussions, ensuring that the interests of all parties are considered and respected. Inviting other locals, city representatives, or potential participants to the sports activities can foster the engagement of the marginalized groups that may be facing unfair or discriminatory behaviors with the local community. Community engagement and realistic integration can be vital in battling racism.

Establishing Common Goals and Rules

Identify shared objectives that align with the interests of both TCNs and locals. Focusing on common goals fosters a sense of unity and shared purpose. Setting clear standards and group rules from the beginning of the activity can prepare the atmosphere for what kind of activity the participants are about to take part in. Rules such as “no bullying, sexist, racist comments, etc.” need to be clarified from the beginning. Additionally, it needs to be clear that bullying behaviors are not acceptable and will not be tolerated in any case.

Conflict Prevention Strategies

Implement proactive measures to prevent conflicts, such as clear guidelines, group rules, and team-building activities to strengthen relationships from the outset. Using ice-breaking tools, games, and activities that aim to warm up the group and fostering a positive, inclusive environment can play a crucial role in the prevention of tensions and uncomfortable engagements in a group with diversity.

Diagnosing the Conflict Early

Recognizing conflict early can be a game-changer in its resolution. The earlier one can pick up on conflict in their team or group, the easier it will be to resolve.

Cultural Competence Training

Provide training on cultural competence to participants and organizers. Understanding and respecting diverse cultural norms can significantly reduce the likelihood of conflicts. Having qualified staff and coaches embodying a non-discriminatory attitude can make a huge difference when facing tension related to racist motives.

Remember, conflict resolution is an ongoing process that requires commitment from all involved parties. By addressing conflicts constructively, joint sports activities can become powerful tools for integration, fostering collaboration, understanding, and lasting positive relationships within the community.

There are some examples and case studies available, which showcase specific techniques and ways of how sports activities can act as tension-deflating strategies.

EXAMPLE 1: Women of an ethnic community are underrepresented in local fitness courses. Talks with the target group show that the women are indeed interested but feel uncomfortable in attending the existing courses. Local fitness parlours thus start courses reserved for female participants and assign female fitness trainers from the community who speak the relevant languages to these courses. The program is promoted by word of mouth in the community. Participants are encouraged to attend other courses as well (ECCAR Toolkit, 2021, p. 22).

EXAMPLE 2: Groups of teenagers spend their days in a local park. They have a difficult living situation and/or family background. People living in the neighbourhood do not want their children to interact with these “problematic” teenagers. Social workers actively approach these teenagers and animate them to play soccer together. The regular activities provide some kind of basic day structure and relationship. Gradually, other teenagers from the neighbourhood join the game, and one or the other talented teenager can find a place in a local sports team (ECCAR Toolkit, 2021, p. 22).

EXAMPLE 3: Fan clubs invite TCNs to go with them to the stadium to watch the match. Local clubs provide a contingent of free tickets, fans organise themselves in accompanying the asylum seekers from the facility to the stadium and back. This engagement provides a leisure activity for them, establishes contact between the newly arrived and local population, and thus supports orientation in the city, language learning and integration (ECCAR Toolkit, 2021, p. 20).

Case Study 1

Conflict:

During a joint sports activity, a group of TCNs faced challenges in expressing themselves due to language barriers. Misunderstandings arose, affecting their participation and enjoyment of the activity. The local participants struggled to comprehend instructions, leading to frustration among both groups.

Resolution:

To address language barriers, the organizers implemented a language support system. They enlisted bilingual volunteers who could assist in translation, ensuring clear communication during the activities. Additionally, pictorial instructions and demonstrations were incorporated, reducing reliance on verbal communication. This proactive approach not only resolved the immediate conflict but also established a framework for future events, making the activities more inclusive for participants with different language proficiencies.

Case Study 2

Conflict:

A joint sports event coincided with a religious holiday significant to a group of TCNs. This led to a conflict as some participants wanted to observe the religious event, while others were unaware and expected the activity to proceed as planned.

Resolution:

Recognizing the importance of religious diversity, the organizers initiated open discussions about participants' religious practices and holidays during the planning phase. Subsequently, the schedule was adjusted to accommodate religious observances, and alternative activities were provided for those not participating in religious events. This proactive approach not only prevented conflicts but also fostered a greater understanding of religious diversity among participants.

Case Study 3

Conflict:

A participant with a disability faced challenges accessing sports equipment and fully participating in certain activities. This led to feelings of exclusion and frustration.

Resolution:

In response to the conflict, the organizers conducted an accessibility assessment and invested in adaptive sports equipment. Additionally, they organized training sessions for staff and participants on inclusive practices. By actively addressing physical accessibility issues and promoting awareness, the conflict was resolved, and subsequent activities were designed to be more inclusive, ensuring that individuals with diverse abilities could actively participate.

Case Study 4

Conflict:

Distrust emerged among organizational members involved in planning and executing joint sports activities. Differing opinions on decision-making processes and concerns about commitment threatened the cohesion of the team.

Resolution:

To address internal distrust, the organization implemented team-building workshops and facilitated open discussions. Clear and transparent decision-making processes were established, and a feedback mechanism was put in place to address concerns promptly. By fostering a collaborative organizational culture and promoting effective communication, the organization overcame internal distrust, ensuring a more united and efficient approach to integration efforts.

Case Study 5

Conflict:

In a mixed-gender sports activity, some female participants felt excluded due to subtle gender stereotyping and a lack of encouragement. This resulted in decreased motivation and limited engagement among female participants.

Resolution:

To address gender-related conflicts, the organizers implemented a gender-sensitive approach. They conducted awareness sessions on gender stereotypes, encouraging equal participation and fostering an inclusive environment. Female-focused sports sessions were introduced, led by female trainers. These measures not only resolved immediate conflicts but also contributed to a more inclusive and supportive atmosphere for all participants.

Case Study 6

Conflict:

During a joint sports event, tensions arose among participants from different racial backgrounds. Perceived racial stereotypes and biases led to discomfort, affecting the overall enjoyment and collaboration during the activity.

Resolution:

To address racial tensions, organizers initiated open dialogues on diversity and inclusion. Cultural competency training sessions were introduced for both participants and staff. The joint sports activities were adjusted to celebrate cultural diversity, showcasing the positive aspects of different backgrounds. This proactive approach not only resolved conflicts but also strengthened intercultural understanding among participants.

Case Study 7

Conflict:

A joint sports activity lacked cohesion among participants, leading to disengagement and an unproductive atmosphere. Cliques formed, hindering effective communication and collaboration.

Resolution:

Recognizing the importance of group dynamics, the organizers introduced team-building exercises and ice-breaking activities. Clear group rules were established from the beginning, emphasizing mutual respect. Inclusive sports drills and games were designed to encourage teamwork, breaking down barriers and fostering a positive group dynamic. These interventions not only resolved the conflict but also enhanced the overall experience for participants.

Case Study 8

Conflict:

Participants faced challenges due to untrained staff, leading to ineffective communication, unclear instructions, and potential safety concerns during sports activities.

Resolution:

To address the conflict related to untrained staff, the organizers invested in training programs for all involved personnel. Staff members underwent sessions on cultural competence, conflict resolution, and effective communication. Regular evaluations and feedback loops were established to ensure continuous improvement. The resolution not only addressed immediate concerns but also contributed to a more professional and capable staff, enhancing the quality of joint sports activities.

PART 3

Collection of Best Practices on inclusion and integration of TCNs and locals

In this section of the Manual, we showcase a compilation of exemplary practices, projects, interventions, and activities that have effectively fostered the inclusion and integration of Third Country Nationals (TCNs) and local communities. Drawing from a diverse range of initiatives, including those funded by Erasmus+ and various EU programs (such as AMIF, Europe for Citizens, European Solidarity Corps, etc.), as well as projects supported by alternative funding sources, our objective is to provide tangible examples and inspiration derived from successful endeavors in the field. Our emphasis lies on featuring projects with sustained impact, rooted in local grassroots implementation, and those that persevered beyond their initial funding cycles. Each highlighted example will undergo a thorough analysis of its influence on the targeted groups, incorporating measurable outputs and indicators. To ensure a comprehensive perspective, our selection encompasses examples from project partner countries—namely, Ireland, Hungary, Italy, Turkey, Romania, and Greece—alongside representation from other EU countries and third countries. This compilation puts together 30 best practices, offering valuable insights for promoting social integration and cohesion.

Library of Best Practices

Feature	Description
<i>Country</i>	ITALY
<i>Title of the Best Practise</i>	Liberi Nantes football and touch rugby
<i>Organization Name</i>	Partners: UNHCR - UEFA foundation for children - Street football world - UISP - Network fare - Periferia capitale - CIES onlus - Roma solidale fondazione
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	Liberi Nantes Football Club, based in Rome, is a football team comprised of players who have experienced forced migration. It stands as the pioneering permanent team in Italy that has chosen to represent refugees, asylum seekers, and individuals compelled to flee their home countries for survival. The team consists of 25 players hailing from

	<p>diverse backgrounds, including Afghanistan, Eritrea, Guinea, Iraq, Nigeria, Sudan, Togo, and Central Africa, among others.</p> <p>Over the past two years, Liberi Nantes has also been actively involved in a women's touch rugby training program, catering to asylum seekers as well as Italian women, and organizing trekking activities open to all. The primary objective is to provide opportunities for sports participation while promoting connections and inclusion between refugees and the Italian community.</p>
<p><i>Aim's of the best practices in relation to the project objectives</i></p> <p><i>Impact</i></p> <p><i>Methods</i></p>	<p>In 2019, Liberi Nantes achieved a significant milestone through a prolonged advocacy campaign in collaboration with UNHCR, ASGI, and UISP. This effort led to the National Amateur League's approval of a simplification proposal, resulting in a historic development for promoting integration through football. As a result, the team gained access to the first championship in the standings for the 2019/2020 season.</p> <p>Because of a regulation in Italian football laws, a team composed solely of asylum seekers cannot play in official championships. 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.</p>
<p><i>Further reading / Direct Links to Best Practice.</i></p> <p><i>(website, books, journals, articles)</i></p>	<p>https://www.liberinantes.org/liberi-nantes-football-club/</p> <p>http://www.dge.mec.pt/sites/default/files/Projetos/Agenda_Europeia_Migracoes/Documentos/inclusion_in_sport_guidelines.pdf</p> <p>https://ec.europa.eu/migrantintegration/sites/default/files/2016-09/NC0416616ENN_002.pdf</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>Using sports as a springboard to further social outcomes, such as improving educational attainment, decreasing crime, and encouraging personal and social development.</p>

Please also upload 3-4 high quality photos showing the practice - copyright free (if available)



Feature	Description
<i>Country</i>	ITALY
<i>Title of the Best Practise</i>	SPIN
<i>Organization Name</i>	Coordnator:VIDC-FairPlay (Austria) Partners: Camino (Germany), UISP (Italy); FAI (Ireland), Liikkukaa (Finland), MGHRO (Hungary), and SJPF (Portugal).
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>The European Commission Sport Unit funded the project, which spanned 14 months, running from March 2011 to April 2012. The primary focus of this initiative was to create the Good Practices Guide, which compiled 45 examples of positive initiatives across various sports, emphasizing the production of studies and narratives highlighting these successful approaches.</p> <p>Furthermore, the project extended its practical outreach through the Football Refugee Day event, which was part of the World Refugee Day celebrations. In this context, a total of nine events unfolded in the seven partner countries associated with SPIN. These events aimed to engage local refugee and asylum-seeking communities in tournaments or friendly football matches. Alongside these sporting activities, parallel cultural initiatives were also launched. These cultural efforts involved collaboration with government bodies and municipalities, expanding</p>

	the network of partnerships with non-governmental organizations to organize these events.
<i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i>	The project's objective was to encourage and disseminate effective approaches throughout Europe for integrating and engaging migrants and individuals from third countries, which includes refugees, through mainstream sports. It also aimed to raise awareness about the constructive role of sports in fostering social inclusion among migrants and promoting intercultural dialogue. The project's overarching goal was to establish and fortify a cross-border network and develop a model for social inclusion and empowerment of migrants, including refugees, women seeking asylum, Roma, and asylum seekers.
<i>Further reading / Direct Links to Best Practice.</i> <i>(website, books, journals, articles)</i>	https://sportinclusion.com/fileadmin/mediapool/pdf/spin/SPIN_Final_Evaluation_Report.pdf
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	To provide concrete suggestions and practical guidance for enhancing the social inclusion of target populations that are often regarded as marginalized within the sports community, spanning both professional and amateur spheres.
<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	

Feature	Description
<i>Country</i>	ITALY
<i>Title of the Best Practise</i>	Arcobaleni (Rainbows)

<i>Organization Name</i>	UISP Genova and Macaia Association
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>This tournament, which takes place in Turin, features mixed teams of migrants, where the teams are diverse and not defined by nationality. There are no gender or skill-based distinctions. The focus is not solely on playing football but on fostering togetherness.</p> <p>Arcobaleni originated from "Arcobaleni in campo," a project by UISP aimed at foreign and migrant communities. Various teams representing different communities are formed through this initiative and go on to participate in UISP's national or local football tournaments.</p> <p>Participation in this championship is free of registration costs and is open to team groups with a minimum of 10 players willing to engage in both volleyball and five-a-side football. Each team should comprise individuals from at least three different nationalities, and it should include both male and female participants.</p>
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	<p>The project's goal is to rekindle the inclusive values in football practice, such as providing a platform for meeting, socializing, playing, and engaging in discussions. Arcobaleni serves as an opportunity to promote tangible efforts to cultivate a culture of dialogue and respect for others, utilizing the universal language of football that transcends linguistic barriers.</p>
<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	<p>https://www.uisp.it/torino2/pagina/arcobaleni-in-campo</p> <p>http://www.dge.mec.pt/sites/default/files/Projetos/Agenda_Europeia_Migracoes/Documentos/inclusion_in_sport_guidelines.pdf</p>
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	<p>The project takes in consideration the inclusive principles inherent in football, such as creating a space for people to come together, interact socially, play, and engage in conversations. Arcobaleni serves as a platform for implementing practical measures to foster a culture of dialogue and mutual respect among individuals, harnessing the universally understood language of football that transcends linguistic barriers across the globe.</p>
<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	

Feature	Description
<i>Country</i>	ITALY
<i>Title of the Best Practise</i>	Sport for girls
<i>Organization Name</i>	UISP Turin
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	UISP Turin has established two centers exclusively dedicated to women and girls within the local Muslim community. These spaces are open to women from all nationalities and cultural backgrounds and offer a variety of courses, relaxation opportunities, and activities for children. The primary goal is to promote inclusivity, offering chances for social interaction and fostering physical well-being among women of diverse backgrounds.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	Aims at supporting cultural dialogue specifically among women, Targets general engagement with and participation in physical and mental well-being and activity.
<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	https://ec.europa.eu/migrant-integration/sites/default/files/2016-09/NC0416616ENN_002.pdf http://www.dge.mec.pt/sites/default/files/Projetos/Agenda_Europeia_Migracoes/Documentos/inclusion_in_sport_guidelines.pdf
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	It promotes cultural exchange, with a specific focus on women, and aims to encourage overall involvement in physical and mental health and activities.
<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	

Feature	Description
<i>Country</i>	ITALY
<i>Title of the Best Practise</i>	Migrants' Inclusion Model of Sports for All (MIMoSA)
<i>Organization Name</i>	Coordinator: UISP – Unione Italiana Sport Per tutti (Italia)
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>The project lasted 16 months from the 01st of March 2011 to the 30th of June 2012. It was financed bt the UE Preparatory Action in the Field of Sport and implemented in: italy, Austria, Danmark, Germany, Spain, Romania. The following activities were implemented:</p> <p>The goal of the project was to build and strengthen a transnational network and to create a model of social inclusion and empowerment for migrants (refugees, women requesting asylum and asylum seekers). At European level - the networ bult was between 3 different levels of actors involved in the field of sport (sports associations, local and national authorities, universities), with the aim of sharing a methodology on common bases for the construction of future work of network;</p>
<i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i>	The long-term objectives are: promote the social inclusion of migrants through sport; promote the empowerment of migrants in the world of sports associations.
<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	https://www.uisp.it/progetti/pagina/mimosa
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	It is crucial to take into account that migrants face several challenges, including restricted financial means and a lack of knowledge about sports organizations, sports facilities, and their respective locations. Collaboration between sports organizations, migrant groups, and national or local authorities is often minimal or entirely absent. Therefore, there is a need to establish a robust network among these parties to effectively address the emerging issues.

<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	
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Feature	Description
<i>Country</i>	ITALY
<i>Title of the Best Practise</i>	BRACE Breaking baRriers to migrAnt soCial intEgration through football
<i>Organization Name</i>	Partners of the project are: <ul style="list-style-type: none"> – Ayuntamiento de Rubí (Rubí – Catalonia – Spain) – A.S.D. G.S. Bresso 4 (Bresso – Lombardy – Italy) – Escola de Futbol Can Mir (Rubí – Catalonia – Spain) – KCS Machelen (Machelen – Flanders – Belgium) – Ensinus / Instituto Superior de Gestao (Lisbon – Portugal)
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	Project funded by Erasmus program: ERASMUS-SPORT-2021-SSCP, small-scale partnerships. "BRACE" is a 2021 project designed to bring together various experiences from diverse European organizations dedicated to promoting the social integration of vulnerable groups, with a particular focus on migrant and asylum seeker athletes. The project's aim is to provide solutions for overcoming the challenges that hinder the integration of young individuals who have recently arrived in Europe from other countries. These obstacles often prevent them from formulating life plans and can lead to situations of social exclusion. To achieve a positive impact, the project will establish a 'white paper' outlining recommendations for regulatory changes to be presented to various European Union authorities, member states, and sports organizations.
<i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i>	The BRACE project has initiated its efforts with the aim of reinvigorating football as a means to promote the integration of marginalized communities into society. It specifically targets young migrants who come to Europe in search of opportunities, with the hope of providing them with a fresh start.

<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://nonprofit.xarxanet.org/news/european-project-brace-including-young-migrants-through-football-starts-working https://docs.gestionaweb.cat/1907/brace-project-manual-english-2023-cef-can-mir-2175052.pdf</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>The project's objective is to develop a method for utilizing football as a means of integrating migrants and asylum seekers. This methodology should serve as a model that can be adopted by other sports organizations looking to initiate similar initiatives.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i></p>	

Feature	Description
<i>Country</i>	TURKEY

<i>Title of the Best Practise</i>	Integration of Refugees Through Sport
<i>Organization Name</i>	Kargen Klub Turkiye Web Fundación Universitaria San Antonio (UCAM) — Academic Institution from Spain, Ceipes, Italy
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>01 January 2020 - 31 December 2020</p> <p>The project centers around the application of the Education Through Sport (ETS) methodology to improve the skills and educational offerings for sport coaches and trainers who work with disadvantaged groups, especially those with a migrant background. This initiative seeks to promote inclusion and equal opportunities in the context of sports for migrants.</p> <p>The project aligns with the specific priorities of Erasmus+ Small Collaborative Partnerships, which emphasize the promotion of social inclusion and equal opportunities in sports. Its primary objective is to address the challenge of social exclusion faced by migrants in Europe, with a strong focus on tackling the significant problem of the systematic underrepresentation of migrants in non-playing roles within sports clubs and organizations.</p>
<i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i>	Promote social inclusion and equal opportunities for all through sport; raise awareness of the importance of physical activity as a means to improve health, contribute to the development of a European dimension of sport by making an important contribution to the integration of socially marginalized people, especially migrants, thus contributing to combating xenophobic and racist attitudes, responding to the challenge of the social exclusion of migrants in Europe
<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/613458-EPP-1-2019-1-TR-SPO-SSCP</p> <p>https://drive.google.com/file/d/1Y7rCdev4zWGbo9OBONQ0b-tYqOH4ewI-/view</p>
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	<p>The project has produced a valuable handbook that offers guidelines developed through the research activities conducted as part of the project. The handbook's primary purpose is to identify the current educational and skill development needs of migrants in the sports sector.</p> <p>Specifically, the handbook seeks to address several key questions: What measures can be put in place to increase the participation of refugees in sporting activities? How does engagement in sports</p>

positively influence the integration of refugees? What organizational changes can be introduced to facilitate this integration? How can trainers and refugees be more effectively motivated?


Please also upload 3-4 high quality photos showing the practice - copyright free (if available)



Feature	Description
<i>Country</i>	TURKEY
<i>Title of the Best Practise</i>	Social Cohesion Through Sport
<i>Organization Name</i>	GENC MUHACIRLAR GRUBU, ASOCIACIJA AKTYVISTAI (LT) , Asociatia Tineri pentru Europa de Maine (RO) , BUDAPESTI EGYESULET A NEMZETKOZI SPORTERT (HU) , ASOCIACIÓN AURYN (ES)
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>The project is a mobility of young people started on the 01-08-2021 and finished on the 30-06-2023. During this initiative, participants gained insight into the universal values of sports, recognizing that sports can serve as a tool that transcends societal divisions based on factors such as race, nationality, religion, sect, social status, education, culture, and economic disparities. They had the opportunity to experience that sports offer an equitable approach to all individuals, irrespective of their characteristics. While acquiring knowledge about the values inherent in sports, including competition, determination, discipline, teamwork, and respect, participants had the chance to put these values into practice during their competitions.</p> <p>Furthermore, the program fostered understanding of intercultural dialogue, social conflicts, social awareness, social cohesion, the fight against prejudices, and multicultural activities. This engagement heightened participants' awareness of these issues.</p>
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	Allowed youngsters to break prejudices, stereotypes, and developing an attitude of tolerance, respect and empathy towards disadvantaged groups, and creating awareness of how important social cohesion is.

<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-TR01-KA152-YOU-000009417
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	The primary aim of the project is to enhance the social adaptation and life integration skills of young people by utilizing sports, specifically basketball, as a means to achieve this goal. It also serves as a stepping stone for the creation of new projects that leverage sports as a vehicle for similar objectives.
<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	

Feature	Description
<i>Country</i>	TURKEY
<i>Title of the Best Practise</i>	EVS for Empowering Vulnerable Social-Groups
<i>Organization Name</i>	Gaziantep Egitim ve Genclik Dernegi The associated organisations in Gaziantep were: Youth Services and Sport Directorate, Directorate of National Education, Association for Solidarity with Asylum Seekers and Migrants, Disaster and Emergency Management Presidency and Turkish Red Crescent.
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The project was a learning Mobility of Individuals. Totally 29 volunteers participated in the mobility activities. The sending organisations were from Italy, Germany, Spain, Lithuania, Holland and Romania and they are accredited as EVS sending organisations. In the field of voluntary service they promoted and used non formal training methods. GEGED aimed to support the schooling problems' solution and education processes in the centres for syrian children with contribution and active participation of 30 transnational and 29 volunteers.

<p><i>Aim's of the best practices in relation to the project objectives</i></p> <p><i>Impact</i></p> <p><i>Methods</i></p>	<p>The main goal of this project was to increase the rate of attendance to schools among the migrant kids and empowering the present temporary education services for them including sport activities and create a synergy among associated organisations and a network around this goal.</p>
<p><i>Further reading / Direct Links to Best Practice.</i></p> <p><i>(website, books, journals, articles)</i></p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-TR01-KA125-050960</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>The participants were selected among the youth with fewer opportunities such as geographical difficulties, economical difficulties and educational difficulties which caused barriers for personal development and unemployment of the participants and a part of the volunteers were selected among refugees.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i></p>	





Feature	Description
<i>Country</i>	TURKEY
<i>Title of the Best Practise</i>	Move integration
<i>Organization Name</i>	Cukurova Ilerici Gencler
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	Youth mobility project, started on the 01-08-2019 and ended on the 31-12-2021. The project took place in Adana, Turkey, spanning a total duration of 8 days. Participants from Greece, Bulgaria, Croatia, Italy, Spain, and Turkey were invited to join. Turkey served as the host and had six participants along with two group leaders, while the guest countries were represented by five participants and one group leader. In total, the project involved 38 participants. The project was designed for young people between the ages of 18 and 29 who had an interest in European Union migration policies and a sensitivity to issues like migrant challenges, refugee integration,

	responsible citizenship, and civic engagement. The number of male and female participants was balanced.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	The primary objective of the activities was to facilitate the integration of migrants who had been compelled to leave their home countries for various reasons.
<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-2-TR01-KA105-078784
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	Their objective is to promote social consciousness by highlighting the role of sports activities within the framework of social cohesion policies, specifically addressing issues related to migrants and the integration of refugees. This was achieved through the activities conducted as part of the project.
<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	

Feature	Description
<i>Country</i>	HUNGARY
<i>Title of the Best Practise</i>	Refugees Mentorship Program
<i>Organization Name</i>	Artemisszió
<i>Give a brief summary/ description of the best</i>	This mentorship program in Hungary pairs volunteer mentors with refugees and immigrants to assist them in acclimating to life in Hungary. These mentors, who are either local Hungarians or

<p><i>practice. (maximum 100 words)</i></p>	<p>foreigners settled in Hungary, meet their mentees weekly. They help with language practice, city exploration, everyday problem-solving, and answering queries about living in Hungary. Activities include walking, discussing, studying, and playing board games.</p>
<p><i>Aim 's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i></p>	<ol style="list-style-type: none"> 1. Integration: Aids refugees and immigrants in integrating into Hungarian society. 2. Cultural Exchange: Facilitates mutual understanding and cultural exchange between locals and newcomers. 3. Skill Development: Helps mentees develop language and social skills necessary for daily life in Hungary. <p>Impact: Social Integration: Enhances the social integration of refugees and immigrants, making them successful members of society. Cultural Understanding: Promotes cultural understanding and acceptance between the local population and newcomers. Empowerment: Empowers refugees and immigrants to navigate life in Hungary independently over time.</p> <p>Methods: Personalized Mentoring: Weekly one-on-one meetings tailored to the individual needs of the mentee. Practical Assistance: Guidance on practical matters like healthcare, banking, and local services. Cultural Activities: Engaging in cultural and recreational activities to facilitate bonding and cultural immersion.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://artemisszio.eu/mira/csatlakozz/</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>The mentorship program of Artemisszió serves as an excellent model for integrating third-country nationals (TCNs) with locals. It includes structured mentor-mentee relationships, language and cultural learning, practical guidance on everyday tasks, and assistance with navigating bureaucratic processes. The program also fosters social connections and networking opportunities for TCNs, encouraging empathy and cultural exchange between them and the local community. Regular feedback helps in refining the program, and public awareness increases local participation and support.</p>

Please also upload 3-4 high quality photos showing the practice - copyright free (if available)



Feature	Description
<i>Country</i>	HUNGARY
<i>Title of the Best Practise</i>	Eco Athletes
<i>Organization Name</i>	Budapest Association for International Sports
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>The Eco-Athletes project, part of the Erasmus+ Program, took place from July 1st until October 31st, 2023, with the collaboration of partner countries from Poland, Slovakia, Bulgaria, Hungary, Romania, and Spain. The project focused on raising environmental awareness, promoting sustainability, and advocating for active lifestyles through sports. Participants engaged in sports-based games to learn about and address environmental challenges, foster active citizenship, build cross-cultural connections, and develop key competencies and life skills.</p>
<p><i>Aim's of the best practices in relation to the project objectives</i></p> <p><i>Impact</i></p> <p><i>Methods</i></p>	<p>Aim's of the Best Practices in Relation to the Project Objectives</p> <p>Raise awareness about environmental challenges through sports-based activities.</p> <p>Promote sustainability and healthy lifestyles among youth.</p> <p>Empower young individuals as active citizens and agents of change.</p> <p>Foster cross-cultural connections and understanding.</p> <p>Develop key competencies and skills through sports and games.</p> <p>Impact</p> <p>The project impacted the youth by enlightening them on environmental issues and sustainable practices, while also fostering a sense of global citizenship and responsibility.</p> <p>Methods</p> <p>The methods included interactive sports-based games, workshops on sustainability, and activities that promoted healthy living and environmental awareness.</p>

<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	https://drive.google.com/file/d/1U1GIuihgcdJKKx8XeUt3SkNsV2f2qqub/view?usp=drive_link
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	The Eco-Athletes project can be used as a model to integrate TCNs with locals by using sports as a universal language to bridge cultural gaps, foster mutual understanding, and engage individuals in common environmental goals.
<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	https://photos.google.com/share/AF1QipNsvsv7a8ZMM283W0jy pzIEY6M5F2snWd-Wt8DIVt8tgnhIP88dz-XJ9VvJeLBc9w?key=MkphVHFHc3RwYi1ZRmJXQV9VU1MwRERqQmYtQzZn

Feature	Description
<i>Country</i>	HUNGARY
<i>Title of the Best Practise</i>	Football against racism in Hungary
<i>Organization Name</i>	Deen Gibril Partners: Human resources (Oltalom Charitable Organisation, Hungarian Red Cross, Subjective Values Foundation)
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	Project objective: Develop intercultural relations and/or intercultural competency / Promote social diversity Types of sport or physical activity carried out: maily football Project duration: 1 year (start: June 2019 / end: June 2020) The project was a fundamental component of the ongoing initiatives undertaken by the Mahatma Gandhi Human Rights Organisation, which was established in 1992. Its primary objective is to combat discrimination and promote the social integration of individuals with migrant backgrounds and other minority groups, with a

	<p>particular emphasis on the Roma Community in Budapest. The approach employed in this effort is centered on sports, particularly football.</p> <p>Through this partnership, young people from diverse backgrounds collaborated to enhance their comprehension of concepts such as tolerance, multiculturalism, and inclusion, while actively working against racism and discrimination.</p> <p>The country of origin of the target group were: Romania, Gambia, Chile, Brazil, Argentina, Cameroon, Nigeria, Tunisia, Uganda.</p>
<p><i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i></p>	<p>The objectives include, but are not limited to, diminishing discrimination within the realm of Hungarian football, empowering minority groups to take on active roles in a multicultural society, enhancing the social inclusion of minorities by boosting their engagement and participation in community sports.</p>
<p><i>Further reading / Direct Links to Best Practice.</i> <i>(website, books, journals, articles)</i></p>	<p>https://coe.int/en/web/sport-migrant-integration-directory/football-against-racism-in-hungary</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>Raising awareness and knowledge about ethnic discrimination and racism within the local community, among youth, and within football enthusiasts, and equipping young individuals with the means to comprehend diversity and promote communication among people with migrant backgrounds.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i></p>	

Feature	Description
<i>Country</i>	HUNGARY
<i>Title of the Best Practise</i>	The African Stars football team
<i>Organization Name</i>	Mahatma Gandhi Human Rights Organization
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>Established in 1994 by the Mahatma Gandhi Human Rights Organization, the African Stars football team comprises ex-refugees and migrants who share their successful integration stories to support others in Hungary. Facing discrimination and xenophobia in Eastern Europe, the team competes in Hungarian lower leagues and aims to move up, demonstrating the players' abilities. The matches bring together diverse backgrounds, fostering unity among Africans, Asians, migrants, and refugees. The organization organizes special football matches promoting harmony between Hungarians and individuals of African and Asian descent, breaking cultural barriers. The team's success, including winning the Anti-Racism World Cup in 2009, raises awareness and acceptance of migrants and refugees in Hungarian society. Additionally, the media attention aids in addressing racism and ensuring a safer environment, helping refugees gain visas and asylum seekers obtain recognition.</p>
<p><i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i></p>	<p>Participating in the team and the league has brought about several improvements in the situation of refugees who are part of the team. The team's increased media coverage was particularly helpful when one player suffered a racist attack following a match, leading to its reporting and subsequent coverage on television. A key objective is to prevent such attacks and establish a secure environment. As a result of their involvement in the team, refugees have been officially registered as players, and asylum seekers have encountered fewer obstacles in obtaining visas.</p> <p>A significant milestone occurred on March 17th during the Hungarian Football Indoor Championship, where the African Stars faced Kemari and emerged victorious with a score of 10:3. This victory marked the first time that the African Stars claimed the top spot in this championship. It serves as one of the many steps in our initiative to combat racism and discrimination against immigrants through sports</p>

<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	https://www.uefa.com/insideuefa/news/0199-0f8e9d658f2e-03aaaf465332-1000--ethnic-minorities-welcome/
<i>How can this example be used in order to integrate and connect the TCNs with locals?</i>	The African Stars football team has actively participated in numerous national and international tournaments, achieving various accolades. Notably, they secured the first position in the World Cup Against Racism tournament held in Italy in 2006. Following this success, African Stars players became part of the international "Football Against Racism- FARE" program and network.
<i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i>	

Feature	Description
<i>Country</i>	BOSNIA
<i>Title of the Best Practise</i>	Enhancing Social Cohesion in Communities Hosting People on the Move
<i>Organization Name</i>	IOM BiH and UNHCR in BiH
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The "Bosnia and Herzegovina: Enhancing Social Cohesion in Communities Hosting People on the Move" project, funded by the European Union and executed by IOM BiH and UNHCR in BiH, presented its outcomes at the "Celebrating Cohesion" event at the Emporium Hotel. This project, with a budget of 2 million euros, supported communities hosting migrants, asylum seekers, and refugees. Activities ranged from enhancing public health and safety to promoting objective reporting on local migration. The project facilitated infrastructure projects in collaboration with various

	<p>partners, encouraging dialogue between citizens and authorities and fostering connections between local residents and migrants. Initiatives included infrastructure improvements, support for civil society organizations, and activities engaging both locals and people on the move, enhancing social cohesion.</p>
<p><i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i></p>	<p>Through various activities, support was provided to the communities where migrants, asylum seekers and refugees live, from reducing risks to public health and general safety, to supporting the media in objective reporting on local migration in Bosnia and Herzegovina, to infrastructure projects during which IOM and UNHCR achieved cooperation with many partners.</p>
<p><i>Further reading / Direct Links to Best Practice.</i> <i>(website, books, journals, articles)</i></p>	<p>https://sarajevotimes.com/project-for-better-understanding-between-refugees-and-local-population-started-in-bosnia/</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>This project, carried out with the backing of the European Union, enabled UNHCR, in collaboration with partners, to enhance the capacity of local authorities in delivering comprehensive protection to asylum seekers and refugees. The assistance provided encompassed psycho-social support, educational initiatives, and community infrastructure projects in areas where displaced individuals have settled.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free (if available)</i></p>	

Feature	Description
<i>Country</i>	SPAIN
<i>Title of the Best Practise</i>	Sport Towards Employment Possibilities for youth migrants and refugees / STEP4youth
<i>Organization Name</i>	FUNDACIO PRIVADA FUTBOL CLUB BARCELONA
<i>Author</i>	
<i>Main Methodologies</i>	Education through sport & Non-formal Educations
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The objective of STEP4youth is to design, test and evaluate a new sport-based intervention that introduces and improves employability knowledge, skills and networks in order to foster the social inclusion of refugee and migrant youth (including unaccompanied minors and youth at highest risk) in Europe.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	This new Programme will focus on soft skills valued by employers, such as commitment, motivation, teamwork, flexibility, leadership, time-management or creativity and problem-solving to name few. Working and strengthening these skills will allow a group of 180 refugees and migrant youth from Spain, Greece and Italy to be better equipped when entering the labour market. Having a job is crucial for their independency and self-reliance and facilitates their social inclusion and integration in Europe.
<i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i>	https://erasmus-plus.ec.europa.eu/projects/search/details/613496-EPP-1-2019-1-ES-SPO-SCP https://foundation.fcbarcelona.com/for-refugees/step4youth

<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>The project connected refugees and migrants with a group of 15 companies through the so-called BRIDGE events, an ideal platform for employers to seek for new talent duly trained by the Programmes' methodology. Another key output of the project is the design of a systematization process to evaluate and asses the intervention, and from there extract conclusions, lessons learned and recommendations for the EU sporting community.</p>
<p><i>Please also upload 3-4 hight quality photos showing the practice - copyright free.</i></p>	

Feature	Description
<i>Country</i>	GREECE
<i>Title of the Best Practise</i>	Social inclusion Of Refugee women through sport
<i>Organization Name</i>	ORGANOSI GI
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education, ETS
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	<p>Refugee women are probably the most vulnerable group of the refugee population. The need for an effective involvement and integration in the host community has been highlighted by both EU policies and research. Sports as a social context can be seen as a safe place for personal and social development, as an arena for social interaction. Thus, the SCORE project aimed to use sports as the vehicle for promoting social integration of refugee women.</p>

<p><i>Aim's of the best practices in relation to the project objectives</i></p> <p><i>Impact</i></p> <p><i>Methods</i></p>	<p>The project's main objective referred to the enhancement of social inclusion of refugee women through sports by implementing a number of activities. The activities included a research study, a capacity building training course and a digital web-tool aiming to: To support and train sport coaches to develop skills and competencies towards diversity management To encourage refugee women to get involved with sports To create links between sports sector and refugees' communities.</p> <p>The project's implementation was developed in three chronological phases which coincided with the different activities and needs of the project.</p> <p>The project results concerned the outcome of the intellectual output's implementation: A handbook included a research study about refugee women's sport participation, targeting refugee women's and sport coaches' perception, together with a good practices report capacity building training course concerning inclusive sport coaching web-tool for integration through sports where the developed material has been uploaded All project's results are available to every interested individual/entity.</p>
<p><i>Further reading / Direct Links to Best Practice.</i></p> <p><i>(website, books, journals, articles)</i></p>	<p>https://www.womenscore.eu/</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>S.C.O.RE identified effective practices that lead to the participation of women in local grassroots sport activities. They helped establish a safe space for the development of mutual tolerance and respect, while also addressing issues pertaining to prejudice/xenophobia. This includes training on diversity and inclusion of marginalized people for coaches. S.C.O.RE intends to raise awareness of gender equality in sports. It aims to strength the position of local organizations within their own community by implementing innovative strategies in the form of informal learning and sport programs to garner an exchange of experiences, ideas and concerns.</p>

*Please also upload
3-4 high quality
photos showing the
practice - copyright
free.*



Feature	Description
<i>Country</i>	GREECE
<i>Title of the Best Practise</i>	SAND GAMES for social inclusion
<i>Organization Name</i>	PYTHIA KOINONIKI SINETERISTIKI EPIXEIRISI SYLLOGIKIS KAI KOINONIKIS OFELIAS
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The “Sand Games” sport project aims to build a replicable sports event for sport clubs, using Sand games, in order to advance the inclusion, strengthening and employability of young refugees (8-24 years old) in Europe and the World.
<i>Aim’s of the best practices in relation to the project objectives Impact Methods</i>	<p>Due to the rise of refugees from Syria, Afghanistan, Pakistan, Iran and Iraq in the European region and the immigration crisis that has emerged in terms of hosting and accommodating refugees at the entry countries and then forwarding them to others, a rise in xenophobia and racism has been perceived, along with discrimination and exclusion from the social and labour market. The emerged value crisis has to be taken in serious consideration and thoughtful and well-planned response has to be considered. This partnership is considering alleviating xenophobia symptoms of society towards refugees, and working towards their social inclusion and the enhancement of their employability profile, using sport events and sport volunteering. This is the reason why the SAND GAMES project was created.</p> <p>The desired impact is summarized as such: Increase in awareness on how sport can contribute to social inclusion and economic development; Increase in local interaction with the refugee camps and refugee spots and decrease of xenophobia; Provision of sport inclusion tools for European and international organisations; Increased</p>

	engagement of refugees with the local labour market; Increase in visibility of EU actions and role of Erasmus+ Programme for promoting sport and social inclusion.
<p><i>Further reading / Direct Links to Best Practice.</i> (website, books, journals, articles)</p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/603478-EPP-1-2018-1-EL-SPO-SSCP https://sandgames.eu/en/</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>Main objective was to build a replicable sports event for sport clubs, using Sand games, in order to advance the inclusion, strengthening and employability of young refugees in Europe and the World. The project duration was 36 months due to pandemic. Core Activities</p> <ol style="list-style-type: none"> 1. To develop the “Sand Games” Sport event prototype 2. To implement the first Pilot “Sand Games” Sport event 3. To disseminate the development of the “Sand Games” Sport event prototype 4. To support refugees volunteering and participation at the “Sand Games” Sport event <p>Target groups and project beneficiaries are described as such:</p> <ul style="list-style-type: none"> • Young refugees 15-24 years old, living in refugee camps or rented apartments, who have limited access to employability and professional development; • Sports clubs and associations, will have access to a concrete event methodology, a manual for innovative sport event using games to be performed near to beaches, lakes and rivers; • Trainers and coaches, who may exchange inclusion experience at transnational level; • Sport volunteers, being trained by experts on proven volunteering methodologies during the pilot • Local policymakers, to have access to the inclusion sport tool that will improve the social environment • Local refugee associations, to have access to the inclusion sport tool generated that will improve their efficiency with social integration of refugees. • Local tourism businesses, to host and provide services to people participating at such sport events

<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i></p>	
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Feature	Description
<i>Country</i>	GREECE
<i>Title of the Best Practise</i>	Promotion of social integration through the training of the coaches and sport clubs
<i>Organization Name</i>	NPDD KOINONIKHS ALLILEGGYIS ATHLITISMOY IRODOROS DIMOY MEGAREON
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The ATHLISI project proposes an approach which both will enable professionals to cope better with integration activities through sports and will in practice support young people of different backgrounds to develop through their participation on sports “a shared sense of belonging and participation” which could be a very important tool for the integration of immigrants and other social groups.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	The involvement of the local sport clubs is a very important element in order to achieve these objectives since, on the contrary of the organization of occasional sport events, it ensures sustainability of the project activities and long term impact. In order to achieve the objective, the ATHLISI project proposes as the most adequate solution the training of the representatives of the sport clubs and the coaches in issues related with the role of the sport clubs in issues related with social integration and the promotion of the cooperation of the sport clubs with the local community. At the present time one of the greatest challenges represents the integration and social inclusion of refugees and migrants into European society.

<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/572870-EPP-1-2016-1-EL-SPO-SCP https://ec.europa.eu/programmes/erasmus-plus/project-result-content/c42794bf-5e27-4438-8666-3dc5e547fe1b/Guidebook ATHLISI bro ura A5 v4.pdf</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>Targeted sport activities implemented by sport clubs and coaches are also great opportunity for inclusion of disadvantaged social groups as people with disabilities, migrants, ethnic minorities, economically disadvantaged, etc. - the most positive and fastest effect of it will be visible when it concerns to children and youths.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i></p>	

Feature	Description
<i>Country</i>	GREECE
<i>Title of the Best Practise</i>	FOOTBALL for ALL (FALL)
<i>Organization Name</i>	UNITED SOCIETIES OF BALKANS
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/</i>	Football is and has always been a vivid sports activity in our society. It has the potential to foster inclusion in physical exercise between young

<p><i>description of the best practice.</i> (maximum 100 words)</p>	<p>people coming from different cultures and backgrounds through this ancient but at the same time still contemporary sport. In 18 months, partner organizations will be committed to providing each month free football activities engaging and empowering local young people with any social and cultural background focusing on including marginalized youngsters such as refugees, immigrants, Roma, or NEETs.</p>
<p><i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i></p>	<p>The project aims to spread the good practice that has been developed within the last three years, to an international level. Six partner organizations will work together sharing their expertise, on how to use sports for education and social inclusion in daily work with marginalized young people while tackling racism and discrimination. The project will involve the collaboration and the strengthening of local and international networks between organizations, which are NGOs, sport, and other organisations. Moreover, the project aims to create a network among local and international actors to provide a service to the community and promote social inclusion, solidarity, healthy lifestyle and physical activity at the local and international level.</p>
<p><i>Further reading / Direct Links to Best Practice.</i> (website, books, journals, articles)</p>	<p>https://www.facebook.com/profile.php?id=100083211732662 https://www.usbngo.gr/en/international-programs/football-all-fall</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>Football has always held a prominent place in our society, serving as a vibrant sporting activity. This age-old yet still contemporary sport possesses the potential to promote inclusivity in physical fitness among youth from diverse cultural and social backgrounds. This initiative addresses the ongoing necessity of facilitating the integration of both newly arrived refugees and those who have settled in the past into our society. Gradually, we have developed our own approach to ensure these events are as inclusive as possible, creating a space for human interaction that is accessible to all and emphasizes the shared enjoyment of playing football together. The project will also involve the strengthening of local and international networks among various organizations, including NGOs and sports institutions. Furthermore, it aims to establish a network connecting local and international stakeholders, providing services to the community and advocating for social inclusion, solidarity, a healthy lifestyle, and physical activity on both local and global scales.</p>

Please also upload 3-4 high quality photos showing the practice - copyright free.

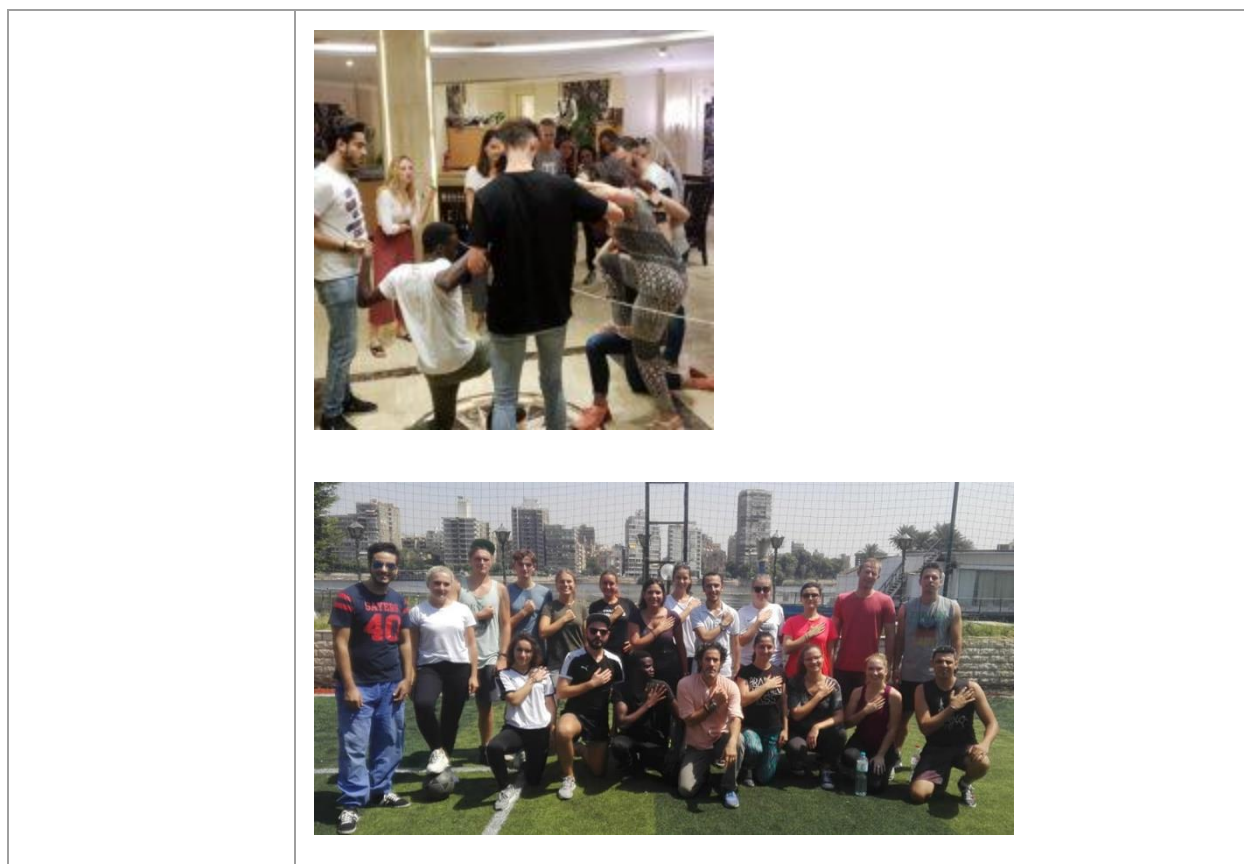


ANOTHER GREAT FOOTBALL
MATCH IN SLOVAKIA



Feature	Description
<i>Country</i>	IRELAND
<i>Title of the Best Practise</i>	Step Up For Inclusion
<i>Organization Name</i>	SPORT AGAINST RACISM (IRELAND) LIMITED
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	"Step Up For Inclusion" is a pioneering multi-activity project aiming to leverage sports as a tool for non-formal education, promoting intercultural acceptance and self-development. In response to Europe's growing multiculturalism and the rise of prejudice, the initiative fosters relationships transcending racial, gender, and class divides through sports. With 60 million ethnic and religious minorities in the EU, the project tackles discrimination, enhancing education, youth work, and mental health via sports. Collaboration with an Egyptian organization amplifies its intercultural impact. By empowering youth workers and educators, the project advances social inclusion, fostering trust, belonging, and understanding in diverse communities, aligning with the goals of the Erasmus+ program.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	The initiative, "Step Up For Inclusion," seeks to redefine the concept of sports in various cultures by utilizing sports and outdoor activities as catalysts for change. It aims to enhance motivation, teamwork, and self-esteem, honing problem-solving skills, and encouraging a healthy lifestyle. The project advocates for "sports for all" and promotes the integration of intercultural learning and dialogue within youth work. By fostering one-on-one interactions, the initiative breaks down stereotypes, utilizing the Erasmus+ program to promote intercultural acceptance. The project not only creates a more open and complex environment but also paves the way for future collaborations, particularly impacting refugees by providing them with tools for social integration and acceptance.

<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-2-IE01-KA105-038860 https://tinerii3d.ro/selectie-participanti-pentru-cursul-de-pregatire-step-up-for-inclusion-in-cairo-egipt/ https://youthofeurope.pl/portfolio/cairo-egypt-step-up-for-inclusion/</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>"Step Up For Inclusion" is a transformative initiative employing sports as a powerful tool for migrant social inclusion. By engaging migrants in sports alongside local youth, it fosters belonging and community integration, breaking cultural barriers. Sports encourage teamwork, transcending differences and nurturing understanding. The initiative promotes Cultural Exchange, enriching communities and empowering migrants by showcasing their heritage. It facilitates Language Development practically, making learning enjoyable. Encouraging physical activities not only enhances migrants' well-being but also communicates their value within the community, fostering Healthy Lifestyles. Participation in sports empowers migrants, boosting self-esteem and recognition, while also providing access to resources and support networks. Crucially, initiatives like this advocate for policy changes, urging integration of sports programs in migrant support policies, ensuring systemic and widespread support. In essence, "Step Up For Inclusion" fosters belonging, breaks down social barriers, and empowers migrants through positive interactions and skill development, promoting their social inclusion and integration in new communities.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i></p>	



Feature	Description
<i>Country</i>	IRELAND
<i>Title of the Best Practise</i>	International Rowing and Cultural Exchange Programme
<i>Organization Name</i>	Carlow Regional Youth Services CLG
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education

<p><i>Give a brief summary/ description of the best practice. (maximum 100 words)</i></p>	<p>Carlow Regional Youth Services in Ireland and Brixton Wings in London collaborated on an International Rowing and Cultural Exchange, enabling young people from both regions to engage in rowing activities and cultural experiences. The program, aimed at youth development, fostered confidence, teamwork, resilience, and cultural awareness. Participants explored activities outside their comfort zones, enhancing their understanding of different cultures. The exchange led to increased cultural tolerance, improved personal development, and lasting international friendships. Young people from both organizations continue to maintain connections, facilitating ongoing collaboration between Ireland and the UK, promoting intercultural dialogue, and laying the foundation for broader European cooperation.</p>
<p><i>Aim's of the best practices in relation to the project objectives Impact Methods</i></p>	<p>The aims of the International Rowing and Cultural Exchange between Carlow Regional Youth Services, Ireland, and Brixton Wings, London, were to enhance social and personal development among young people. The program aimed to provide opportunities for youth from disadvantaged backgrounds to travel and engage in rowing and outdoor activities, fostering international friendships and cultural diversity awareness. Key objectives included building confidence, promoting teamwork, increasing resilience, teaching emotional regulation skills, providing health and well-being tips, enhancing critical thinking abilities, and broadening participants' horizons through exposure to different cultures. The exchange also aimed to create a sense of international cooperation, encouraging mutual learning, and establishing sustainable relationships between the organizations and participants. Additionally, the program sought to promote intercultural dialogue, break down prejudices, and improve tolerance and acceptance of cultural differences among the youth involved.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-3-IE01-KA105-051205</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>The International Rowing and Cultural Exchange program exemplifies social inclusion for migrants through cultural exchange, language learning, skill development, community integration, mentorship opportunities, expanded social networks, promoting tolerance, and fostering self-identity. By facilitating mutual understanding, language acquisition, and skills training, this initiative breaks stereotypes and enhances migrants' confidence. Collaboration in joint projects promotes belonging and camaraderie, while mentorship offers</p>


	emotional support. Engaging in diverse social networks combats isolation, promoting acceptance. Encounters with different cultures reduce prejudice, creating an inclusive society. Celebrating traditions fosters migrants' self-identity. These strategies, if replicated, can build inclusive communities, fostering understanding and acceptance for migrants.
<i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i>	

Feature	Description
<i>Country</i>	IRELAND
<i>Title of the Best Practise</i>	Celebrating health & well-being in a cultural context
<i>Organization Name</i>	Tipperary Regional Youth Service
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	This project aims to empower 30 young people aged 13-17, including those from socially disadvantaged backgrounds and those with learning difficulties, by fostering open discussions about mental health and well-being. Through workshops, cultural exchanges, physical activities, and interactive sessions in Ireland and Greece, participants will explore positive ways to support mental health, understand diverse cultural perspectives, and create a toolkit for ongoing well-being. Eight youth workers will facilitate this exchange, promoting empathy, teamwork, and communication skills. This initiative not only enhances participants' mental health awareness but also broadens their cultural

	<p>understanding, fostering confidence and encouraging positive life choices.</p>
<p><i>Aim's of the best practices in relation to the project objectives</i> <i>Impact</i> <i>Methods</i></p>	<p>The primary objectives of this project are to empower young people to discuss health and well-being openly, fostering positive attitudes. The project aims are to facilitate cross-cultural connections. These connections are very important for the refugees because they are encouraging participants to explore mental health within diverse cultural contexts.</p> <p>Physical activity is integrated to emphasise its role in well-being. Cultural differences regarding mental health are acknowledged and examined, deepening participants' understanding. The project focuses on in-depth exploration of mental health, enabling participants to create a toolkit with simple resources for ongoing support. In this direction, the needs and the mental demands of the refugees and migrants are going to be carefully respected and taken care of. Ultimately, participants share their experiences and knowledge, spreading awareness within their communities, about serious topics of inclusion and non-discrimination. The overarching goal is to promote mental health awareness, cross-cultural understanding, among inclusion and nondiscrimination through physical activities and well-being, and community engagement among young</p>
<p><i>Further reading / Direct Links to Best Practice.</i> <i>(website, books, journals, articles)</i></p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IE01-KA105-051350</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>This project serves as a transformative tool for social inclusion by fostering cultural exchange, language development, and community engagement among young migrants and locals alike. Through activities promoting empathy and mental health awareness, participants gain a profound understanding of each other's challenges, breaking down societal barriers. Skill development, including teamwork and communication, empowers migrants, enhancing their employability and social interactions. Encouraging positive choices and offering peer support, the project creates a supportive environment, crucial for migrants' emotional well-being. Addressing mental health openly reduces stigma, aiding migrants facing such challenges. These initiatives have a lasting impact, equipping migrants with confidence, facilitating their integration into society, employment, and meaningful contributions to their communities. In summary, this inclusive project not only enriches participants' lives but also promotes a harmonious and understanding society where migrants are valued and embraced.</p>

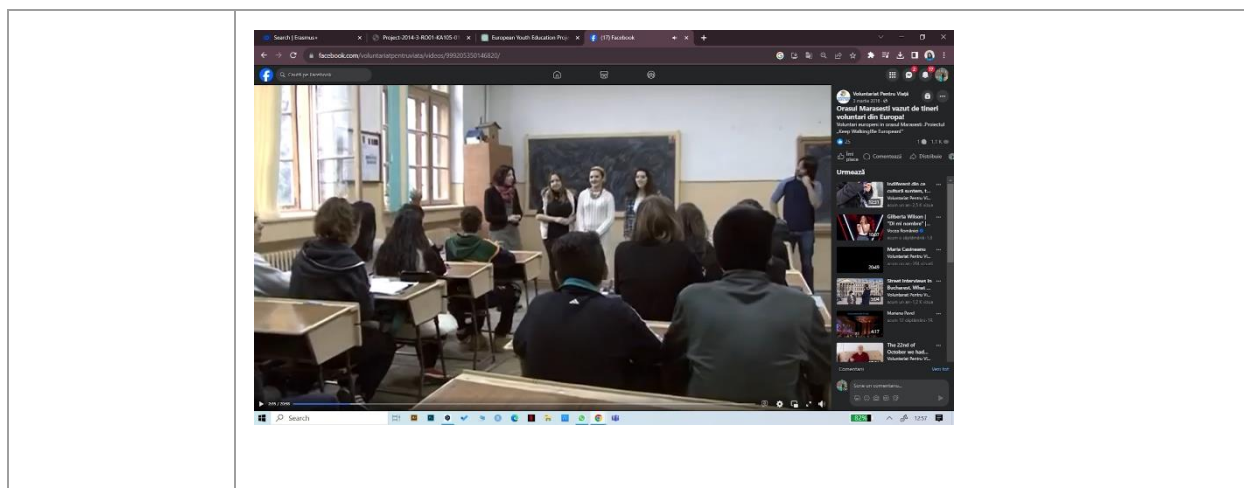
<i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i>	
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Feature	Description
<i>Country</i>	IRELAND
<i>Title of the Best Practice</i>	Wellness in Our Lady's College Galway (Aireach agus Suaimhness)
<i>Organization Name</i>	Our Ladys College Galway
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The "Wellness in Our Lady's College Galway (Aireach agus Suaimhness)" project, under Erasmus Plus Key Action 101, addresses teacher well-being and workplace stress in a newly established school facing rapid changes due to amalgamations. With 11 diverse participants, the project focuses on enhancing staff capacity to handle challenges in teaching a socio-economically disadvantaged, multicultural student body. The goal is to improve teacher resilience, motivation, and intercultural competencies. This project aligns with the school's commitment to embracing diversity, ensuring all students can access support, and promoting positive mental health. The acquired skills will permeate the curriculum and policies, benefiting not only the school but also wider educational clusters and communities.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	One of the outcomes of this mobility was to help create a positive and inclusive organisation. Professionally it helped us to gain a broader understanding of meditation and yoga techniques and their role in enriching the teaching and learning experience across the range of subjects and programmes we are involved in. Given the stresses of our current pre-amalgamation situation, we feel this benefited us

	<p>enormously. As our students largely come from socio-economically and educationally deprived backgrounds. They have extremely limited opportunities to engage in meaningful mindfulness and wellbeing programmes except those offered in school. We feel that enhancing these programmes increased the self-esteem of students and helped them to engage more positively with all aspects of school life thus enriching their educational experience. Happy learners tend to be more innovative, creative and willing to embrace a collaborative approach to learning and school life in general. So, through the methods of teaching, the professors developed the inclusion of the refugees and migrants.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2019-2-IE01-KA101-065617</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>This method can be used in educational systems, because training of the professors is a very important element in the social inclusion of the migrants. Forming the the professors with non-formal competences of inclusion of the migrants can be used as a method into developing good practice and good attitudes for non-discrimination and inclusion.</p>
<p><i>Please also upload 3-4 hight quality photos showing the practice - copyright free.</i></p>	

Feature	Description
<i>Country</i>	ROMANIA
<i>Title of the Best Practise</i>	Keep Walking! Be European!
<i>Organization Name</i>	Asociatia Voluntariat Pentru Viata
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The "Keep Walking! Be European!" project, conducted by Asociatia Voluntariat Pentru Viata, aimed to enhance non-formal education among teachers and engage youth workers from Portugal and Macedonia in Marasesti town, Vrancea county. Over 6 months, four volunteers aged 18-30 facilitated non-formal activities in schools and social centers, fostering personal development and promoting European values among children aged 6 to 14. The project encompassed leisure, hand-made, and sports activities, fostering English language skills. Volunteers explored local culture, historical sites, and engaged in intercultural events. Through workshops and games, the volunteers acquired leadership, communication, and networking skills, enriching both their lives and the Marasesti community.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	The project "Keep Walking! Be European!" conducted by Asociatia Voluntariat Pentru Viata aimed to promote non-formal education and engage youth workers from Portugal and Macedonia in Marasesti town, Vrancea county. Over a 6-month period, four volunteers between the ages of 18-30 actively participated in non-formal activities within schools, social centers, and inclusive education institutions. This was an important topic of the project regarding the inclusion of the disadvantaged such as migrants and refugees. The project emphasised outdoor and sports activities, fostering confidence and introducing European values to children aged 6 to 14, such as understanding and inclusion of everyone, no matter the background or the environment. Additionally, the volunteers received training as youth workers and gained knowledge of Romanian culture and traditions. The project aimed to facilitate access to non-formal education for children in foster care centres and local schools, promoting inclusion and combating social exclusion. The

	<p>volunteers' engagement contributed to the local community's awareness of youth issues and encouraged future volunteer initiatives.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://voluntariatpentruviata.ro/keep-walkingbe-european/ https://www.ziaruldevrancea.ro/special/social/1588817042-%E2%80%9Ckeep-walking,-be-european%E2%80%9D-%C5%9Fi-%E2%80%9Cnature-symfoni%E2%80%9D,-la-m%C4%83r%C4%83C5%9Fe%C5%9Fti.html https://www.facebook.com/voluntariatpentruviata/videos/999205350146820/ / video of the project https://erasmus-plus.ec.europa.eu/projects/search/details/2014-3-RO01-KA105-013223 https://voluntaryforlife.ro/mass-media/</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>This project is a good example of involvement of foreign youth workers into inclusion process of a local community. With their help, the children understood better the meaning of social inclusion and nondiscrimination, which is very important.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i></p>	



Feature	Description
<i>Country</i>	ROMANIA
<i>Title of the Best Practise</i>	Physical education and ICT to increase wellbeing and social inclusion
<i>Organization Name</i>	COLEGIUL ECONOMIC ION GHICA
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The project aimed to enhance social inclusion and prevent school dropouts among 300 vulnerable students from Romania, Portugal, Italy, Germany, Turkey, and Finland. Recognizing self-exclusion as a key issue, the project focused on boosting confidence through sports and ICT activities. Overcoming economic and social obstacles, the students engaged in joint activities, fostering positive interaction and integration. Six Learning, Teaching, and Training events empowered students, and eTwinning activities improved communication skills. By the project's end, participants gained confidence, formed friendships, and actively engaged in school projects. The initiative was a resounding success, fostering social inclusion and empowering marginalized youth through European cooperation.

<p><i>Aim's of the best practices in relation to the project objectives Impact Methods</i></p>	<p>The aim of the project was to enhance social inclusion and prevent school dropouts among 300 vulnerable students from Romania, Portugal, Italy, Germany, Turkey, and Finland. Targeting those at risk due to factors like poverty, migrant status, and social difficulties, the project focused on common activities that could address diverse needs. By employing sports and ICT, the project sought to boost confidence and integration. Six Learning, Teaching, and Training events provided platforms for students to share experiences and overcome challenges. While the project's impact on refugees can be successfully noticed through fostered social inclusion, equal opportunities, and confidence among the participating students.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://physical-it-y.weebly.com/ https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA229-080206</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>This successful project offers a blueprint for fostering social inclusion among marginalized communities, including refugees. By integrating sports and ICT activities, organizations can build confidence and social integration. The model's adaptability inspires tailored initiatives addressing local challenges, enhancing social inclusion across diverse groups. Educational institutions can incorporate similar approaches, fostering teamwork and digital skills among students from varied backgrounds. Community centers serving refugees benefit from confidence-building activities, aiding cultural integration. Training programs for professionals emphasize tailored, inclusive activities through workshops. Policymakers can inform inclusive policies based on project outcomes, while collaboration among organizations enhances the effectiveness of social inclusion initiatives. This approach empowers marginalized individuals and creates inclusive environments.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i></p>	



Feature	Description
<i>Country</i>	ROMANIA
<i>Title of the Best Practise</i>	Sport vs Violence
<i>Organization Name</i>	CENTRUL EDUCATIONAL DE RESURSE SI TRAINING
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice.</i>	The "Keep Walking! Be European!" project, held in Marasesti town, Vrancea county from 05.01.2015 to 05.11.2015, focused on promoting non-formal education and sports activities for children aged 6 to 14, among with inclusion. Asociatia Voluntariat Pentru Viata collaborated with four young volunteers from Portugal and Macedonia, aged 18-30,

<p><i>(maximum 100 words)</i></p>	<p>who actively engaged in community life, assisting children in schools and social centers. The project aimed to enhance teachers' involvement in non-formal education, train youth workers, and provide cultural exchange and inclusion methods. Volunteers participated in diverse activities like leisure, hand-made, and sports activities, fostering confidence and imparting European values. The initiative also facilitated access to education for children from Foster Care Centers and local schools, emphasising inclusivity and cultural understanding.</p>
<p><i>Aim's of the best practices in relation to the project objectives Impact Methods</i></p>	<p>Among the impact of the project, we can notice impact in the inclusion and nondiscrimination process such as: breaking negative prejudices about other cultures, combat daily discrimination and bullying in their school environment, act and positively respond to violent and bullying situations around them, . better promote diversity, intercultural dialogue, common values of freedom, social inclusion and sense of initiative in similar camp and youth activities, be more socializing with youth from their community and abroad.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://ec.europa.eu/programmes/erasmus-plus/project-result-content/93323b5e-9eb2-45c6-80a9-bebdca91532a/SPORT_vs_VIOLENCE_1-11_Aug_Craiova_Erasmus_GUIDE.pdf https://www.youtube.com/watch?v=Tbd5TLX7guQ&t=177s https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-RO01-KA105-061388</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>This example can be used as a tool for social inclusion of the migrants in their new communities through involvement in the project of both refugees and local citizens. Through this involvement, discrimination will be replaced with inclusion and violence, bullying with sport and playing together.</p>
<p><i>Please also upload 3-4 hight quality photos showing the practice - copyright free.</i></p>	



Feature	Description
<i>Country</i>	ROMANIA
<i>Title of the Best Practise</i>	Sport in nature for all
<i>Organization Name</i>	ASOCIATIA CLUBUL SPORTIV MENTOR SILVA
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/description</i>	The project centered on organizing orienteering events during the European Week of Sport, targeting non-professional participants. Project activities included meticulous planning, securing resources, and engaging 179

<p><i>of the best practice. (maximum 100 words)</i></p>	<p>participants from five countries. These activities led to the successful implementation of three orienteering races, workshops, technical meetings, and social events, fostering cooperation among diverse cultures. The initiative promoted sports values, voluntary engagement, healthy living, social inclusion, and equal opportunities. Through strategic communication, online engagement, and physical events, the project promoted sport values, voluntary activity, a healthy living through sport, social inclusion and equal opportunities</p>
<p><i>Aim's of the best practices in relation to the project objectives Impact Methods</i></p>	<p>The aims of the project were to promote sport values, voluntary activity, and healthy living through non-professional orienteering events. The initiative aimed to foster social inclusion and equal opportunities, particularly targeting participants who do not regularly practice sports. By organizing orienteering races, workshops, and social activities, the project aimed to engage diverse communities from five countries, emphasizing the importance of sports for inclusivity and healthy lifestyles.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://www.facebook.com/SportInNatureForAll2016/?paipv=0&eav=AfYHjDxs6QvQllv5j--UKC4HRO_xn5JyPIK70W3EO6orbPogDWn1LzXxaXxOdYRujAE&_rdr https://www.iqool.ro/sport-natura-pentru-toti-proiectul-care-adus-impreuna-adolescenti-din-cinci-state-europene/ https://erasmus-plus.ec.europa.eu/projects/search/details/572860-EPP-1-2016-1-RO-SPO-SNCESE</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>Utilizing sports events and social activities, such as orienteering, serves as a powerful tool for the social inclusion of migrants. These initiatives not only promote physical well-being but also establish a sense of belonging and camaraderie among participants. By engaging migrants alongside local community members in structured sports events, workshops, and social gatherings, valuable social connections are formed, breaking down cultural barriers and fostering integration. These events offer opportunities for skill development, enhancing migrants' confidence and contributing to their sense of accomplishment. Cultural exchanges during these activities promote mutual respect and understanding, creating a multicultural environment. Involving migrants as volunteers further strengthens their community involvement, while language practice enhances communication skills. Community support networks emerge, enhancing migrants' feelings of acceptance and belonging. Additionally, these interactions cultivate awareness and empathy within the local community, fostering inclusive attitudes and policies. Ultimately, these events contribute significantly to the long-term social integration of migrants, empowering them to become active and valued members of their new society.</p>

Please also upload 3-4 high quality photos showing the practice - copyright free.



Sport in Nature for All
14 – 18 Sept 2016



Co-funded by the
Erasmus+ Programme
of the European Union



572860-EPP-1-2016-1-RO-SPO-SNCESE

"Sport in Nature for All"

Feature	Description
<i>Country</i>	ROMANIA
<i>Title of the Best Practice</i>	IWI - I want in
<i>Organization Name</i>	ASOCIATIA CLUBUL SPORTIV KYODAI
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice . (maximum 100 words)</i>	"I Want In" addresses the challenge of social exclusion among young people (26.3% in the EU) by equipping martial arts organizations and youth workers with inclusive tools. Many martial arts organizations lack structured methods to work with excluded youth. The project, targeting coaches, instructors, and organizations working with disadvantaged individuals, promotes inclusive practices. It emphasizes harmonious collaboration, openness to diversity, and the use of sports as a social inclusion method. By creating collaborative networks, the initiative aligns inclusive working methods at the European and international levels, fostering a society free from prejudices and based on mutual support.
<i>Aim's of the best practices in relation to the project objectives</i>	The aim of the best practice "I Want In" is to combat social exclusion among young people, especially refugees, by providing martial arts organizations and youth workers with inclusive tools. By implementing structured inclusion processes, the project aims to create harmonious collaborations and open-minded environments within martial arts organizations. The impact on refugees is significant: they benefit from targeted inclusion strategies, fostering a sense of belonging and mutual support within the community. Through sports, refugees gain access to social activities, improving their physical and mental well-being. Furthermore, the initiative promotes understanding and acceptance among diverse groups, breaking down barriers and fostering a society where refugees are integrated and valued members.

<p><i>Impact Methods</i></p>	
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/101050389 https://www.facebook.com/ClubulSportivKyodai/posts/5626577350741638/?paipv=0&eav=AfZPGdHo-q4zBEcGwfnScuGNNBSdGtobSY_9TkksPcvxZvOKDTjmLJYrBo_Upe72itU&_rdr https://www.facebook.com/ClubulSportivKyodai/photos/in-perioada-8-11-august-clubul-sportiv-kyodai-organizeaz%C4%83-prim%C3%AEnt%C3%A2lnire-de-%C3%AEenv/707931738003128/?paipv=0&eav=AfY8mHGaB_wMSa8qcVYrH6HIG6q2ISJynFFbqcKVW0VuKcZCZeGteZQ22H0Kxv1day8&_rdr</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>"I Want In" is a transformative initiative facilitating the social inclusion of migrants, including refugees, through martial arts. This project equips martial arts organizations and youth workers with structured inclusion processes. By providing skill development opportunities, migrants gain confidence and a sense of achievement, enhancing their integration. Participation in martial arts fosters community engagement, reducing social isolation and creating supportive networks. The physical and mental benefits of martial arts enhance migrants' overall well-being, aiding their resilience in coping with challenges. Moreover, the inclusive environment of martial arts spaces promotes acceptance, empowering migrants and challenging stereotypes. Through cross-cultural interactions, migrants share their heritage while learning about others, fostering mutual understanding. By breaking down barriers and promoting cooperation, martial arts naturally integrate migrants into society, fostering a sense of belonging and encouraging their active participation. "I Want In" not only imparts martial arts skills but also nurtures empowerment, resilience, and social connections, making it a powerful tool for the social inclusion of migrants, enriching both their lives and the communities they join.</p>

Please also upload 3-4 high quality photos showing the practice - copyright free.



Feature	Description
<i>Country</i>	ROMANIA
<i>Title of the Best Practise</i>	SIFE - Sport is for everyone - Social inclusion through different sport disciplines for the people with and without disabilities.
<i>Organization Name</i>	CLUBUL DE DANS PHOENIX
<i>Author</i>	
<i>Main Methodologies</i>	Non-formal Education
<i>Give a brief summary/ description of the best practice. (maximum 100 words)</i>	The "Sport is for everyone" (SIFE) project aims to combat social exclusion, particularly focusing on the inclusion of people with disabilities in sports. Involving 300 individuals aged 10 to 35 and 35 sports clubs or NGOs, the project focuses on increasing physical activity among youth, promoting an active lifestyle and social cohesion for those with disabilities. Collaborating with experts, the project involves training courses in Dancesport, Cyclism, and Bucci, joint training sessions for athletes with and without disabilities, international conferences, and the development of replicable sport models. The initiative aims to diversify working methods with people with disabilities and share successful practices through international conferences and the Erasmus Plus portals, fostering inclusive sports practices.
<i>Aim's of the best practices in relation to the project objectives Impact Methods</i>	The aim of the best practice implemented in the "Sport is for everyone" (SIFE) project is to promote social inclusion, specifically targeting people with disabilities. By involving individuals from various age groups and collaborating with sports clubs and NGOs, the project aims to increase participation in physical activities, encouraging an active lifestyle while fostering social cohesion for those with disabilities. The impact on refugees, although not explicitly mentioned in the provided information, can be significant. Inclusive sports initiatives like SIFE create opportunities for refugees with disabilities to participate, integrate, and establish social connections within the community. By providing a supportive and inclusive environment, the project indirectly contributes to the social inclusion of refugees, enhancing their sense of belonging and overall well-being. Additionally, such initiatives promote understanding

	<p>and acceptance among different communities, fostering a more inclusive society for everyone, including refugees.</p>
<p><i>Further reading / Direct Links to Best Practice. (website, books, journals, articles)</i></p>	<p>https://www.facebook.com/ClubulPhoenix/?locale=ro_RO https://www.danceclub.ro/ https://erasmus-plus.ec.europa.eu/projects/search/details/101089470</p>
<p><i>How can this example be used in order to integrate and connect the TCNs with locals?</i></p>	<p>The "Sport is for everyone" (SIFE) project serves as a robust tool for the social inclusion of migrants by promoting inclusive physical activities, building community connections, and fostering cultural understanding. Through joint training sessions and sports events, migrants, including those with disabilities, engage with local communities, breaking down barriers and building a sense of belonging. This interaction promotes mutual cultural understanding as migrants share their traditions while learning about local sports. Additionally, sports participation enhances migrants' physical skills, boosting their confidence and self-esteem, empowering them in their integration process. Language practice occurs naturally during these activities, aiding migrants in improving their communication skills. By involving migrants as volunteers, the initiative enhances their sense of community engagement. Furthermore, the project can influence policymakers to develop inclusive sports policies, ensuring equal opportunities for migrants' participation. Overall, the SIFE project exemplifies how sports can bridge social gaps, promoting integration, understanding, and acceptance within diverse communities, making it a valuable model for social inclusion efforts.</p>
<p><i>Please also upload 3-4 high quality photos showing the practice - copyright free.</i></p>	 <p>The photograph shows a meeting in progress. Several individuals are seated around a dark wooden table, some looking towards a large presentation screen. The screen displays the text 'LIBERALO SPORT' in large, colorful letters, with a person jumping joyfully in front of it. To the right of the screen, there is a poster with the text 'DIEI PROPOSTE E PROGETTI PER FAR VIVERE LO SPORT PER TUTTI NEGLI SPACI DELLA COLLETTIVITA'' and '28 DICEMBRE 2015 ORE 10.00 PALAZZINO UNIVERSITA' DI UFFIZI VIA SPINELLO 201'. The room has green walls and modern office chairs.</p>

PART 4

Catch‘ - Manual Annexes

In a pivotal addition to the comprehensive framework of "The Catch Manual," we introduce two essential annexes designed to enhance the practical application of non-formal education activities based on sports. The first annex unveils three complete modules, meticulously crafted in alignment with influential good practices. Structured akin to resources such as Compass and other manuals, these modules provide a comprehensive guide for each stage of the activity—beginning, main part, and debriefing. Furthermore, facilitators will find practical tips and tricks to enrich their implementation. Tailored for mixed groups of Third Country Nationals (TCNs) and locals, these modules cater to users with varying levels of experience in non-formal education or sports, offering tangible examples for real-time comprehension.

In tandem with these educational modules, the second annex introduces a self-assessment questionnaire. Modified as needed, this tool serves as a valuable asset for evaluating both beneficiary and facilitator activities. Its purpose extends beyond mere evaluation, providing an ongoing mechanism to monitor progress in the daily application of the Manual. Together, these annexes contribute to the holistic and user-friendly nature of "The Catch Manual," fostering an environment where users can seamlessly integrate sports-based non-formal education into their practices, irrespective of prior experience.

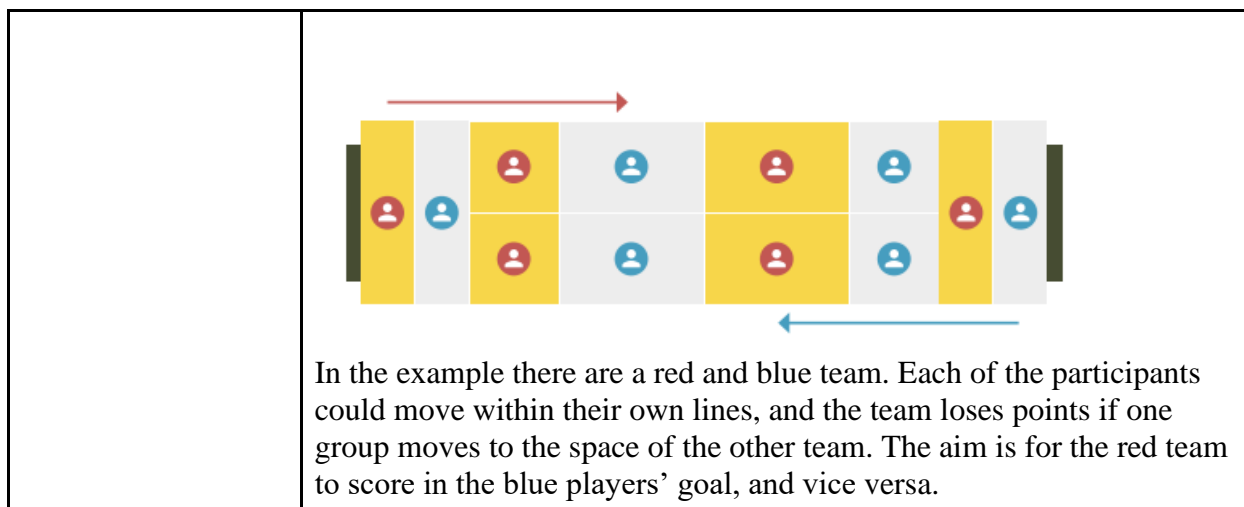
Annex 1

Non-formal Education Activities Based on Sports

MODULE TITLE	SCORE A GOAL FOR INCLUSION
Resource	ENGSO Youth Step in for Inclusion Toolkit https://engsoyouth.eu/wp-content/uploads/2022/06/ENGSO_youth_SIFI_toolkit.pdf
Duration	Between 45 and 60 minutes – it can be prolonged, depending on the gameplay
Space requirements	Open space (at least 10m × 5m)

Background	<p>This is an activity which is prepared as an adapted sport game, and can be used for team building and communication competences.</p> <p>For the activity 10 players – participants are required, so there can be 5 on each team. If there are more participants, they can join the different teams, and within the game substitutes can be organized.</p> <p>Conditions of practice:</p> <ul style="list-style-type: none"> • Teams are mixed, including players with different levels of ability • All players are blind folded and sitting down <p>The activity is suitable for participants with different abilities, and it is intended for young people above the age of 7.</p>
Aim of the session	<p>The aim of this activity is to develop social and cognitive skills in an inclusive setting where people with and without disabilities can both actively engage and interact in a safe space while having fun.</p>
Objectives	<ul style="list-style-type: none"> • Raising awareness about the importance of creating inclusive environments • Understanding how the senses affect our interaction with surroundings
Session flow / Step by step description	<p>Step 1: Split the group in two, creating separate teams of equal participants (5 participants/ players per team). Give the participants a minute to choose the name of their team.</p> <p>Step 2: Explain the goal and the rules of the game (including the field design). Task for the teams: • Get the ball from one side of the court to the other scoring a goal for the other team. • The ball should reach each of the fields. • The players are not allowed to leave their field. • Each player has blindfolds, and is sitting in the court.</p> <p>Step 3: Before the game starts, few minutes can be allocated for the teams to strategize and plan their play.</p> <p>Step 4: Play the game! Starting conditions: • 1 team positioned as “team 1” (blue players in the layout) • 1 team positioned as “team 2” (red players in the layout) Once the game starts the referee/facilitator makes sure that the players are respecting the rules, and keeps score.</p> <p><i>Facilitators tip: Depending on the length of the game, after few minutes the facilitator/referee can introduce a time-out that the players can take in order to plan and strategize among themselves</i></p> <p>Who scores the highest number of points is the winner of the game!</p>

	<p>Step 5: Debrief the activity getting the learning outcomes. Suggested questions for debriefing:</p> <ol style="list-style-type: none"> 1. How do you feel? Are you satisfied and happy or frustrated with the game? Explore the emotions! 2. What happened? How was the game-play? 3. Was it easy to play sitting and with the blindfolds? 4. How did you strategize? Did your team have a plan? What was your plan and strategy? 5. How did you communicate throughout the game? Was it easy or challenging to follow your team members and the communication? Why? <p>After this stage, congratulate the winners, and ask the participants to get out of the roles of the different teams. After the de-rolling continue with the debriefing of the activity.</p> <ol style="list-style-type: none"> 6. Looking at the game after it is finished, if you would do it again how would you improve your gameplay? 7. What can you do to make sure that everyone will follow the game so your team can be more effective? 8. Can some of the suggestions be taken in real life, to make a more equal space for everyone to be more effective? 9. What can we do in real life and within our communities to make the environment more inclusive for everyone, so they can orient themselves and participate easier?
Materials needed	<ul style="list-style-type: none"> • Markings of the floor (feeling the boundaries) • Blindfolds • Ball with bell - The game can be played with any kind of ball, however a goalball (or other types of blind friendly ball) is recommended
Potential variations and recommendations for facilitators	<p>As a variation, if the game is difficult for a certain group, the facilitator can decide to leave one player on each team without the blindfolds, so they would have the ability to follow the game and coordinate the others.</p> <p>Make sure to provide enough space and time for the participants to engage within the activity, and afterwards to debrief later. In order to reach the best learning outcomes, within the debriefing after congratulating to the team who won, make sure that the participants are not left with the feeling of winners or losers, and that they lose their competitive energy, so they can draw out the learning achievements together.</p>
Handouts	Field design:



Multiple Choice Assessment Question:

1. **What is the primary aim of the "Score a Goal for Inclusion" activity?**
 - a. Enhancing physical fitness
 - b. Developing social and cognitive skills in an inclusive setting
 - c. Creating a competitive environment
 - d. Improving individual sports performance

Correct Answer: b

2. **How many players are required for each team in the activity?**
 - a. 2
 - b. 5
 - c. 10
 - d. 15

Correct Answer: b

3. **What is the suggested age range for participants in the activity?**
 - a. Under 5 years
 - b. 7 and above
 - c. 12 and above
 - d. 18 and above

Correct Answer: b

4. **Which item is recommended for the ball used in the game?**
 - a. Tennis ball
 - b. Basketball
 - c. Soccer ball
 - d. Goalball

Correct Answer: d

5. **What is the purpose of the debriefing session in the activity?** a. Assessing individual sports skills
 b. Identifying winners and losers
 c. Discussing learning outcomes and experiences
 d. Introducing new game variations

Correct Answer: c

SESSION TITLE	TIC-TAC-TOE RACE
Resource	ENGSO Youth Step in for Inclusion Toolkit https://engsoyouth.eu/wp-content/uploads/2022/06/ENGSO_youth_SIFI_toolkit.pdf
Duration	Between 30 and 60 minutes
Space Requirements	Any open space, no specific restrictions
Background	<p>The idea is based on the familiar tic-tac-toe race, where an additional twist is added so there is more physical movement. The game is simple to follow and adaptable to different realities and groups. It can be played anywhere, anytime, and with anyone. Can be played as a unified game, creating a strong bond between participants.</p> <p>Throughout the process, the participants are split in two teams, and play tic-tac-toe between each other. However, they are positioned far away from the game field, so they cannot see the movements of the others, meaning that only once the player whose turn is it can get next to the field and put the “X” or “O”. The activity is open to involve a diverse group of participants facing different abilities.</p>

	<p>A mixed group of 6-8 people (unified group) is needed for the game.</p> <p>In the case of a bigger group, the participants can play on few fields in parallel.</p>
Aim of the Session	Empower people with special needs to lead and participate in sporting activities and take leadership roles.
Objectives	<ul style="list-style-type: none"> • Creating awareness of people with special needs and how they can have leadership roles. • Empowering and encouraging people with special needs to be leaders. • To improve and exercise logical skills and deduction skills. • Promote a sense of community spirit. • Create the classic paper-based game, into a physical activity simple enough for everyone to enjoy.
Session Flow / Step by Step Description	<p>Preparation: Create the court depending on the surface/peoples' abilities.</p> <p>Step 1:</p> <p>Introduce the game. Start by explaining to the participants that they will play tic-tac-toe, making sure that everyone knows how to play it.</p> <p>Once this is cleared, the physical/moving dimension of the activity is presented, sharing that it will be done as a race among the participants.</p> <p>Within this part, present the playing field, sharing where the starting</p>

line would be, and where the tic-tac-toe field is placed (three horizontal lines and three vertical lines creating 9 squares – see picture below). Explain to the participant that the point of the activity is to have a play the game without seeing the board/field, meaning that through a “race” the teams will move to the board where they will have to put their teams symbol (X or O).

Step 2:

Invite the participants to play the game. As the activity finishes quickly, the group can play few rounds of the game. If there is a bigger group, then more teams can be made, so the activity is organized as a tournament among the different teams.

Step 3 (optional depending on the composition of the group): After the first round of regular tic-tac-toe, different obstacles are introduced for the participants, where different ability roles are given to the participants. Here few participants can be blind-folded, or will have physical disability and would have to move in a wheelchair.

Facilitators note: If within the group you have already participants facing certain mental or physical disabilities, then as long as the teams are balanced, there is no need for the third step.

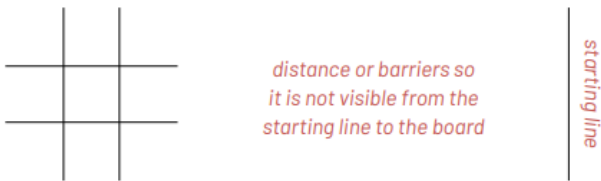
Step 4:

Debrief with the group about the activity. Debrief the activity getting the learning outcomes. Suggested questions for debriefing:

1. How do you feel? Are you satisfied and happy or frustrated with the game? Explore the emotions!
2. What happened? How was the game-play?
3. How did you strategize? Did your team have a plan? What was your plan and strategy?
4. How did you make the decisions within the game? After this stage, congratulate the winners, and ask the participants to get out of the roles of the different teams. After the de-rolling continue with the debriefing of the activity.

Following the discussion, ask the participants if they agree with the statement: “a simple game as “tic-tac-toe” can become more challenging and engaging just by twisting a bit the rules, and creating a barrier to the visibility of the board/field”. Ask why they agree/disagree.

5. Are there some things in real life that seem very easy for most of the people, however once a barrier is added they become much more complicated? Give examples, if yes.
6. What can be done in real life within the local communities to make the environment more inclusive for everyone, so they can fully participate?

<p>Materials Needed</p>	<p>Something to draw the court (could be rope for blind athletes, chalk if it is on a pavement or a park. Color markers (Yellow and Red) for able-bodied or athletes who can run/walk).</p> <p>Different color pins, or objects for playing the game (X and O).</p>
<p>Potential Variations and Recommendations for Facilitators</p>	<p>Once the game/session been identified and tried, and tested, could be adopted as a special needs/differently abled bodied sport.</p> <p>For participants who are wheelchair users: A visual representation of the game on the ground can be made. The participants with physical disabilities that cannot move, can throw Baccia balls into the squares to play against an opponent.</p> <p>When the activity is implemented with athletes who have an intellectual disability, the game can be adjusted so they play competitive version of the game that would be focused more on the physical movement – race. Promoting logical deduction together with physical exertion would stimulate the full engagement of the participants.</p>
<p>Handouts</p>	<p>The tic-tac-toe board:</p>  <p>The diagram shows a 3x3 grid representing a tic-tac-toe board. To the right of the grid is a vertical line labeled 'starting line'. Below the grid, there is red text: 'distance or barriers so it is not visible from the starting line to the board'.</p>

Multiple Choice Assessment Questions:

1. **What is the primary objective of the "Tic-Tac-Toe Race" session?**

- a. Improving individual sports performance
- b. Creating awareness of people with special needs and their leadership roles
- c. Enhancing logical and deduction skills
- d. Introducing a classic paper-based game

Correct Answer: b

2. **How is the tic-tac-toe board created for the activity?**

- a. Using a whiteboard
- b. Drawing on the ground with chalk or using rope for blind athletes
- c. Utilizing a digital display
- d. Creating a 3D board with physical squares

Correct Answer: b

3. **What is the suggested group size for the game?**

- a. 2-4 participants
- b. 6-8 participants (mixed group)
- c. 10-12 participants
- d. 15-20 participants

Correct Answer: b

4. **In the optional third step of the session, what obstacles may be introduced for participants?**

- a. Hurdles on the race track
- b. Blindfolding some participants or having them use wheelchairs
- c. Increasing the size of the tic-tac-toe board
- d. Adding more rounds to the game


Correct Answer: b

5. **What is the purpose of the debriefing session in the activity?**

- a. Assessing individual sports skills
- b. Discussing learning outcomes and experiences
- c. Identifying winners and losers
- d. Introducing new game variations

Correct Answer: b

SESSION TITLE	HA HE HI HO HU
Resource	Human Rights Education Manual of Budapest Association for International Sports https://www.wemovebudapest.com/human-rights-education-through-sports
Duration	30 minutes
Space Requirements	Open field
Background	This activity is designed to encourage non-verbal communication and teamwork in a fun, interactive setting. By using different sounds and actions to pass an 'invisible ball', participants learn to communicate and cooperate without relying on language, fostering an environment of inclusion and creativity.
Aim of the Session	To enhance non-verbal communication skills, promote teamwork, and encourage participants to find creative ways to interact without relying on spoken language.
Objectives	<ul style="list-style-type: none"> • Breaking language barriers • Promote inclusion of people with different backgrounds
Session Flow / Step by Step Description	<p>Divide the participants into two groups (10-15 per circle recommended).</p> <p>Participants pass an invisible ball with specific sounds for different actions:</p> <ul style="list-style-type: none"> • "HA" when passing the ball to the right.

	<ul style="list-style-type: none"> • “HE” when passing the ball to the left.
 - “HI” when passing to someone not adjacent. • “HO” to skip a turn by saying HO and shaking hands above the head (can be done twice maximum). • “HU” to put hands up and roll them, signaling everyone to change positions. <p>If a participant makes a mistake, they need to change the circle, or get eliminated if there's only one circle.</p>
Materials Needed	-
Potential Variations and Recommendations for Facilitators	<p>Introduce additional sounds and movements to increase complexity.</p> <p>Implement a 'silent' version where gestures replace sounds, further emphasizing non-verbal communication.</p> <p>For larger groups, create multiple circles with different sets of rules to challenge participants' adaptability.</p>
Handouts	

Multiple Choice Assessment Questions:

1. **What is the primary aim of the "HA HE HI HO HU" session?**
 - a. Improving verbal communication skills
 - b. Enhancing non-verbal communication skills and promoting teamwork
 - c. Learning a new language
 - d. Developing individual sports performance

Correct Answer: b

2. **How is the invisible ball passed in the activity?**
 - a. Using hand signals
 - b. Writing messages
 - c. Making sounds and gestures
 - d. Throwing a physical ball

Correct Answer: c

3. **What does saying "HO" and shaking hands above the head signify in the game?**
 - a. Passing the ball to the right
 - b. Skipping a turn
 - c. Changing positions
 - d. Passing the ball to the left

Correct Answer: b

4. **What is the purpose of the "HU" action in the activity?**
 - a. Eliminating a participant
 - b. Changing positions
 - c. Ending the game
 - d. Passing the ball to someone not adjacent

Correct Answer: b

5. **How can facilitators increase the complexity of the activity?**
 - a. Reduce the number of sounds
 - b. Introduce additional sounds and movements
 - c. Eliminate non-verbal communication
 - d. Use a physical ball instead of invisible ball

Correct Answer: b

Annex 2

Self-Assessment Questionnaire

For Beneficiaries:

Understanding and Clarity

- How clearly were the objectives of the activity communicated to you?
- Were the instructions and rules easy to comprehend and follow?

Engagement and Participation

- Rate your level of engagement during the activity.
- Did you feel comfortable and encouraged to participate actively?

Communication and Teamwork

- Assess how effectively you communicated with other participants.
- Did the activity enhance your teamwork and collaboration skills?

Enjoyment and Interest

- How much did you enjoy the activity?
- Did the activity spark your interest in exploring similar activities or topics?

Skill Development and Learning

- Identify new skills or knowledge you acquired.
- How applicable are these new skills to your daily life or professional environment?

Challenge and Problem-Solving

- Did you find the activity challenging, and how did you cope with these challenges?
- Were you able to employ problem-solving skills during the activity?

Feedback and Suggestions

- Provide specific aspects of the activity that could be improved.
- Suggest new activities, themes, or variations you would like to see in the future.

Overall Experience

- Describe your overall experience and satisfaction with the activity.
- What impact did the activity have on your personal growth or perspective?

For Facilitators:

Preparation and Execution

- Evaluate the adequacy of your preparation for the activity.
- Were there any unforeseen challenges in executing the activity?

Participant Engagement and Dynamics

- Observe and rate the level of participant engagement and interaction.
- Were there any group dynamics or behaviors that impacted the activity?

Instruction and Guidance

- Assess the effectiveness of your communication and instruction delivery.
- How did you adapt your guidance to suit different participants' needs?

Outcome and Learning

- Reflect on whether the activity met its intended goals and learning objectives.
- What evidence did you observe of participant learning or skill development?

Adaptation and Improvement

- Gather and reflect on participant feedback for future improvements.
- Based on this session, what modifications would you implement in future activities?

Facilitator Reflection and Development

- Reflect on your personal growth and learning as a facilitator from this session.
- How will this experience shape your future facilitation strategies?

Resource and Material Management

- Evaluate the adequacy and effectiveness of the materials and resources used.
- Are there any additional resources that could enhance the activity?

Inclusion and Accessibility

- Reflect on the inclusivity of the activity. Were all participants able to participate fully and comfortably?
- How could the activity be adapted to be more accessible and inclusive for a diverse group of participants?

Final Note

In conclusion, "The Catch Manual" stands as more than a mere document; it represents a dynamic and transformative tool poised to empower individuals and communities in fostering integration and unity through the universal language of sports. As we reflect on the profound journey through the Integration 101 project, this manual emerges as a testament to the collective commitment to inclusivity and cultural understanding.

In the spirit of Erasmus+ Cooperation Partnerships Sports Project, "Integration 101," this manual embodies the vision to facilitate the inclusion of young Third Country Nationals (TCNs) through innovative grassroots sports and educational initiatives. The Executive Summary serves as a gateway, encapsulating the manual's multifaceted approach and its potential to drive positive change.

As practitioners, stakeholders, and enthusiasts engage with the contents of this manual, we invite them to recognize the transformative power inherent in sports—a universal language capable of transcending cultural, linguistic, and geographical barriers. The foundational exploration underscores that integration is a dynamic, two-way process, emphasizing mutual adaptation between migrants and the countries of settlement. It draws on needs analysis, EU recommendations, and guidelines, offering a comprehensive understanding of the motivations and distinct needs of migrants and refugees.

The manual's in-depth analysis of challenges during the implementation of joint sports activities emphasizes the importance of continuous communication, addressing issues from participation dynamics to practical strategies for conflict resolution. Finally, the collection of 30 successful good practice examples, projects, and interventions from diverse countries serves as a wellspring of inspiration for practitioners, providing tangible insights into promoting inclusion and integration.

With two annexes offering non-formal education activities based on sports and a self-assessment questionnaire, the manual ensures a holistic and interactive approach to its content. As users embark on this journey, may "The Catch Manual" be not just a guide but a catalyst for positive change, fostering a world where sports become a transformative force for integration, understanding, and unity.

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