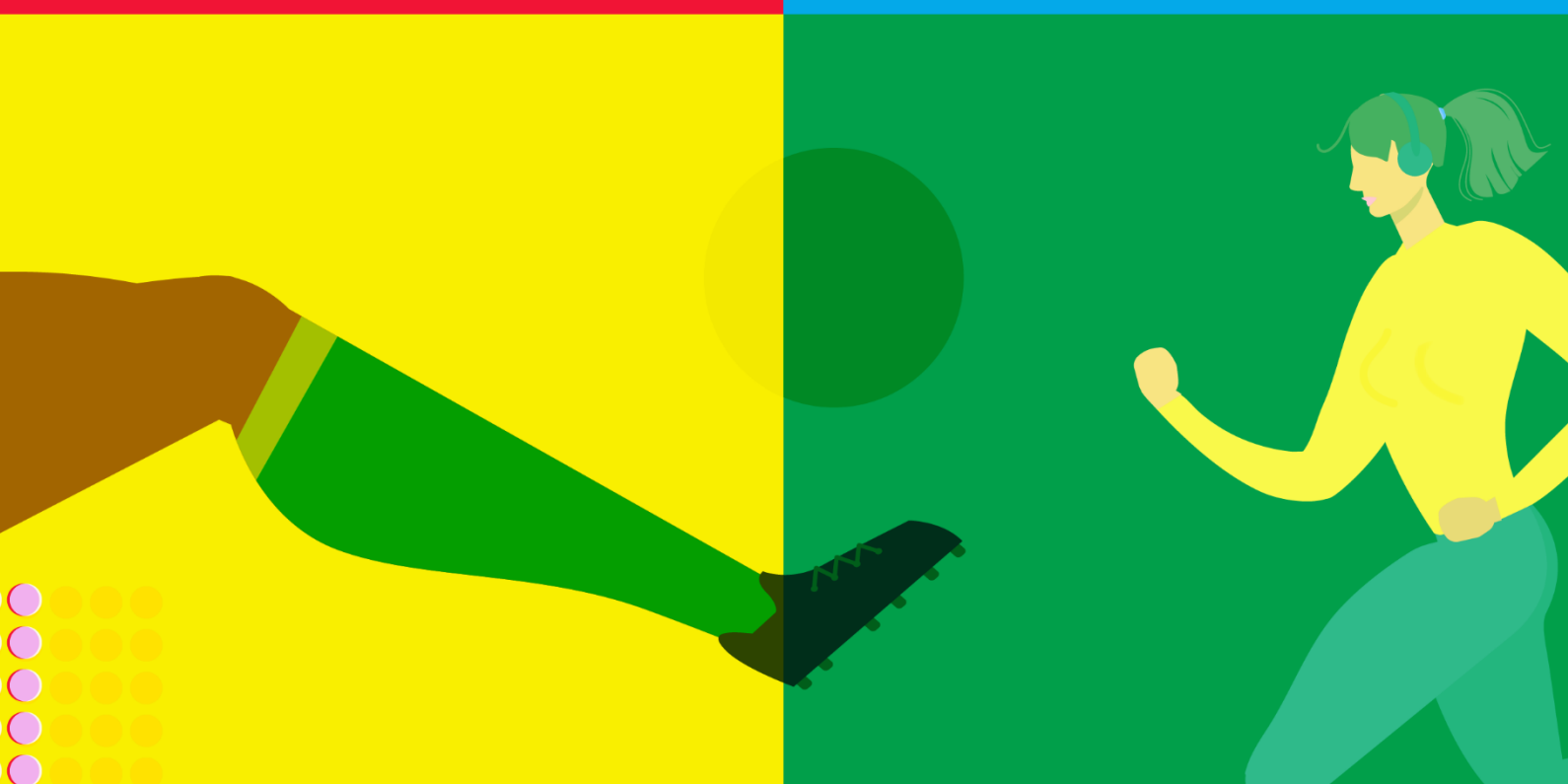
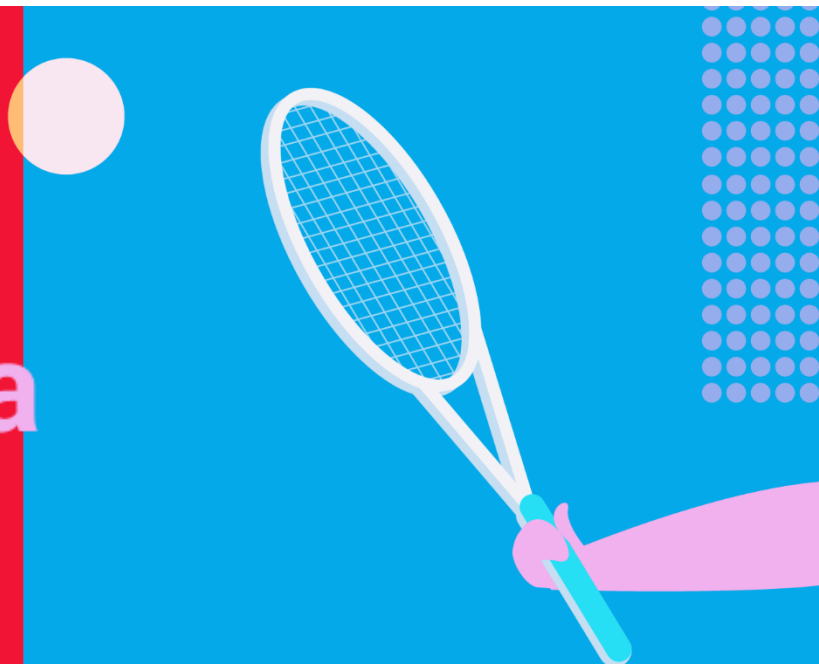


# Transnational Report



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## Partners

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[European Network of Sport Education](#), Austria

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## Introduction

The INCLUDE project is presented by six project partners from Cyprus (2), Greece, Ireland, Italy, and the EU working together to achieve the following main aims:

- Tackle and root out discriminatory behaviours from youth sport and contribute to making youth sport safe and accessible for all youth and children regardless of their ethnicity, religion, ability, gender or sexual orientation.
- Improve the knowledge and competencies of coaches and sports academies staff, thus empowering them to combat violence and tackle discrimination.
- Develop training and resources to support sports academies to be more inclusive.
- Increase awareness with regards to the role of sport in promoting social inclusion, equal opportunities, and health.
- Promote collaboration and knowledge-sharing between practitioners across the EU.

To inform the development of the INCLUDE Training Package (Blended Learning Curriculum and Toolkit for Sports Coaches and a Gamified eLearning Platform for Youth), project partners undertook research to study, analyse, and document the needs, challenges as well as effective approaches and practices observed 'on the ground' to inclusion and tackling discrimination in the implementing countries and across the EU.

This transnational report is based on desk and field research in all partners countries with the involvement of sports professionals, coaches, and trainers as well as sport stakeholders via focus groups and online surveys. The results are formed from results and findings in the 4 national reports addressing discrimination in grassroots youth sports in each partner country.

The main target groups of the project are grassroots, non-professional, amateur clubs, and academies, particularly coaches and young people between 12 - 18 years old. The project

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scope includes all forms of discrimination across youth sports in Cyprus, Greece, Ireland, Italy, and Austria.

For the practical purposes of this project, we are using the definition of discrimination as set out in the EU Charter of Fundamental Rights:

“Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion, or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.”

Furthermore, in considering the issue of racism, we refer to the UN’s International Convention on the Elimination of All Forms of Racial Discrimination:

“...any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life”. (International Convention on the Elimination of All Forms of Racial Discrimination, OHCHR, 1965) .

These working definitions would include the most common forms and overt manifestations of discrimination and racism within youth sports across Europe.

The research is subdivided into two phases consisting of:

- Desk research and identification of good practices.
- Field research comprising surveys and focus groups.

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## Unit 1: Desk research and analysis of secondary sources

### 1.1. Identification of discriminatory phenomena in youth sports

Overall, there is very little research that directly relates to discrimination and diversity in youth sports in Europe, particularly at a national level. Most available statistics and information are more generic to sport overall and may also not be specific to sports coaching or clubs.

While the European Union (EU) has built an extensive framework of legislation, instances of racism and homophobia in sport are still prevalent. Looking at statistics, the European Commission published a Special Eurobarometer on Discrimination in the European Union: Perceptions, Experiences and Attitudes. The study concluded that 62% of Europeans believe discrimination exists in their country due to ethnicity, 51% due to sexual orientation, 45% due to disability, 42% respectively due to age and religion or belief, and 36% due to gender (Eurobarometer, 2004). Data from Eurostat in 2017 show that some 3% of respondents claimed to have experienced racist violence in the previous year, with another 24 % being exposed to racist harassment in that period.

Looking at grassroots sports and discrimination, the results of a 2018 poll confirm that most respondents (90 %) perceive homo/transphobia to be a problem in sport on a pan-European level (Eurostat, 2017). The Outsport study reveals that non-cisgender persons make up the most vulnerable group within the umbrella of LGBTIA+ and that there is an inverse relation of proximal stressors regarding experiences of homophobic language in different sport contexts (Menzel, Braumüller & Hartmann-Tews, 2019). The survey underlines that almost 90% of the 5,524 survey respondents consider homophobia and particularly transphobia in sport to be a current problem, while 7 out of 10 respondents agree that the coming out of famous sports stars and high profile and antihomophobia/ transphobia campaigns is helpful in tackling homo-/transphobic discrimination. Furthermore, 82% have witnessed homo-/ transphobic language in sport in the last 12 months (Menzel, Braumüller & Hartmann-Tews, 2019).

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### 1.1.1 Cyprus

There is comparatively limited research and reporting on the magnitude of discriminatory incidents and issues of violence occurring in youth sport (12- to 18-year-old) at grassroots and amateur levels events in Cyprus. Nevertheless, in the absence of research covering violent behaviours in youth sports one can consider the data collected in 2011 report by the Ministry of Education's Observatory for Violence in Schools to make correlations. The report documented that 10% of primary and secondary school students, a restricted yet not insignificant proportion of the population, reported observing violent behaviours in school grounds. In addition, the study conducted by Hope for Children in 2013 discovered that 20% of youngsters between the ages of 12-18 had experienced some form of physical abuse (Chroni Papaefstathiou, 2015). It is important to note that even though strong correlations can be drawn, this does not surpass the need for further research in the field to be established, as it constricts the understanding of the current situation as well as the ability to design of well-organized, targeted and actions (ACTIVE, 2020).

As previously mentioned, (Trimikliniotis & Demetriou, 2009) Cyprus lacks in terms of statistical data on the representation of diverse populations in sports. Similarly, no records are available regarding discriminatory incidents in children's and youth sports.

### 1.1.2 Greece

In Greece, there is no available data recorded by national or regional sports associations or relevant NGOs. The only available data mentioned come from the Fare network incident list, which has been brought to Fare's attention through eyewitness or media accounts. Since 2013, Fare network has recorded 20 discriminatory incidents; most of them were racist and nationalist or neo-Nazi in nature (such as Nazi salutes, neo-Nazi banners, flyers distributed in stadiums, and burnings of Turkish flags); the sexist, homophobic and antisemitic incidents were limited. The most affected by racist violence were nationals of neighbouring countries, such as Albania and Turkey, and African or Afro-Greek athletes (fewer incidents towards referees, team officials or the audience were reported). The audience constitutes the main perpetrator (in 16 out of the 20 incidents reported), as fewer football players and team officials were mentioned by Fare. In the period 2015-2020, the phenomena of intolerance seemed to decline, as only six incidents were reported.

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In the public sphere, when the debate shifts to racist or xenophobic incidents during or after a sporting event, the focus is directed to the activity of the few hooligan groups, neglecting the deep and institutional roots of discrimination. Taking this into account, it is inferred that the actions of intolerance were in an outbreak during 2013-2014. This condition is highly related to the social and political circumstances in Greece as the period 2013-2014 was marked by the strong presence and activation of the Golden Dawn, the Greek neo-Nazi political party, which had entered the Parliament in 2012. The populist, ethnocentric, anti-immigrant, anti-globalization and anti-communist discourse of Golden Dawn had managed to enter not only Greek society but also the Greek stadia, through its nationalist symbols on flags and banners, its nationalist chants and salutes.

### 1.1.3 Italy

According to data from the Observatory of the Italian Footballers' Association, which refer to the last football season, 66 percent of racism incidents occur at the stadium or within the facilities of the playing facilities. The remaining 34 percent, on the other hand, occurs on the field where, mainly, the protagonists turn out to be foreign players who are insulted or threatened.

As for racist incidents in the stadium and on the field, with 42% and 57% of cases respectively, most occur in Northern Italy. Significant values also in the Centre (37% of cases surveyed inside stadiums), lower percentages in the South where the figure responds to 21% in both categories. The AIC study takes into account that regions such as Lombardy and Lazio are where the largest number of matches are concentrated and therefore the highest figure for incidents of discrimination.

The phenomenon of "racism in the stadium" involves all categories from professional to amateur and youth. It is mainly Serie A players who are victims of incidents of discrimination, players predominantly from the African continent or Eastern Europe.

### 1.1.4 Ireland

Ireland has a national sports policy that has been operational since 2018 and will operate until 2027. This policy has defined targets that have been established to increase sports participation. These targets recognise that there are several groups in Irish society that

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participate significantly less than the overall average population. These include people with disabilities, people from lower socio-economic backgrounds, women and girls and ethnic minority groups, such as the Irish traveller community.

In 2020 Sport Ireland commissioned research to better understand the issues relating to diversity and inclusion in sports in Ireland. The Research and Consultation Report set out a comprehensive overview of the barriers and challenges to participation in sports and physical activity for people with a disability, people from minority ethnic communities including Irish Travellers, and individuals from the LGBTI+ community. 2,275 individuals contributed to the research. 1,056 of those were from across the target groups (593 LGBTI+, 310 people with a disability and 153 people from minority ethnic communities) and from more than 150 unique organisations that provide sport and physical activity opportunities in Ireland. Their findings were filed under the following headings: LGBTI+, Disability and Ethnic minorities. Their findings were as followed and the issues at the top of the list were found to be the most dominant.

## 1.2. Good practices to tackle discrimination and promote inclusion

There are a range of projects and good practices that have been carried out often in support of specific minority or marginalised groups across the EU. These have involved some national associations, NGOs and charities, as well other EU-funded projects that have gone to be quite successful at developing a culture of inclusive sport. These best practices demonstrate that there is clear scope for EU organisations and authorities to form coherent policies rules and structures around inclusion that could be used in youth sports coaching to help irradiate discriminatory behaviour.

Examples include:

- The pan-European **SAILAWAY project** in Greece aimed at making sailing accessible to young people with autism and training instructors, parents and youth on the successful inclusion of young people on the autistic spectrum.

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- The **Youth Council of the Royal Belgian Football Association** who heavily promote inclusion and transparency with young people involved in the sport, giving them an opportunity to learn and promote awareness of discrimination in football themselves.
- The **Peace Players Cyprus programme** involving collaboration between Greek and Turkish Cypriot youths aged 8 to 18. The young people play basketball and learn about conflict resolution and cultural differences as part of their training.
- **S.C.O.R.E** is a pan-European project aimed at the integration of female migrants into local sports clubs in collaboration with coaches. This project encourages migrant women to get involved in their local communities and for local communities to be inclusive of young migrant women in Italy and other EU countries.
- In Ireland, the **Gaelic Athletics Association (GAA)** has a diversity and inclusion programme, which is intended to be inclusive to all. The sports association has initiated workshops and diversity and inclusion and is promoting wheelchair versions of its sports and has a code of conduct in simple language that can be understood by young sportspeople.

For a full picture of the best practices discovered throughout EU countries involved in the partnership, please see the [annex](#) section at the end of this document.

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## Unit 2: Needs of the sports professionals – Online Survey

### 2.1. Summary of Survey Results

Overall, the consortium completed the online survey with 174 coaches, trainers and stakeholders coming from across Ireland (50 responses), Cyprus (51 responses), Greece (34 responses), Austria (21 responses) and Italy (18 responses).

Whilst over half the respondents had not witnessed discriminatory abuse themselves, the results showed that there is a clear need and desire to train coaches, trainers, players, youths, parents and all stakeholders up on diversity and inclusion in sport and there is a clear lack of perceived information/awareness and support available at the present time.

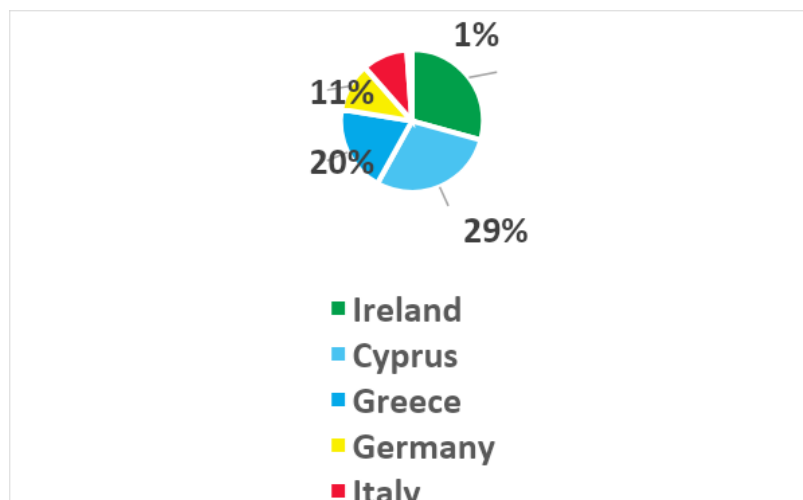
Many of those who witnessed abuse did not go on to report, because they didn't know how or felt it would not lead to anything. Only 1/3 of coaches had received any anti-discrimination training or information, but nearly all respondents recognised a need for it in youth sports and would be interested in participated in such training.

### 2.2. Complete Survey Results

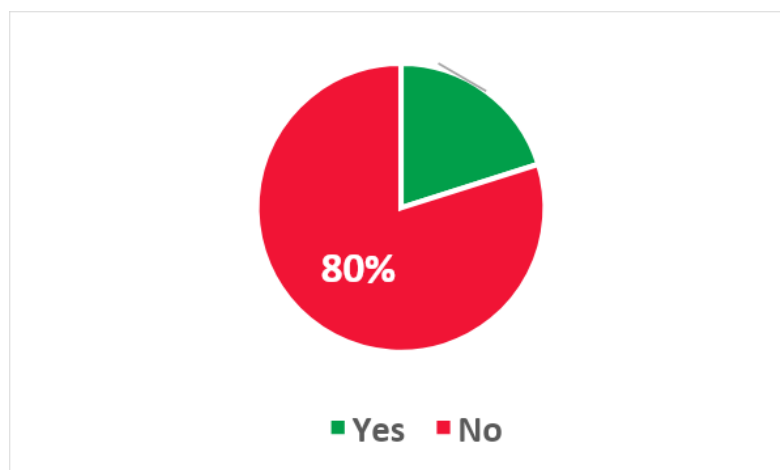
During our research face, the consortium of the project conducted an online survey to get a clear idea on the discrimination and racism in the sport in each country.

A total of 174 sportspeople took part in our online survey for coaches and trainers, representing partner countries as follows: Ireland (51), Cyprus (50), Greece (34), Germany (19), Italy (18) and 1 each from France and Lebanon.

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In total 11 questions were administered to the participants and the results of the data collected are analysed below. Profile data were collected using questions about the responder's background. In the question "Q1. Do you consider yourself to be from a minority background?", only 1 in 5 of the coaches/trainers surveyed considered themselves to be from a minority background in their country.



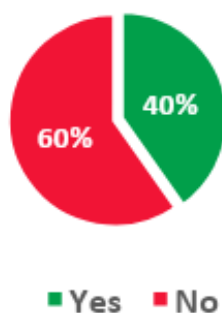
Concerning the witnessing abuse, 2 in 5 had witnessed discriminatory abuse at some point, with racism and sexism receiving top mentions for type of abuse witnessed.

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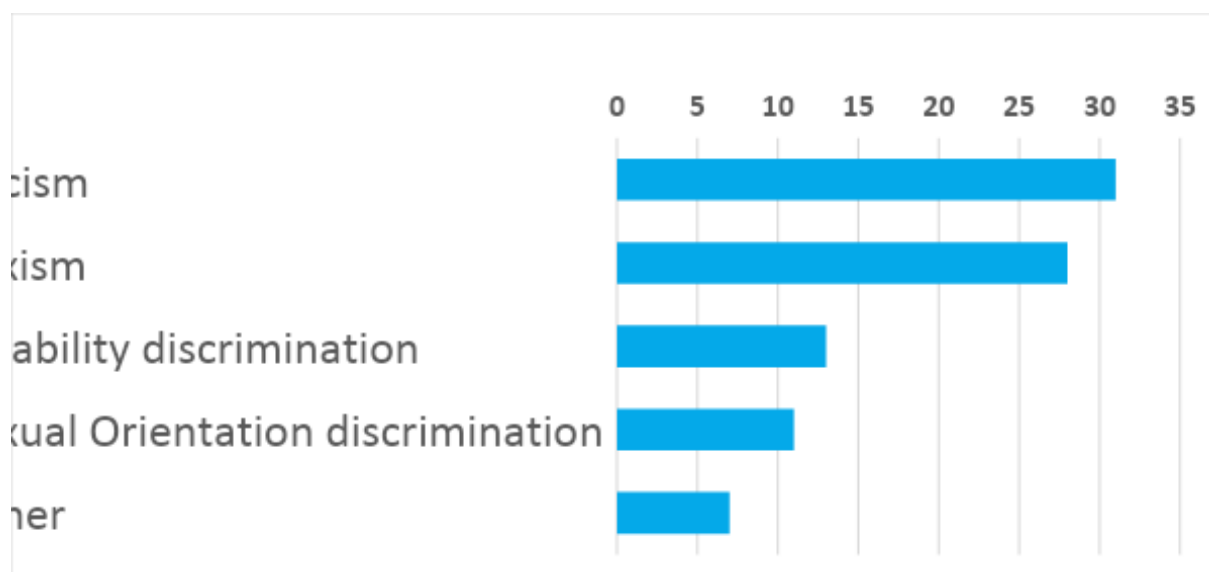


## 2. Have you witnessed/ been a target of discriminatory abuse whilst coaching, managing, or watching sport?

(Base: All respondents – 174)



2a. What was the abuse that you witnessed or experienced? (Base: Those who witnessed discrimination = 73)

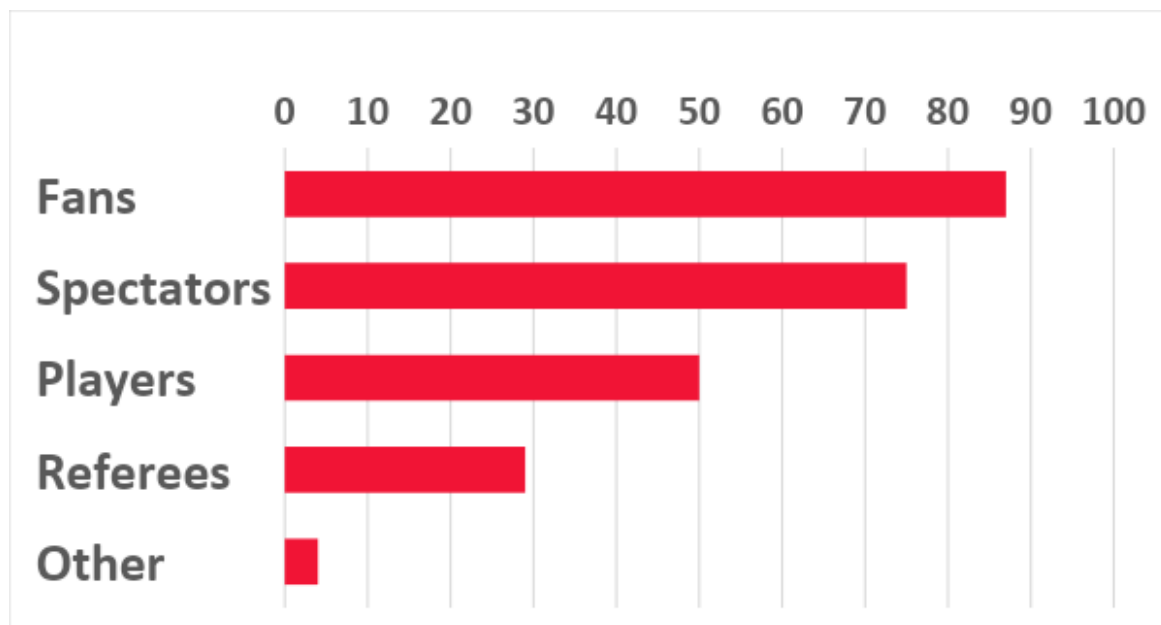


Moreover, fans and spectators were perceived as the top perpetrators of abuse, with almost 90% of respondents choosing one of these groups. Besides, players followed with

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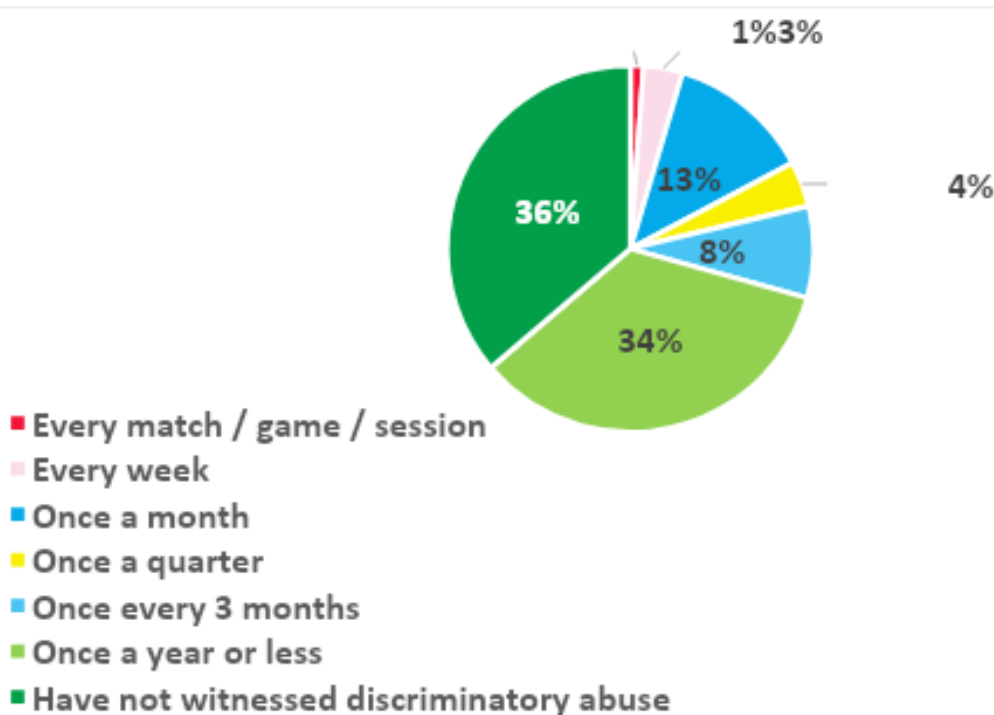


50 mentions, followed by referees with just under 30. These data were collected by question “3. Who, in your opinion, are the most frequent perpetrators of discriminatory abuse?”.

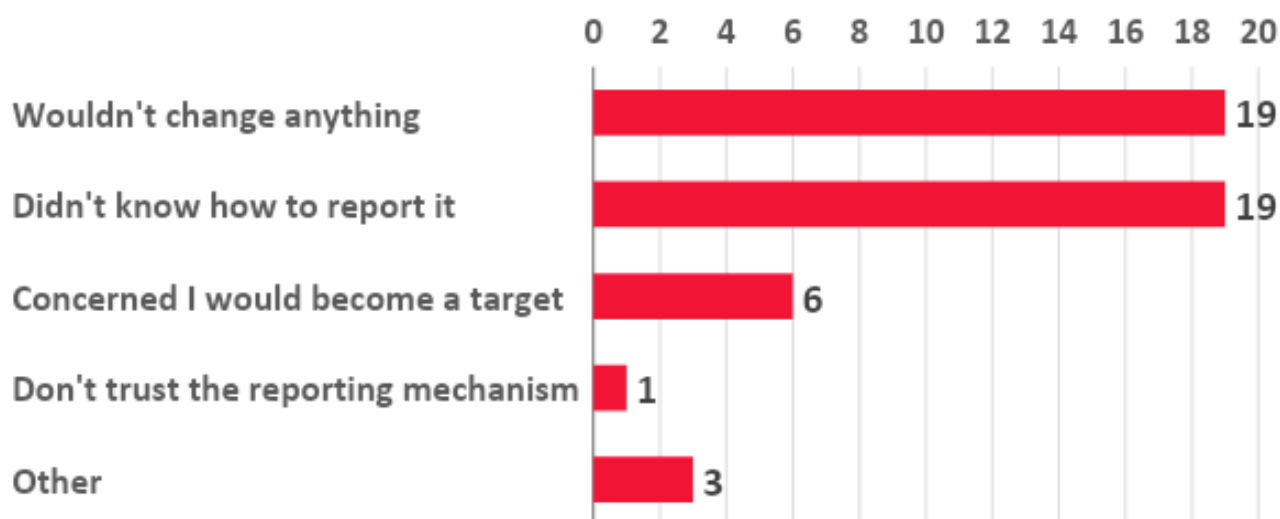


In regard to the frequency of witnessed discriminatory abuse facts during youth sport events, over 1/3 of the responders say they have never witnessed discriminatory abuse, around 1/3 have witnessed it once a year or less and just under 1/3 have witnessed discriminatory abuse more often with over 1 in 4 witnessing it at least once a month. In particular, participants were asked “How often have you witnessed discriminatory abuse during youth sports events / training?”

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#### 4c. If not – why didn't you report the incident?

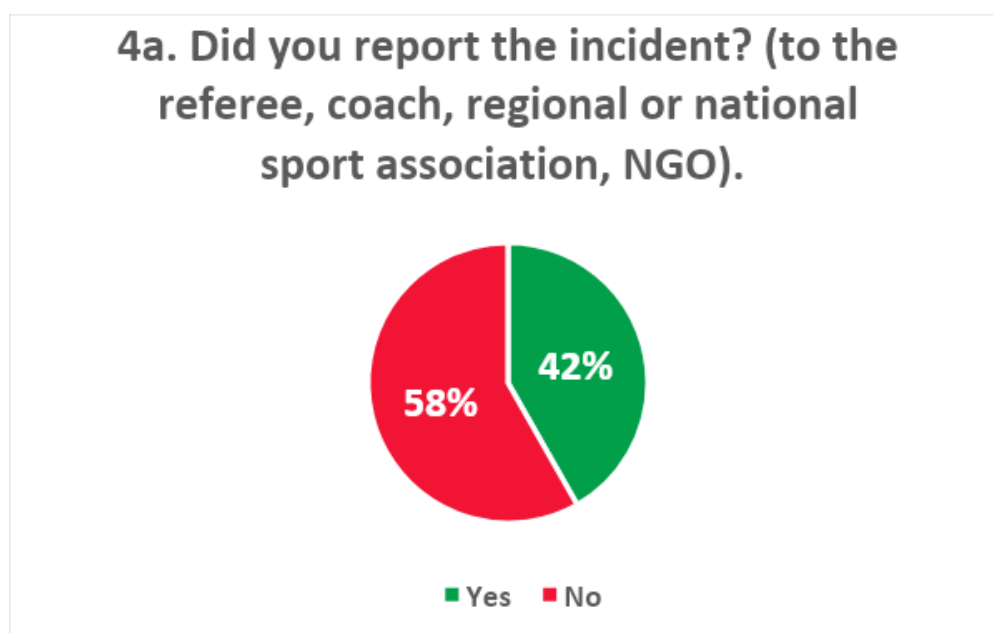


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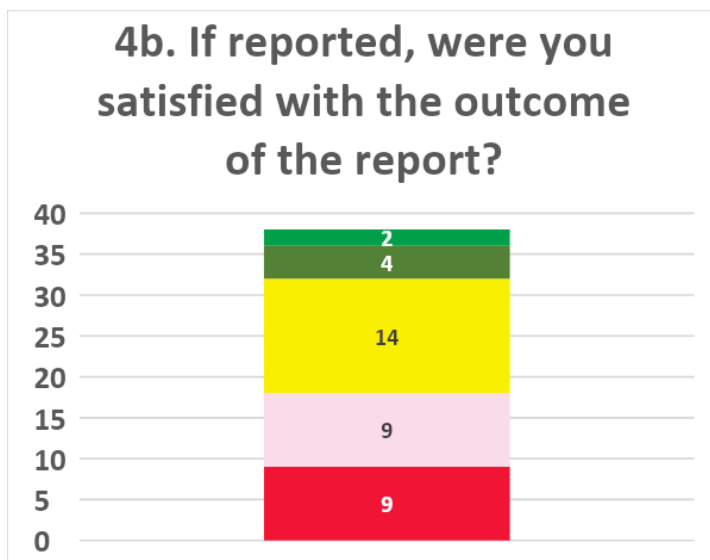




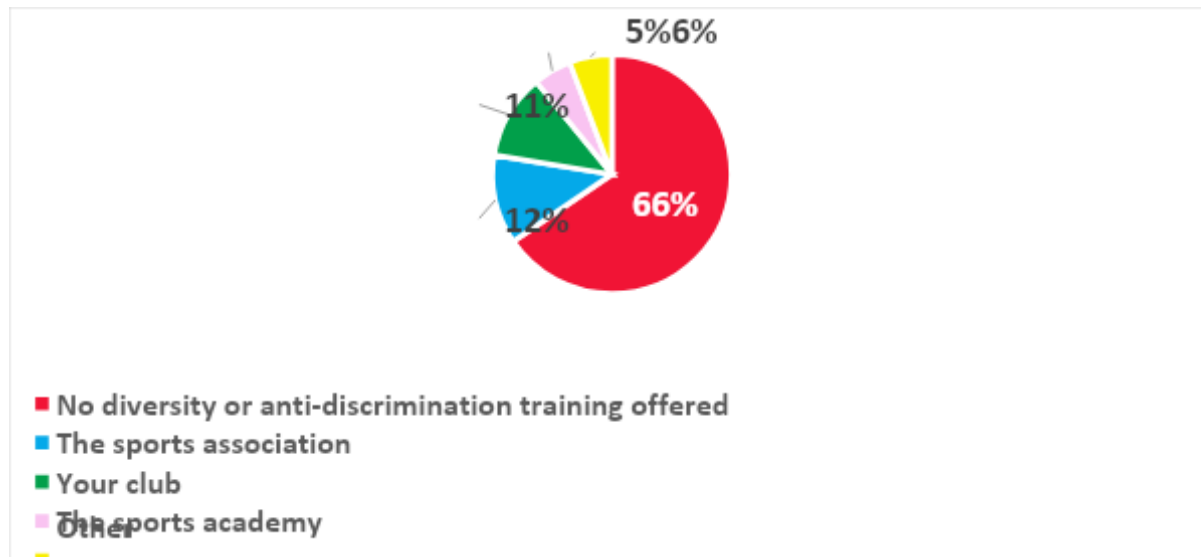
Based on those who witnessed discrimination (N=91) the data about reporting discrimination are presented in the graph above. In the question, whether the responder reported the incident (to the referee, coach, regional or national sport association, NGO), 58% replied positively and the rest negatively.



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In addition, 2/3 of the population received no diversity or anti-discrimination training, while academies and sports associations were the main source of training for those who did receive some.



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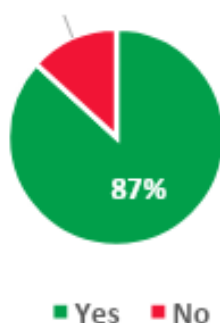


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In regard to the interest and motivation of participants to follow anti-discrimination or diversity training, the majority expressed their interest for participating in such initiatives (87%) with only 13% of the population who replied negatively to the respective question.

## 6. Would you be interested to participate in a diversity and anti-discrimination training session?

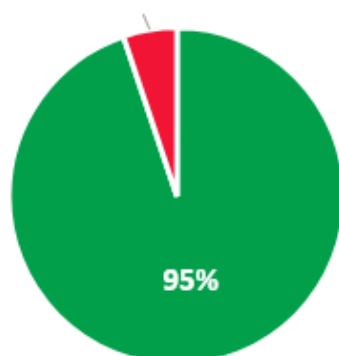


Based on the question “7. Do you think such anti-discrimination / diversity training is necessary?”, it is obvious that there is clear interest and motivation from sports coaches in participating in diversity and anti-discrimination training.

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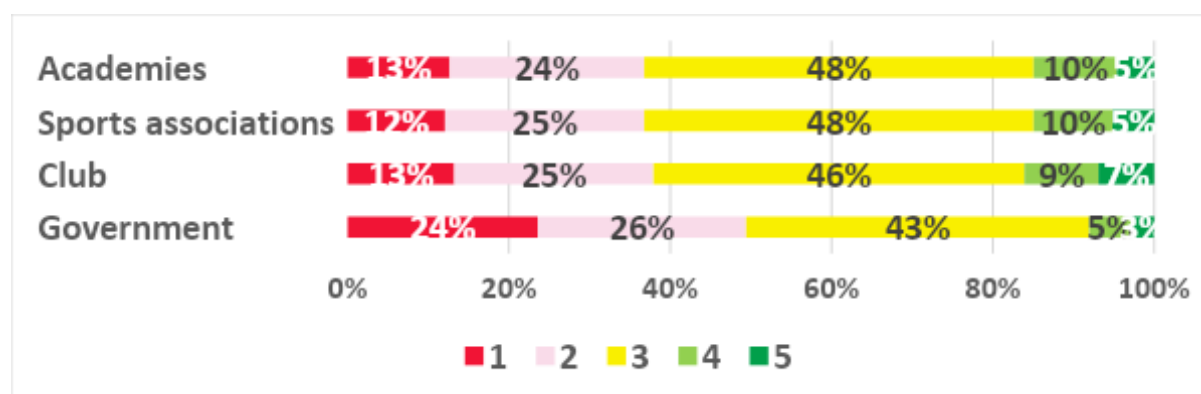


7. Do you think such anti-discrimination /  
diversity training is necessary?



■ Yes ■ No

Also, it is clear that coaches and trainers believe there is not enough being done when it comes to tackling discrimination and that academies, sports associations, clubs and government all have a large role to play still in making youth sport more inclusive.



Some of the responses in regards to what does government need to do to help tackle discrimination in youth sports were the following:

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- Training /Education
- Promotion and awareness
- Funding
- Policy/Law
- Rules/Punishments

Similarly, when asking the participants “ What do sports clubs need to do to help tackle discrimination in youth sports?”, the main answers were:

- Training/Education
- Raising awareness
- Training/workshops for staff/coaches/athletes

In a similar way, responders expressed their opinion on what do sports associations need to do to help tackle discrimination in youth sports.

- Training
- Discrimination awareness
- Educate staff/athletes

Also, according to the participants, sport academies need to do the following to help tackle discrimination in youth sports. These are (a) Offer Training, (b) Raise awareness and (c) Educate coaches and players/children/staff.

Moreover, according to the survey, the most important thing to include when developing a training programme for youth academy coaches/trainers and staff about inclusion and fighting discrimination are: (a) Training activities, (b) Raise awareness of discrimination and diversity and (c) Mentions of specific marginalised groups, such as women, disabilities etc.

Some final comments and recommendations regarding discrimination in grassroots youth sports are presented below:

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- Involvement of parents
- Starting with training of youths at young age
- Coaches given proper training
- Adults/parents need to be educated in this area
- Link to counselling/psychologists

Please follow the [Include Coaches Survey Results](#) link for the full results.

## Unit 3: Needs of the sports professionals – Focus Groups

### 3.1. Profile of participants

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Overall, the consortium completed focus groups in 5 countries, reaching 46 coaches, trainers, managers and academy staff involved in a range of different youth sports and clubs. There was a balance of male and female participants overall in from a diverse pool of respondents from different backgrounds, providing a diverse range views and rich contributions to the overall discussion and results.

### 3.2. Most pressing issues surrounding discrimination

There is clearly an overriding experience that discrimination is apparent in grassroots sports and that there is a need for action to eliminate it from as early a stage as possible. One respondent made the point that “sport in its nature is competitive and therefore more likely to exclude and discriminate against people when compared to other leisure activities, such as arts or music”.

### 3.3. Most frequent perpetrators / victims of discrimination

Whilst the main perpetrators of discrimination were not completely clear, there seemed to be sense that often discrimination stemmed from what players and spectators had learnt in the culture of the sport or even from parents and the way individuals had been brought up. The main victims varied by group but included the following types of discrimination: racism (related to migrants/refugees), sexism, anti-obesity discrimination, homophobia and discrimination against differently abled people.

### 3.4. Most common forms of discrimination

In terms of visible discrimination, this appears to particularly take the form of verbal communication, but there also appears to be more deep-rooted discrimination in terms of a lack of inclusion or equality for certain groups. For example, respondents in the Italian group were very vocal about the lack or lower level of opportunities in sport for women compared with their male counterparts. The inclusion of some groups was also considered quite challenging if specific infrastructure is not available, for example the equipment to make a sport accessible for differently-abled young sportspeople.

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### 3.5. Current activities undertaken by regional and national sports associations

Few activities were spontaneously mentioned when it came to actions taken by sports associations to tackle discrimination in youth sports. There was some awareness of advertising campaigns such as UEFA's "Tackle Racism" campaign and in an Irish context, the Gaelic Sports' Association's "We All Belong" campaign. However, overall, this topic seemed to lead more to discussion around the fact that most coaches, trainers, players and stakeholders do not have the necessary awareness and knowledge to manage and participate in sport in an inclusive way. Any current initiatives seem to only skim the surface, rather than providing real support to coaches and stakeholders.

### 3.6. Most effective measures for discrimination and inclusion

A range of measures and ideas came up across the groups in the consortium, with the main themes emerging around funding, training and incentivising inclusion:

- Funding at regional, national and European level to provide the necessary training courses for coaches and stakeholders to learn how to deal with discrimination and how to best include minority or marginalised groups.
- Overall guidelines at national and EU level for coaches when tackling discrimination and seeking to promote and develop inclusive sporting practices.
- Training for coaches, parents and young people – there was a clear indication that face-to-face training/workshops would provide the most benefit in terms of learning and respecting inclusive practices. There was a suggestion here that coaches/clubs taking the training could also somehow be rewarded for their efforts to promote and develop inclusive practices in grassroots sport.

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- Inclusion of training within school and with parents was considered vital as early building blocks for young people to begin their sporting journey with an inclusive spirit and culture.
- Better reporting systems that are followed up with action in the case of discriminatory behaviour.
- Mention of using digital technology/platform or app to exchange best practices for inclusion among coaches across the EU and possibly also for reporting discriminatory abuse.

### 3.7. Most important things to cover in the INCLUDE training programme

There were mentions in most groups of the training programme needing to provide guidance for coaches and trainers on how to include and integrate more marginalised or “typically excluded” groups. It was mentioned that the right type of language should be used when talking to coaches and trainers so that they could also pass on information to players in a simple effective manner that will work with young players.

Parents and schools were also considered to have an important part to play in being educated and in turn educating and reinforcing the inclusive message with young people. This may point to a need to also consider these groups in our target audience for the development of the training programme.

Other mentions included the inclusion of a European-wide procedure for how to report discrimination when it does occur and there was also specific suggestion of using role-play scenarios as a tool to learn about discrimination and inclusion as it would help people from different backgrounds to put themselves in the shoes of others.

## Overall Conclusions

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Overall, the desk research showed that there is very little research that directly relates to discrimination and diversity in youth sports in Europe, particularly at a national level. Most available statistics and information are more generic to sport overall and may also not be specific to sports coaching or clubs. Nonetheless, there is plenty of evidence of discrimination and abusive behaviour existing in sport throughout Europe generally.

Whilst the European Sports Model does include information and proposals for policy around some of the general issues of social inclusion, equal opportunities and discrimination, there seems to be a lack of clear policy towards discrimination and inclusion in youth sports settings.

There are a range of projects and good practices that have been carried out often in support of specific minority or marginalised groups across the EU. These have involved some national associations, NGOs and charities, as well other EU-funded projects that have been quite successful at developing a culture of inclusive sport. These best practices demonstrate that there is clear scope for EU organisations and authorities to form coherent policies rules and structures around inclusion that could be used in youth sports coaching to help eradicate discriminatory behaviour.

Our survey showed that whilst discrimination and abuse was not necessarily a constant in all clubs, it was present in most sports and there was a clear need for training for all stakeholders including coaches, trainers, players, youths, parents on diversity and inclusion in sport. The concept of training on this topic is also very well received and considered necessary in youth sports.

There is a keen sense that education around diversity and inclusion and anti-discrimination measures are lacking and that there is no real central direction or policy to guide youth sports on these topics.

The focus groups provided further insight that training should provide guidance on how to include and integrate more marginalised or “typically excluded” groups. Whilst it’s important that training is made available at youth club level, it was felt strongly that education on inclusion and diversity should also happen in schools and with parents so

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that the same consistent message is reinforced with all stakeholders and with players from the earliest age possible.

Coaches felt that a European-wide procedure for how to report discrimination in youth sports when it does occur was also necessary.

## Key Insights for Development of the Training Programme (WP3)

The need for education around discrimination, diversity and inclusion is clearly very high based on feedback from coaches and trainers in partner countries and due to the lack of direct policies relating to discrimination and inclusion in youth sports settings directly. Based on this pan-European analysis, here a few key points to bear in mind for the creation of the training programme in the next work package of the INCLUDE project.

- Any policy information/advice that is available on discrimination and youth sports should be pointed out to coaches and trainers. Real best practice examples in coaches' countries would help give coaches an understanding of the types of inclusive practices that they may be able to implement themselves.
- Coaches and trainers clearly need guidance and advice on how to deal with discriminatory behaviour and how to provide an inclusive environment in youth sports and this should also include advice on passing information and learning on to parents.
- If there is a way of including parents in the training at youth club level, this would also be of a huge benefit to ensure a consistent message and continuity for young people.
- Whilst we are creating an e-Learning platform in WP3, it would be good to include activities for face-to-face training sessions and elements containing

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scenario-based learning, so that all stakeholders can get as full an understanding of discrimination, diversity and inclusion and can use elements in work-shop style training sessions at clubs.

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## Annexes

### Annex 1: Good practices in the EU

<b>Title of the action/ initiative</b>	HIT - Hate Interrupter Teams (HIT) – Awareness Raising Campaign for counteracting racism and xenophobia
<b>Country</b>	Europe wide
<b>Contact details of the organisation implementing the activity (if available)</b>	“Hope For Children” CRC Policy Center (HFC) <a href="https://www.uncrcpc.org/">https://www.uncrcpc.org/</a>
<b>Duration of the action (long/ short term)</b> The year that it was implemented	19.-25.10.2020 Overall project lasted from October 2018 until October 2020
<b>Aim/ Main objectives of the action</b>	Awareness Raising Campaign: The campaign celebrates diversity and calls for action against hate speech and behaviour. During the raising awareness week, Hope For Children will be posting on its social media accounts, the activities that took place and the products that have been created during the HIT journey from the young participants. HIT is a European project that provides young people with knowledge and tools to address hate speech towards migrants and minorities.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	The project offers a new model of empowerment of young Europeans through the creation of "Hate interruptor Teams" (HITs), aimed mainly at people from 14 to 19 years old. These teams are supported by young mentors, and young workers. In addition, they will have the possibility of counteracting hate speech and behaviour towards migrants (HSBM) in their communities, at school and among their peers. Training sessions, workshops and seminars were carried out by the partner organizations in Cyprus, UK, Italy, Greece, Germany, Bulgaria and Spain to contribute to a better understanding of the incidence of hate speech against migrants and other groups,

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	among children and young people, while raising awareness about this issue and promoting its prevention.
<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term?	<ul style="list-style-type: none"> <li>• Realisation of audio-visual workshops with secondary and high school students in different schools of Barcelona</li> <li>• Creation of the HIT App, a technology resource to help professionals working with youth raise awareness about hate speech and its negative impact</li> <li>• Creation of short films and photo stories to stop discrimination in classrooms</li> <li>• Due to the limited Erasmus+ funding, rather short terms impact created by the partner organizations</li> </ul>
<b>Links to reports</b> Pictures from the project	<a href="http://www.hitproject.eu/">http://www.hitproject.eu/</a>

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<b>Title of the action/ initiative</b>	Rheinflanke „Jobcoaching“
<b>Country</b>	Germany
<b>Contact details</b> of the organisation implementing the activity (if available)	<a href="http://www.rheinflanke.de">www.rheinflanke.de</a>
<b>Duration of the action</b> (long/ short term) The year that it was implemented	A long-term project, started in 2020 in Cooperation with the city of Cologne and the Centre for integration in Cologne
<b>Aim/ Main objectives of the action</b>	<p>Rheinflanke offers a wide range of sports and recreational educational tools to provide young people a meaningful and healthy leisure activity. In addition, these offers serve as a social learning field to teach the young people important key competencies, such as fairness, tolerance and frustration control, and to successively expand them. They have different projects all over Germany to connect social work with free sport, mainly football, offers.</p> <p>One project is job coaching with the goal to jointly develop realistic perspectives for the professional future and to impart the necessary key competencies.</p>
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>Through sensitive, holistic individual counselling, related topics are also addressed and the participants are strengthened, informed and supported. Job coaching follows the approach of making the young people's existing resources visible by reflecting on their strengths and experiences. The highest possible self-efficacy is achieved by helping people to help themselves.</p> <p>The activities in job coaching are manifold and range from career orientation, the preparation and sending of application documents, job interview trainings, to school or language course registrations. The existing network of employers is constantly being expanded and contacts are established between companies and our participants.</p>

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<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term?	By the end of August 2022, the job coaching team had reached 37 people from 16 different countries of origin and conducted a total of 765 counselling sessions. Due to Covid 19, counselling sessions could only take place online or by phone for a long period of time. Despite these and other challenges that affected the program participants, many were able to achieve their goals and lay the foundation for a successful professional future.
<b>Links to reports</b> Pictures from the project	<a href="https://www.rheinflanke.de/rheinflanke-jobcoaching-%ef%bf%bc/">https://www.rheinflanke.de/rheinflanke-jobcoaching-%ef%bf%bc/</a>

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<b>Title of the action/ initiative</b>	Youth Council of the Royal Belgian Football Association
<b>Country</b>	Belgium
<b>Contact details</b> of the organisation implementing the activity (if available)	<a href="https://www.rbfa.be/en/">https://www.rbfa.be/en/</a>
<b>Duration of the action</b> (long/ short term) The year that it was implemented	Established in 2020, long-term action until today
<b>Aim/ Main objectives of the action</b>	To promote youth and show its value to the Federation, the Belgian FA created a youth council in 2020. It is composed of nine persons under 26 years of age. Their aim is to shape the policy against discrimination on and off the Belgian pitches.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	The three core values of the youth council are: Inclusion, Transparency and Dynamics The youngsters help the association to develop the projects in which they use sport to draw attention to discrimination in football. The #FootballPeople Weeks, an annual FARE campaign, are an important time in this. These are European action weeks that take place in the autumn in which football organisations put diversity in the spotlight through football activities.
<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term?	<ul style="list-style-type: none"> <li>Participation in the #FootballPeople Weeks, an annual FARE campaign</li> <li>Participation in international conferences as part of the Belgian football association</li> </ul>

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#### Links to reports

Pictures from the project

<https://www.rbfa.be/en/about-us/football-social-responsibility-strategy/rbfa-youth-council>

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## Annex 2: Good practices in Cyprus

<b>Title of the action/ initiative</b>	Mediterranean Intercultural Cities Network: Youth – Sports Inclusion
<b>Country</b>	Cyprus
<b>Contact details</b> of the organisation implementing the activity (if available)	
<b>Duration of the action</b> (long/ short term) The year that it was implemented	2021
<b>Aim/ Main objectives of the action</b>	The Municipality of Limassol and its Social affairs and Sport departments, partnered up with the three Nautical Clubs (Limassol, Famagusta and Mesa Geitonia), to implement a sequence of workshops and presentations to raise awareness regarding inclusion. Various diverse groups of young people took part. The workshops were centred around introducing young individuals to nautical sports.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	In 2021 as part of the ‘Mediterranean Intercultural Cities Network: Youth – Sports Inclusion’ project, the city of Limassol, supported by the Intercultural Cities program of the Council of Europe, and in collaboration with Haifa and Ioannina, proceeded with the implementation of activities related to intercultural integration. It is important to note that the city of Limassol is comprised of residents from various ethnic backgrounds including immigrants therefore this initiative was of great importance. The project included needs assessment, various capacity-building, and pilot activities centred around sports, youth and inclusion. Additionally, it mobilised stakeholders holistically as it included local authorities, sports organisations, and youth, encouraging cooperation and local enablement, while supporting the workforce and the local populations, including migrants.

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<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term?	<ul style="list-style-type: none"><li></li></ul>
<b>Links to reports</b> Pictures from the project	<a href="https://rm.coe.int/policy-brief-youth-sports-inclusion-en-2022/1680a53db1">https://rm.coe.int/policy-brief-youth-sports-inclusion-en-2022/1680a53db1</a>

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<b>Title of the action/ initiative</b>	Be Active - European Week of Sport (yearly)
<b>Country</b>	Cyprus
<b>Contact details</b> of the organisation implementing the activity (if available)	
<b>Duration of the action</b> (long/ short term) The year that it was implemented	2017 to present (long-term)
<b>Aim/ Main objectives of the action</b>	The European Week of Sport is a European Commission program that promotes sport and physical activity across Europe, it aims to raise awareness of the multiple benefits of exercise. The European Week of Sport is for all citizens, regardless of age, origin or level of fitness. A wide range of initiatives and activities at different levels were organised during the week. The program first started in 2017 and it runs till present.

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<p><b>Description of the action</b></p> <p>What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?</p>	<p>The Cyprus Ministry of Education, Sport and Youth, recognises the importance of physical activity and sport for the health of the citizens of Cyprus, and therefore actively participates, supports and promotes this campaign. In cooperation with the National Coordinator of the program, the Cyprus Sports Organisation (CSO), organises many and varied activities, at a pan-Cyprian level. The European Week of sports is organised annually from 23-30 of September. At its current level it is comprised of 515 actions involving 183 organisers, where 151355 individuals took part including youngsters.</p>
<p><b>Impact</b></p> <p>What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term</p>	<p>The entire student population of Secondary and Primary Education, all teachers and staff of school units as well as a large number of parents' and guardians' associations are involved. It is estimated that a total of more than 90 thousand pupils were mobilised.</p>
<p><b>Links to reports</b></p> <p>Pictures from the project</p>	<p><a href="https://www.beactive.cy/index.php">https://www.beactive.cy/index.php</a> <a href="http://www.moec.gov.cy/be_active.html">http://www.moec.gov.cy/be_active.html</a> <a href="https://www.facebook.com/beactivecy/?_rdc=1&amp;_rdr">https://www.facebook.com/beactivecy/?_rdc=1&amp;_rdr</a></p>

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<b>Title of the action/ initiative</b>	Cyprus Football Association (CFA)
<b>Country</b>	Cyprus
<b>Contact details</b> of the organisation implementing the activity (if available)	
<b>Duration of the action</b> (long/ short term) The year that it was implemented	2019 (long-term)
<b>Aim/ Main objectives of the action</b>	<ul style="list-style-type: none"> <li>• Increase engagement of women and girls in football</li> <li>• Social Integration and Inclusion</li> </ul>
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>CFA has developed a strategic plan for the period 2019-2024. The core principles that underpin CFA's strategic plan are those of trust, transparency, teamwork, honesty, and accountability. Improving women's and girls' participation in football and enhancing social inclusion and responsibility are the main objectives set in the strategic plan. To achieve the aforementioned, the following actions are suggested:</p> <p>To achieve this goal, CFA conducts actions in schools to train girls, organizes school football competitions, and provides training to schoolteachers.</p> <p>Furthermore, CFA provides incentives for clubs to form girls' teams, compete in national women's tournaments, and hire female coaches. Furthermore, CFA is developing and implementing gender inclusion programs, as well as providing live coverage of women's football events. Finally, the Association provides free coaching courses to women.</p>
<b>Impact</b>	In order to contribute to social inclusion and integration, tCFA is implementing a project called 'All Different, All the Same' (in

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<p>What were the concrete results achieved in terms of planned outputs vs. outcomes?</p> <p>Was an assessment of the practice carried out? If yes, what were the results?</p> <p>How sustainable is this practice? What is the impact on long term</p>	<p>Greek: Όλοι Διαφορετικοί, Όλοι Ίσοι) that aims to empower disadvantaged and marginalized children and teenagers via sports, as well as to combat prejudice and discrimination. The initiative on focusing on secondary school students began in 2016 and aimed at increasing awareness against racism, using the slogan “we are all equal, regardless of colour, race, religion, or talents”. The program lasted four years finishing in 2020 and it included actions in schools by using football, one of the most popular sports on the island as a tool for combating racism. The implementation of this program sent significant social and humanitarian messages and emphasized the role of sports and particularly football, in eliminating discriminatory behaviour. In the final year, the program included activities related to the organization of inter-school football tournaments (Futsal), the organization of Regional and Pancyprrian Football Championship for Boys' High School Football (Futsal), the organization of a provincial event in Limassol and training of women as Physical Educators (CFA, 2019)</p>
<p><b>Links to reports</b></p> <p>Pictures from the project</p>	<p><a href="https://fysam.schools.ac.cy/index.php/el/draseis/2020-oloi-diafor-etikoi-oloi-iso">https://fysam.schools.ac.cy/index.php/el/draseis/2020-oloi-diafor-etikoi-oloi-iso</a></p> <p><a href="http://lyk-polemidia-lem.schools.ac.cy/index.php?id=oloi-diaporeti-koi-oloi-iso">http://lyk-polemidia-lem.schools.ac.cy/index.php?id=oloi-diaporeti-koi-oloi-iso</a></p>

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<b>Title of the action/ initiative</b>	National Disability Sports Alliance (NDSA) – Sport for All
<b>Country</b>	Cyprus
<b>Contact details</b> of the organisation implementing the activity (if available)	
<b>Duration of the action</b> (long/ short term) The year that it was implemented	
<b>Aim/ Main objectives of the action</b>	<ul style="list-style-type: none"> <li>• To give those with physical limitations the chance to participate in sports.</li> <li>• To improve the quality of life for persons with physical impairments by encouraging character development and ensuring that people live productive, healthy, and self-sufficient lives.</li> <li>• To promote a favourable image of people with physical limitations.</li> <li>• To maintain the highest quality standards in all elements of the company and sports.</li> <li>• To achieve long-term organizational sustainability and growth at all levels (Blaze Sports, 2003).</li> </ul>
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>The National Disability Sports Alliance (NDSA), a community-based organization that is a member of the United States Olympic Committee, offers the "Sports for All" program that allows people with disabilities to engage in competitive and leisure sports (National Disability Sports Alliance, 2002). The NDSA provides programs based on a "multilevel competitive system," which allows people with disabilities to engage in individual and/or team sports appropriate to their level of competence (National Disability Sports Alliance, 2002). The NDSA collaborates with Blaze Sports to allow adolescents and adults to participate in competitive sports. Blaze Sports' aim is to "improve the lives of kids and adults with physical disabilities through sport and healthy lifestyles" (Blaze Sports, 2003 as cited in Kartakoullis, Karlis &amp; Karadakis ,2009) by achieving the five objectives listed above.</p>

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<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term	Sports for All programs guarantee that quality, quantity, diversity, and availability of activities are provided to people with disabilities and companies who offer programs such as the NDSA and Blaze Sports, aiming at the improvement of the quality of life for participants (Blaze Sports,2003 as cited in Kartakoullis, Karlis & Karadakis ,2009).
<b>Links to reports</b> Pictures from the project	

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<b>Title of the action/ initiative</b>	Peace Players Cyprus
<b>Country</b>	Cyprus
<b>Contact details</b> of the organisation implementing the activity (if available)	
<b>Duration of the action</b> (long/ short term) The year that it was implemented	2017 (long term)
<b>Aim/ Main objectives of the action</b>	The PeacePlayers-Cyprus (PeacePlayers-CY) program started in 2017 and is active until today. This initiative used basketball as a reconciliation tool in Cyprus to empower kids and to create the next generation of peace activists. Over 200 Greek-Cypriot and Turkish Cypriot children, aged 8 to 18, are involved in basketball training, conflict resolution education, and leadership development events each year.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>The programs are classified as follows:</p> <p><b>Basketball clubs in your area</b> Comprised of 12 basketball teams spread over the island, with over 200 youngsters participating in basketball training twice a week for 10 months of the year.</p> <p><b>Leadership Development Program (LDP)</b> Comprised of a small group of teenage leaders aged 15-18 from various communities in Cyprus, focused on conflict resolution curriculum that includes 'communication, peace education, university preparation, and team building'.</p> <p><b>Island Basketball League</b> This is an amalgamation of their Twinning and Tournament program which aims to create Cyprus's first bi-communal basketball league. During the season, teams from both communities compete in the league.</p> <p><b>Summer Camp</b></p>

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	<p>In Agros Village a program is running where children aged 12-18 from all communities in Cyprus are able to interact within a period of 6 days/5 nights by playing basketball.</p> <p><b>Assistant Coaches program</b> Young Leadership Development Programme (LDP) graduates work and train with resident teams in order to improve their abilities, gain experience, and be prepared to act as coaches/facilitators at a later stage.</p> <p>In 2018, the program was evaluated using a mixed-methods approach that included focus groups, interactive focus group activities, interviews, a survey and monitoring data. For the evaluation, program participants, especially teenagers in the Leadership Development Programme (LDP) as well as parents, staff, and institutional partners were contacted. As a control group, non-participant, demographically equivalent youngsters were polled. The assessment was carried out by PeacePlayers' Director of Monitoring and Evaluation (M&amp;E) and M&amp;E Specialists, with the PeacePlayers-CY Managing Director serving as evaluation manager.</p>
<p><b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term</p>	<p>The findings indicated that youngsters participating in the program had developed a more positive attitude towards the individuals of 'other' community compared to their counterparts who did not participate. The length of time spent connecting with adolescents from the opposite side was found to directly correlate to the positivity of young perceptions: the longer participants stay in the program, the more positive their opinions are. This initiative can also be applied to parents and local institutions. Namely, parents and institutions from Greek Cypriot side and their Turkish Cypriot counterparts can use basketball as a reconciliation tool. However, there are many inhibiting factors to having a large-scale influence, and the initiative cannot be considered to have resulted in significant institutional change on the island (Peaceplayers Cyprus: Evaluation report, 2018).</p>
<p><b>Links to reports</b> Pictures from the project</p>	<p><a href="https://peaceplayers.org/cyprus/">https://peaceplayers.org/cyprus/</a></p>

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### Annex 3: Best practices in Greece

<b>Title of the action/ initiative</b>	Greek Forum of Refugees (GFR) F.C.
<b>Country</b>	Greece
<b>Contact details</b> of the organisation implementing the activity (if available)	Greek Forum of Refugees is an association of refugee and migrant communities, as well as individuals and professionals that work all together in the support of asylum seekers, refugees, migrants and stateless people.
<b>Duration of the action</b> (long/ short term) The year that it was implemented	The football team was shaped under an Erasmus+ project (MATCH Project in Greece), which was completed in 2018. Technically, GFR F.C. has been expanding ever since, by attracting more local youths that wish to chase their football through our team. The action is still ongoing, mostly because of the team's own will to continue.
<b>Aim/ Main objectives of the action</b>	<p>The <i>GFR F.C.</i> aims to fulfil the following goals:</p> <ul style="list-style-type: none"> <li>- To activate refugees living in camps or the urban area, getting them out of the limbo state which keeps them excluded and marginalized, providing them at the same time a creative and alternative way out of their daily burdens;</li> <li>- To enhance their social inclusion by highlighting the importance of the interaction between them and the local society through sports;</li> <li>- To bring closer the diverse refugee communities that are set up in Athens, to consolidate their cultural differences and promote solidarity among them through dialogue and sports activities;</li> <li>- To promote the European core values in the sense of a wider understanding of the European spectrum, as citizens with rights and obligations;</li> <li>- To scout for young talented players with a refugee background, living in the camps or the urban area, aiming to recruit them and highlight their unique talent as a tool of improvement;</li> <li>- To understand the challenges that refugee and migrant communities constantly face;</li> <li>- To arrange football matches with other European football teams in the context of a wider interaction among EU citizens and potential co-citizens, regardless the national identity;</li> <li>- To tackle any form of discrimination through the establishment of a football club in the heart of Athens, aiming to bridge differences through sports;</li> </ul>

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	- To change the dominant narrative, by contributing with positive examples of proper social inclusion of refugee and migrant youths.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	The team trains regularly five days per week and plays a football match every weekend. It takes part in one of the most historic amateur leagues, <a href="http://anexartito.com">anexartito.com</a> , organizes friendly matches to remain in shape and participates in various tournaments for good causes. The Greek Forum of Refugees coordinates the football team, which functions as a mapping tool for understanding the challenges of the refugee communities.
<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term	The project, under which this team was brought together, made the members understand the dynamics of a well-established football team by the Greek Forum of Refugees. It made them realize that a rallying point is needed especially for refugee men, a target group which is rarely drawing attention. Greek Forum of Refugees perceived the positive outcome of empowering refugee communities and realized that they can contribute to shifting the public narrative towards a more positive perspective. They wish to pose a much more increased impact by building stronger bonds with the local society, enhancing a holistic and realistic interaction between refugees and locals.  GFR's participation in the football league and friendly matches will empower the sense of belonging and it will provide a solid cause under which we could contribute to a more concrete inclusion in the new host society. They have, already, set a three-year plan, having implemented a specific organisational format addressing upcoming challenges and targeting strategic points to upscale the team's impact.

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#### Links to reports

Pictures from the project



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<b>Title of the action/ initiative</b>	<u>SAILAWAY</u> – Supporting the participation of children and youth with developmental disabilities in sailing
<b>Country</b>	Greece (but also in Croatia, Italy, Spain, Cyprus, and Bulgaria)
<b>Contact details of the organisation implementing the activity (if available)</b>	<p>Project partners:</p> <ol style="list-style-type: none"> <li>1. <u>KMOP – Social Action and Innovation Centre</u></li> <li>2. <u>Rijeka Sports Association for persons with disabilities</u></li> <li>3. <u>Montetauro Cooperativa Sociale</u></li> <li>4. <u>Mira'm Fundacio CV</u></li> <li>5. <u>Nautical Club of Paleon Faliron</u></li> <li>6. <u>Institute of Development (IoD)</u></li> </ol> <p>Yaht Klub KAP</p>
<b>Duration of the action (long/ short term)</b> The year that it was implemented	01/2020-12/2021
<b>Aim/ Main objectives of the action</b>	<ul style="list-style-type: none"> <li>• Promoting and facilitating the practice of sailing by children and young people with ASD</li> <li>• Enhancing the skills of sailing coaches/instructors in delivering inclusive sailing activities for children and youth with ASD and engaging them in meaningful ways.</li> <li>• Raising the awareness of sailing clubs on providing inclusive sailing activities for children and youth with ASD.</li> </ul> <p>Increasing the awareness of parents of children with ASD on the possibilities and access to sailing programmes/opportunities for their children within supported environments.</p>

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<p><b>Description of the action</b></p> <p>What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?</p>	<ul style="list-style-type: none"> <li>• SailAway succeeded in the aforementioned aims by:</li> <li>• By developing a capacity-building programme for sailing instructors and training them on how to effectively include children and youth with ASD in sailing activities.</li> <li>• By developing a guide for sailing clubs, containing guidelines and practical strategies to implement when working with children and youth with ASD.</li> <li>• By developing an e-learning platform, which hosts the capacity-building curriculum modules.</li> <li>• By creating an awareness-raising toolkit to inform sailing clubs and parents of children and youth with and without ASD about the benefits of including them in sailing.</li> <li>• By organizing info days as well as a final conference, held in Greece</li> </ul>
<p><b>Impact</b></p> <p>What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term</p>	<p>During the project's lifetime:</p> <ul style="list-style-type: none"> <li>• Sailing clubs and instructors enhanced awareness and skills in delivering inclusive sailing activities for children and youth with ASD and engaging them in meaningful ways.</li> <li>• Children and youth with ASD acquired access to sailing activities.</li> <li>• Parents/families of children and youth with ASD acquired enhanced awareness of the benefits, possibilities of and access to sailing programs/opportunities for their children</li> <li>• Project partners acquired increased knowledge and tools to support and promote the participation and inclusion of children and youth with ASD in sports (sailing) activities</li> <li>• For its sustainability, the project foresees that after the end of the funding:</li> <li>• The e-learning platform will continue to be freely accessible, and supported by KMOP. The course will also be available on the e-learning platform of KMOP: <a href="http://www.elearning.coeus.online">www.elearning.coeus.online</a></li> <li>• The capacity-building program, a guide for sailing clubs and awareness raising toolkit will continue to be freely available in Croatian, Greek, Italian, Portuguese, Spanish and English via the project website (operation of the project website for at least 5 years after the project's completion) and support for their uptake will be provided by the partners to interested parties.</li> <li>• KMOP has signed a Memorandum of Understanding with the General Secretariat of Sports in Greece. Within this context, KMOP aims to inform the Secretariat of the</li> </ul>

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	<p>results and the outputs of the project to promote sailing, at a national level, as an effective tool that empowers children with ASD.</p> <ul style="list-style-type: none"><li>Moreover, KMOP was among the nine finalists, from 87 submissions, of the <u>#BeInclusive EU Sports Awards 2021</u>, for the SailAway initiative in the category “Celebrating Diversity”.</li></ul>
<p><b>Links to reports</b> Pictures from the project</p>	<p><a href="#">SailAway Capacity Building Program</a> <a href="#">SailAway National Report Summary</a> <a href="#">Sailing Guide for teachers/skippers/instructors working with children and youth with autism spectrum disorders</a> <a href="#">SailAway Guide Supporting Sailing Clubs to include children and youth with Autism Spectrum Disorders (ASD) in Sailing</a></p>

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<b>Title of the action/ initiative</b>	<a href="#">Hope Refugee F.C.</a>	
<b>Country</b>	Greece	
<b>Contact details of the organisation implementing the activity (if available)</b>	Vaggelis Manolopoulos, Sport for Development Programs Manager Organization Earth <a href="mailto:vm@organizationearth.org">vm@organizationearth.org</a>	
<b>Duration of the action (long/ short term)</b> The year that it was implemented	Long term 2016-2020 (interrupted by COVID-19 restrictions)	
<b>Aim/ Main objectives of the action</b>	<i>Hope Refugee F.C.</i> was founded in 2016 in Piraeus, Greece as the first football club consisting solely of refugees and asylum seekers. <i>Hope Refugee F.C.</i> aimed to offer sports opportunities to newcomers, supporting their sporting, personal and social development with the host community.	
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	The football team was practicing football training twice per week and participated in the Independent League of Attica during the weekends. This offered the opportunity of sport participation to people who did not have the legal status for registering in the football clubs under the national federation. Besides the sport participation, the players of the team were taking part in workshops focusing on enhancing personal and professional soft and hard skills such as language & IT classes, CV building and community activities. The players were also taking part in Organization Earth's other implemented projects and were gaining volunteering and professional experience. In fact, 10 of the team's players were given working opportunities within the organization's projects. The team was founded and managed by Organization Earth, the staff of which was responsible for all team activities. The team had	

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	received support from UEFA Foundation for Children, Olympiakos FC and other local stakeholders.	
<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term	During the implementation period, more than 230 players from 21 countries took part in the team's activities (training, matches, workshops). Although there was not a concrete M&E procedure with regards to the team's impact, there are a few players' success stories including players turning into professional ones in the 2 <sup>nd</sup> and 3 <sup>rd</sup> Greek Division, players seeking other working opportunities abroad (e.g., France, Luxembourg, Germany) and players gaining work experience within Organization Earth's projects. <ul style="list-style-type: none"> <li>The main challenge regards the team's sustainability as, despite its social impact, securing financial support has proven a difficult task for covering running costs.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Links to reports</b> Pictures from the project		

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## Annex 3: Best practices in Italy

<b>Title of the action/ initiative</b>	SPORT PER TUTTI
<b>Country</b>	Italy
<b>Contact details</b> of the organisation implementing the activity (if available)	UISP APS - Network of collaborations and initiatives to support accessibility to sporting activity and to enhance the role of sport in the socio-economic rehabilitation process post COVID-19  <a href="mailto:progetti@uisp.it">progetti@uisp.it</a> , <a href="mailto:progetti.internazionali@uisp.it">progetti.internazionali@uisp.it</a>
<b>Duration of the action</b> (long/ short term) The year that it was implemented	18 months: 17/01/2022 - 16/06/2023
<b>Aim/ Main objectives of the action</b>	Through the "SPORT FOR ALL - SPT" project, UISP intends to enhance sport and physical activity as priority tools to support the achievement of the goals of Agenda 2030, with a focus on cities and the urban dimension. The goal is to make the benefits brought about by sport and physical activity accessible to all, even in times of crisis.  Specifically:

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	<p>ensure that all individuals can access the services and opportunities of sport to ensure that their needs are met; activate development processes aimed at qualifying sport and physical activity into an "innovation ecosystem," to assist the creation of new ideas, products and services that can jointly support people's social well-being and economic development; to support the promotion, enhancement and protection of environmental "capitals" through sport with a view to sustainability.</p>
<p><b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?</p>	<p>The project "SPORT FOR ALL: Network of collaborations and initiatives to support accessibility to sporting activity and to enhance the role of sport in the process of socio-economic reactivation post COVID-19" aims to enhance sport and physical activity as priority tools to support the achievement of the 2030 Agenda goals, with a focus on cities and the urban dimension. The goal is to make the benefits brought about by sport and physical activity accessible to all, even in times of crisis.</p> <p>To achieve these goals, the project envisages the activation of a co-development platform that operates at the national and regional level according to the LIVING LAB model and deploys at the territorial level actions on several fronts, social (SPORTOUS action/promotion of the figure of the territorial sports animator and social vouchers), economic (SPORT IMPACT LAB action/contest for incubator for sports professions), environmental (UISP4SUSTAINABILITY action/promotion of soft mobility).</p>
<p><b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term</p>	<p>In order to succeed in transforming sport and physical activity into a systemic element of programming to support "well-being and social development," it is necessary to make use of new tools and processes that can enhance sport as a structural policy capable of effectively supporting the fulfilment of people's needs, and turn challenges into development opportunities.</p> <p>To this end, SPT envisions the activation of a co-development platform that operates at the national and regional levels according to the LIVING LAB model.</p> <p>Through the Living Lab, the skills and knowledge of "experts" are enhanced into tools for finding solutions to emerging needs, seeking to transform problems attributable to sport and physical activity into opportunities to assist in improving people's levels of "social well-being."</p>

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	<p>Alongside the activities envisaged by the co-development platform, territorial pilot actions are being tested which, through the direct involvement of people, support accessibility to sporting activity and enhance the role of sport with reference to HEALTH, SOCIAL INCLUSION, ENVIRONMENTAL RESPECT, and ECONOMIC SUPPORT.</p> <p>The pilot actions involve a dual approach, useful both in responding to the problems created by the Covid 19 crisis and in making sport and physical activity a systemic element within the development and cohesion processes activated in urban contexts.</p>
<b>Links to reports</b> Pictures from the project	<a href="https://www.uisp.it/progetti/pagina/sport-per-tutti">https://www.uisp.it/progetti/pagina/sport-per-tutti</a>

<b>Title of the action/ initiative</b>	S.C.O.RE
<b>Country</b>	Greece, the United Kingdom, Italy, Denmark and Malta
<b>Contact details</b> of the organisation implementing the activity (if available)	info@elevencampaign.org
<b>Duration of the action</b> (long/ short term) The year that it was implemented	01/01/2020 – 31/12/2021
<b>Aim/ Main objectives of the action</b>	<p>Promote among immigrant and refugee women a sense of belonging and shared identity with the local community</p> <p>Strengthen the following interpersonal skills: communication, teamwork, time management, problem solving, leadership, motivation and dedication</p> <p>Identify good practices of involving immigrant and refugee women in sports activities; promoting tolerance, solidarity and cooperation</p>

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	Training sports coaches in order to promote dialogue and exchange, diversity management, social inclusion and prevention of discrimination
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>The project aims to create an open dialogue between sport professionals and migrant/refugee women which will use sports as a tool for change towards social inclusivity.</p> <p>S.C.O.RE will identify effective practices that lead to the participation of women in local grassroots sport activities. They will help 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.</p> <p>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>
<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term	<p>Enhancing active citizenship and personal growth of immigrant and refugee women</p> <p>Enabling sports coaches to learn integration processes, ethnic and cultural issues</p> <p>Envisioning recreational activities for local and foreign community in order to increase tolerance and mutual respect, reduce prejudice and xenophobia</p> <p>Strengthening the network in order to implement and share more innovative practices on informal learning.</p>
<b>Links to reports</b> Pictures from the project	<a href="https://www.womenscore.eu/">https://www.womenscore.eu/</a>

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<b>Title of the action/ initiative</b>	GoSport - Promoting good governance in sport through social responsibility
<b>Country</b>	Greece, Bulgaria, Italy, Croatia and Cyprus
<b>Contact details</b> of the organisation implementing the activity (if available)	info@gosportproject.eu
<b>Duration of the action</b> (long/ short term) The year that it was implemented	01/01/2020 - 28/02/2022
<b>Aim/ Main objectives of the action</b>	<p>Improved the capacity and awareness of sports organizations of all types on the implementation of good governance principles through social accountability, focusing on participation and inclusiveness regardless of gender, background, sexuality, disability, age, or other and the promotion of human rights.</p> <p>Enhance knowledge about how sports organizations interpret, manage, and prioritize social accountability issues within their organizations and how the governance of organizations influences social accountability and vice versa, and how this is described within the organizations themselves.</p> <p>Provided tools for sports organizations and professionals to understand the relationships between the organization, stakeholders, and society and integrated socially responsible governance practices within the organizations themselves.</p> <p>Promoted the principles of participation and inclusiveness in sport through social responsibility.</p>
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>Field research conducted to assess how different types of sports organizations interpret, manage and prioritize social responsibility issues within their organizations</p> <p>Workshops for staff of different sports organizations to promote the application of good governance principles through social responsibility and from the promotion of human rights.</p> <p>Workshops for members of professional and semi-professional sports teams and clubs organized to promote the implementation of good governance principles through social responsibility, focusing on inclusiveness and the promotion of human rights.</p> <p>Workshops aimed at measuring the level of success or competence</p>

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	that has been achieved, opinions, level of satisfaction, and behavioural change of participants.
<b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term	For-profit and non-profit sports organizations, sports clubs, and sports academies will be trained in implementing socially responsible governance practices and social accountability policies that promote inclusiveness. Members and fans of sports organizations and clubs will receive transparent, fair, and non-discriminatory services that protect their rights and raise their awareness of important social issues. Project partners will have strengthened cooperation with other local, national, and transnational actors who are active in the field of sports, human rights, social inclusion, and who can integrate further actions and initiatives that promote inclusion and respect for human rights in sports.
<b>Links to reports</b> Pictures from the project	<a href="https://www.gosportproject.eu/">https://www.gosportproject.eu/</a>

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## Annex 5: Best practices in Ireland

<b>Title of the action/ initiative</b>	Sport Against Racism (SARI)
<b>Country</b>	Ireland
<b>Contact details</b> of the organisation implementing the activity (if available)	Sport Against Racism Ireland 136 Capel Street, Dublin1 Ireland. <a href="mailto:info@sari.ie">info@sari.ie</a>
<b>Duration of the action</b> (long/ short term) The year that it was implemented	Long term SARI was founded in 1997
<b>Aim/ Main objectives of the action</b>	SARI uses the power of sport to challenge discrimination, promote cultural integration and drive social inclusion throughout Ireland.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>Working with schools, Direct Provision Centres, refugees, and local communities SARI delivers anti-discrimination educational workshops, intercultural sporting events and a Young Leaders youth development and employability programme collectively creating opportunities for all.</p> <p>SARI's annual programme includes:</p> <ul style="list-style-type: none"> <li>• Creating opportunities for young people to participate in employability, social integration and cultural awareness projects at home and abroad.</li> <li>• Supporting the integration of immigrants into Irish society and sharing the traditions of Irish values and culture.</li> <li>• Promoting intercultural dialogue and celebrating cultural diversity through educational programmes.</li> </ul> <p>SARI is supported by the Irish Department of Children, Equality, Disability, Integration and Youth, The UEFA Foundation for Children, The Irish Network Against Racism (INAR), Dublin City</p>

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	Council and the FIFA Foundation.
<p><b>Impact</b></p> <p>What were the concrete results achieved in terms of planned outputs vs. outcomes?</p> <p>Was an assessment of the practice carried out? If yes, what were the results?</p> <p>How sustainable is this practice? What is the impact on long term</p>	<p>SARI's aim is to develop and deliver practical engagement opportunities for Ireland's new and established migrant and diverse ethnic communities providing a pathway for personal development, and participation in sporting organisations while generating a culture of inclusiveness and respect for diversity. Some of their projects include:</p> <p><b>Football For Unity</b></p> <p>The Football for Unity festival showcased the potential of football as an educational tool which can bring communities together and promote social inclusion for newcomers to Ireland. The festival comprised a number of tournaments in various age categories and took place at venues across the north-east inner city of Dublin, invoking the spirit of the Gloucester Diamond.</p> <p><b>Hijabs &amp; Hat-Tricks</b></p> <p>In 2014 SARI launched the Hijabs &amp; Hat-tricks programme to specifically target young Muslim women and girls to participate in football and to be active. The development of the programme took an all-inclusive approach, extending to women of diverse religions and ethnicities. This led to the creation of a football team, Diverse City FC.</p> <p><b>Football versus Discrimination</b></p> <p>The SARI Anti-Discrimination workshop brings together pupils on the pitch or in the playground to play sport and to consider and challenge forms of discrimination such as racism, homophobia, and sexism. The workshop, which is delivered by SARI coaches and Young Leaders, many of whom are from ethnic minority backgrounds, provides children and young people with the opportunity to experience new perspectives and educate them to identify discriminatory behaviour and attitudes. The children take the skills and learnings that have been applied on the pitch such as teamwork, fair play and respect and apply them in everyday life. In 2021 2,501 participants took part with 107 workshops around Ireland made up of 41 nationalities. 1,503 boys, 994 girls and 4 others.</p>
<p><b>Links to reports</b></p> <p>Pictures from the project</p>	<p><a href="http://www.sari.ie">www.sari.ie</a></p>

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<b>Title of the action/ initiative</b>	The Football Association of Ireland (FAI)
<b>Country</b>	Ireland
<b>Contact details</b> of the organisation implementing the activity (if available)	Football Association of Ireland, Cumann Peile na hEireann, National Sports Campus, Abbotstown, Dublin 15, D15 X8PD. Ireland.
<b>Duration of the action</b> (long/ short term) The year that it was implemented	Long term
<b>Aim/ Main objectives of the action</b>	The FAI aims to nurture football as a game for all and that includes developing the full potential of women and girls, those with disabilities and marginalised communities. They do this by enabling every player, coach, referee and volunteer regardless of age, ability or gender, the opportunity to reach their full potential and enjoy football in a safe and supportive environment.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>In April 2006, the FAI appointed an Intercultural Co-ordinator to oversee the development and implementation of the Intercultural Plan of the association. The Intercultural Plan of the FAI, launched in June 2007, seeks to address how the changing demography can be turned into an opportunity to enhance participation in football, develop the ethos of the sport and contribute to the task of integration in Ireland. The Intercultural Plan impacts all levels of the 19 programmes of the FAI, in that the programme objectives should impact every level of football from grassroots through to the international level. In 2010 the FAI Football For All programme established a network of Football For All Clubs through our existing community clubs across Ireland. These clubs provide opportunities for children with specific needs and may struggle to excel in the competitive environment of underage football or who need additional supports to develop as footballers to join the club, train and compete at FAI FFA club festivals.</p> <p>THE FAI have also worked hard to promote gender balance and provide opportunities for women at all levels of the game. The International men's and Women's teams have a historical equal pay agreement. They also aim to increase the profile of the girls' and women's game.</p>

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### Impact

What were the concrete results achieved in terms of planned outputs vs. outcomes?

Was an assessment of the practice carried out? If yes, what were the results?

How sustainable is this practice? What is the impact on long term

The Football for All programme is made up of players from all groups and sporting bodies that cater for people with a disability who want to play football. At the moment there are approximately 3,800 players participating in all of our programmes. In the past 4 years, the FAI has established a number of associations to govern particular programmes within Football For All, these are Blind Football Ireland (BFI), Association of Irish Powerchair Football (AIPF) and Irish Amputee Football Association (IAFA). All three independently govern their specific football game across Ireland providing the pathway for their members from grassroots to international where possible.

### Links to reports

Pictures from the project

<https://www.fai.ie/domestic/football-for-all/football-for-all-programme>



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<b>Title of the action/ initiative</b>	The Gaelic Athletics Association (GAA)
<b>Country</b>	Ireland
<b>Contact details</b> of the organisation implementing the activity (if available)	<a href="http://www.gaa.ie">www.gaa.ie</a>
<b>Duration of the action</b> (long/ short term) The year that it was implemented	2010 Long term
<b>Aim/ Main objectives of the action</b>	The main objective of the GAA's diversity and inclusion programme is to be inclusive of all. The first line of the GAA Official Guide spells out how the GAA reaches into every corner of Ireland and many communities around the globe. In doing this, the GAA is fully committed to the principles of inclusion and diversity at all levels. Our aim as a sporting organisation is to offer an inclusive, diverse, and welcoming environment for everyone. Real inclusion reflects diversity, i.e., it aims to offer that sense of belonging to everyone, irrespective of gender, marital status, family status, sexual orientation, religion, age, race, or minority community and/or disability.
<b>Description of the action</b> What are the main activities carried out? When and where were the activities carried out? Who were the key implementers and collaborators? What were the resource implications?	<p>The GAA has introduced a number of measures to be more inclusive of those from marginalised young people and women. Some of them include:</p> <p>They do this by having resources and toolkits for clubs on:</p> <ul style="list-style-type: none"> <li>• Wheelchair Hurling/ Camogie and Football for ALL activities</li> <li>• Intercultural initiatives such as the Give Respect, Get Respect program</li> <li>• Diversity and Inclusion awareness workshops e.g. Responding to Racism and discrimination(R2R)</li> <li>• LGBT+ awareness workshops</li> </ul> <p><b>Code of Behaviour (Underage)</b> The Code of Behaviour has highlighted in simple language, understood by children and young people, that expressions and actions of a racist nature are not acceptable and will not be tolerated.</p> <p><b>Referee Training</b></p>

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	<p>In October 2019, as part of a new child safeguarding section, the content of the referee's training programme was amended to include a case study on incidents of a racist nature calling at or during games. Whereas a referee may take immediate action during a game if they are aware, of or witness racism referees are now obliged to report any allegations of racism during or after a game to their relevant GAA County Board.</p> <p><b>Child Safeguarding Training</b> The GAA is the first Non- Governmental Body in Ireland to include a case study on racism amongst young people, as part of our child safeguarding (protection) training. Participants address this case study as a form of child abuse and are asked how to address any racism and how to be proactive in addressing such matters. 22,800 GAA coaches attended this training in 2019.</p> <p><b>Restorative Practice</b> A five-weekend training programme was agreed upon to upskill 20 tutors as part of the introduction of Restorative Practice services in the GAA. This new form of support and alternative intervention has been specifically chosen to deal with disputes not traditionally dealt with under Rules, including issues of racism or bullying and personal conflicts.</p> <p><b>GAA Tackling Bullying Programme</b> As the only Sports NGB with an anti-bullying training programme regular workshops are delivered at the Club level in response to incidents of bullying which at times may also include interventions as a result of racist actions.</p>
<p><b>Impact</b> What were the concrete results achieved in terms of planned outputs vs. outcomes? Was an assessment of the practice carried out? If yes, what were the results? How sustainable is this practice? What is the impact on long term</p>	<p>The GAA have committed to embracing more inclusive practices going forward in each of their local clubs. They also have extremely successful girls and ladies' GAA teams, with ladies' and girls' participation being extremely strong.</p> <p>This project is sustainable going forward and will continue to embrace inclusion and issues of diversity.</p>
<p><b>Links to reports</b> Pictures from the project</p>	<p><a href="http://www.gaa.ie">www.gaa.ie</a> Video on The Longford Slashers which is a multicultural GAA club and shows some of the GAA's inclusion work <a href="https://www.youtube.com/watch?v=n4TGwV_EEa0&amp;t=109s">https://www.youtube.com/watch?v=n4TGwV_EEa0&amp;t=109s</a></p>

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