



## Training Module





# IMPRESSUM

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Activity, Sport and Play for the  
Inclusion of Refugees in Europe

# INTRODUCTION & HOW TO USE THIS MANUAL

This manual has been written for people who wish to make their sport or their sports setting more inclusive to people from other backgrounds. Although primarily aimed at making sports clubs and programmes more welcoming to refugees, many of the lessons and tips we describe are equally applicable to improving access to people from other under-represented groups.

As one of the pillars of European society, sport has an important part to play in making our world more inclusive. Its unique powers to bring people together, to help them connect and to learn new skills means that sport is one the most potent community-building tools we have at our disposal.

As a contribution to the debate, this manual could not be more timely. Following the migration crisis that began in 2015, many of our villages, towns and cities are now home to new flows of people. It is, of course, possible simply to carry on as we were and hope that these people, many of whom have suffered unimaginable anguish, find their own ways into our communities. But the evidence suggests that inclusion occurs much more quickly and effectively if we take a conscious journey towards it. That journey requires challenge and change but its reward is communities that are enriched with diversity, with strong social bonds and with sports clubs at their centre.

Making change towards inclusion can feel daunting. But change starts with individual actions which can then grow into organisational ones. In this manual we try to provide everything you might need to start that process.

We begin with a general description of the situation regarding migration so that you can understand it more fully. We then go on to talk about the benefits of conscious conversations between cultures – what is known as interculturalism. In Chapter 3, we describe some of the psychological issues which refugees may face and how sport and sports settings can help them deal with those issues. And in our final section, we discuss how sports clubs and organisations can start the journey towards being more inclusive.

Throughout this manual, you will find practical tips and exercises, blended with the facts and the theory, to make your efforts as effective as possible. We think you will find the case for change a forceful one because there are clear advantages to making your sport or organisation more inclusive. They range from increasing your membership, to attracting new talent, to pulling in new sources of funding. But it's possible that the biggest advantage of all is strengthening the reputation of our sector as a force for positive change, for innovation and for friendship.

Good luck on your journey.

*Disclaimer: In the case there are concerns or problems such as conflict or health issues etc., coaches are advised to look for professional support.*

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# I. MIGRATION

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## 1.1. Introduction and self-assessment

### 1.2. Key learning objectives

### 1.3. Theoretical background

#### 1.3.1. Migrants, immigrants and refugees

#### 1.3.2. Understanding European migration

#### 1.3.3. Refugees and migrants in Europe: Information from some countries

#### 1.3.4. Integration and inclusion

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# 1.1. INTRODUCTION AND SELF-ASSESSMENT

International migration is the movement of people from one country or region to another. It can be voluntarily chosen, such as when individuals move to find new jobs or educational opportunities, or forced, to escape potential threat or danger. Recent years have witnessed dramatic changes in the patterns of migration. The sudden rise in refugees arriving in Europe from developing countries has led to diverse responses from Europeans - from fear and nationalism to sympathy and unity.

This section of the training module will provide you with enough background knowledge about migration, and especially the movement of refugees, to understand the challenges facing both host communities, and the refugees themselves. It will also try to offer information on a topic frequently subject to exaggeration and misinformation.

**To better understand what will be discussed in this section, consider the following questions:**

- What are migrants, refugees and asylum-seekers?
- What do these words really mean?
- What sort of factors might lead an individual or family to leave their home and seek a home in another country, often a long way away?
- What do you think are the main countries in the EU to which refugees are travelling? And from which countries are they leaving?
- In what ways might migrants coming to your country be different from the local population?
- In what ways might educational expectations, sport, religious practices and cultures be different?

## 1.2. KEY LEARNING OBJECTIVES

**By the end of this section, you will:**

- Understand standard uses of the words 'migrant', 'refugee', and 'asylum-seeker'
- Know about basic facts and patterns of migration into the EU and into specific countries
- Appreciate why people migrate, and the factors that influence their movement
- Confront some of the most common myths about migration and migrants

## 1.3. THEORETICAL BACKGROUND

- 1.3.1. Migrants, immigrants and refugees
- 1.3.2. Understanding European migration
- 1.3.3. Refugees and migrants in Europe: Information from some countries
- 1.3.4. Integration and inclusion

# 1.3.1. MIGRANTS, IMMIGRANTS & REFUGEES

In times of crisis or political tension, words can be used and abused for different reasons. That has certainly been the case with the words 'migrant', 'refugee' and 'asylum-seeker', which have often been used to mean one and the same thing. Each word, however, has a distinct meaning. And from the point of view of international aid and development, they carry different duties and consequences. Confusing these words can mean the difference between life and death.

In theory, at least, the word 'migrant' is a neutral and descriptive word. It means someone who moves, either temporarily or permanently, from one place, area or country of residence to another. There are various reasons for migration. Those who move to work or seek a better life are generally called 'economic migrants', but the term can also be used to refer to people who move for professional and personal reasons.

Despite its original meaning, the word is now often used negatively. For example, the broadcaster Al Jazeera said it would stop using the word migrant to refer to people trying to cross the Mediterranean because: *"The word migrant has become a largely inaccurate umbrella term for this complex story."* Instead, it said, it would call it a *"refugee crisis"* (Al Jazeera, 2015).

## WHAT'S IN A WORD?

A **MIGRANT** is someone who moves, either temporarily or permanently, from one place, area or country of residence to another.

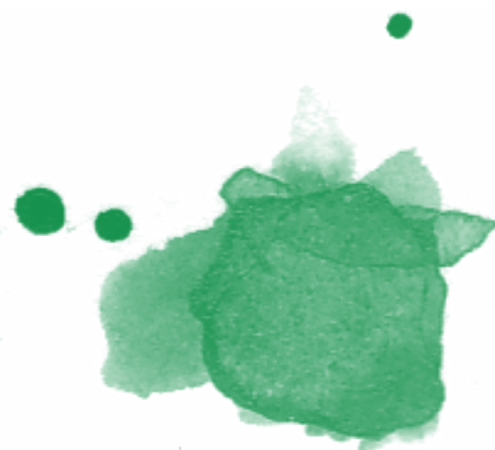
A **REFUGEE** is a person who has been forced to leave their home country to escape war, persecution or natural disaster.

An **ASYLUM-SEEKER** is someone who claims to be a refugee but whose application has not been evaluated. This person would have applied for asylum because returning to his or her country would lead to persecution, because of race, religion, nationality or political beliefs. So not every asylum seeker will be recognised as a refugee, but every refugee is initially an asylum seeker.

The United Nations Convention relating to the Status of Refugees describes a refugee as: *"A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."* (UN General Assembly, 1951)

It is important to remember that people have travelled into Europe for thousands of years, and there was immigration long before there were modern humans. For example, in the past, Germany welcomed migrants from Turkey and Vietnam, Sweden encouraged refugees from former Yugoslavia, and France recruited people from its former colonies, all due to an urgent need for workers with similar traditions and values. The United Kingdom has an even longer history of bringing families from Asia, Africa, and the Caribbean, to support growing demand for labour and expertise. In almost all cases, these immigrants have now become completely included into the host societies, enriching them in numerous ways (a particularly clear example of this is the fact that Indian cuisine is generally accepted today as the typical British food!).

Recent years have seen dramatic changes in the patterns of migration. A sudden rise in refugees arriving in the West from developing countries and from Eastern Europe has led to a wide range of responses – from fear and nationalism to sympathy and unity.



## 1.3.2. UNDERSTANDING EUROPEAN MIGRATION

Worldwide, there was an estimated 65.6 million persons-of-concern according to the United Nations High Commission for Refugees (UNHCR) at the start of 2017. These included:

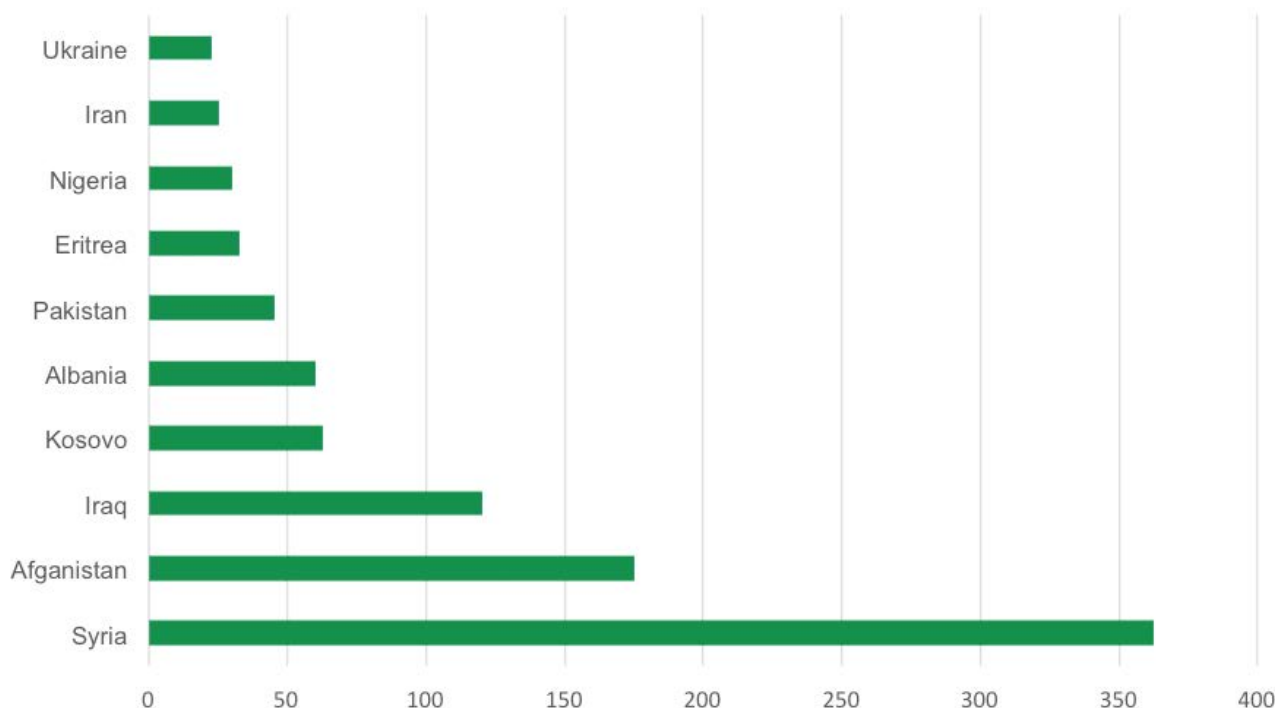
- 22.5 million refugees, persons in refugee-like situations, and returnees
- 40.3 million internally displaced persons and returnees
- 2.8 million asylum-seekers
- 10 million stateless persons
- 870,740 other persons-of-concern

The UNHCR estimated that there were 33.9 million persons-of-concern to the agency in 2010, so there has been a rapid increase in recent years of the number of dispossessed people seeking help. This number reached its high-point in the summer of 2015. Since then, Europe has struggled to cope with the arrival of around 1.5 million people by sea, and there has been a change in the pattern of migration, whose origins have shifted from Eastern Europe and Asia to Africa.

In an effort to stem this flow, many European countries have tightened their policies and borders. In 2016, the European Union forged a controversial 'one in, one out' deal with Turkey to stop the tide of migrants and refugees fleeing to the continent from the Middle East. And, in 2017, Italy adopted an aggressive approach to halting migration across the Mediterranean from North Africa, and restricting non-governmental organisations operating off the country's coast.

Of those of concern to the UNHCR, 44% are children. That means that more than 15 million children around the world are suffering from the consequences of war, persecution, or environmental catastrophe, resulting in displacement from their homes, families, and communities.

The conflict in Syria continues to be the biggest driver of migration. But the on-going violence in Afghanistan and Iraq, abuses in Eritrea, as well as poverty in Kosovo\*, are also leading people to look for new lives elsewhere.



*Figure 1: Top ten origins of people applying for asylum in the European Union*  
Figure 1 summarises the pattern of asylum-seeking by country.



The reception of migrant and refugee groups is an issue which faces all EU Member States. Most have become the final destination of new flows of migrants, including economic migrants, asylum applicants and people who have been forced to leave their country because of a combination of factors (e.g. social deprivation, political instability, violation of human rights).

However, while some Western European countries (such as the UK, Germany and France) have had a longer experience of developing mechanisms and policies for integrating migrants and refugees into their societies, others (see Figure 2, below) are facing a new and unfamiliar challenge.

In fact, six of the ten countries accepting the most permanent immigrants in the world are in the European Union, led by Germany and the UK. Other states, particularly in Eastern and Central Europe, such as Poland, Latvia, Lithuania, and Hungary, have historically been known as providers of labour migrants. For these states the influx of economic migrants and asylum applicants in such numbers is a recent phenomenon.

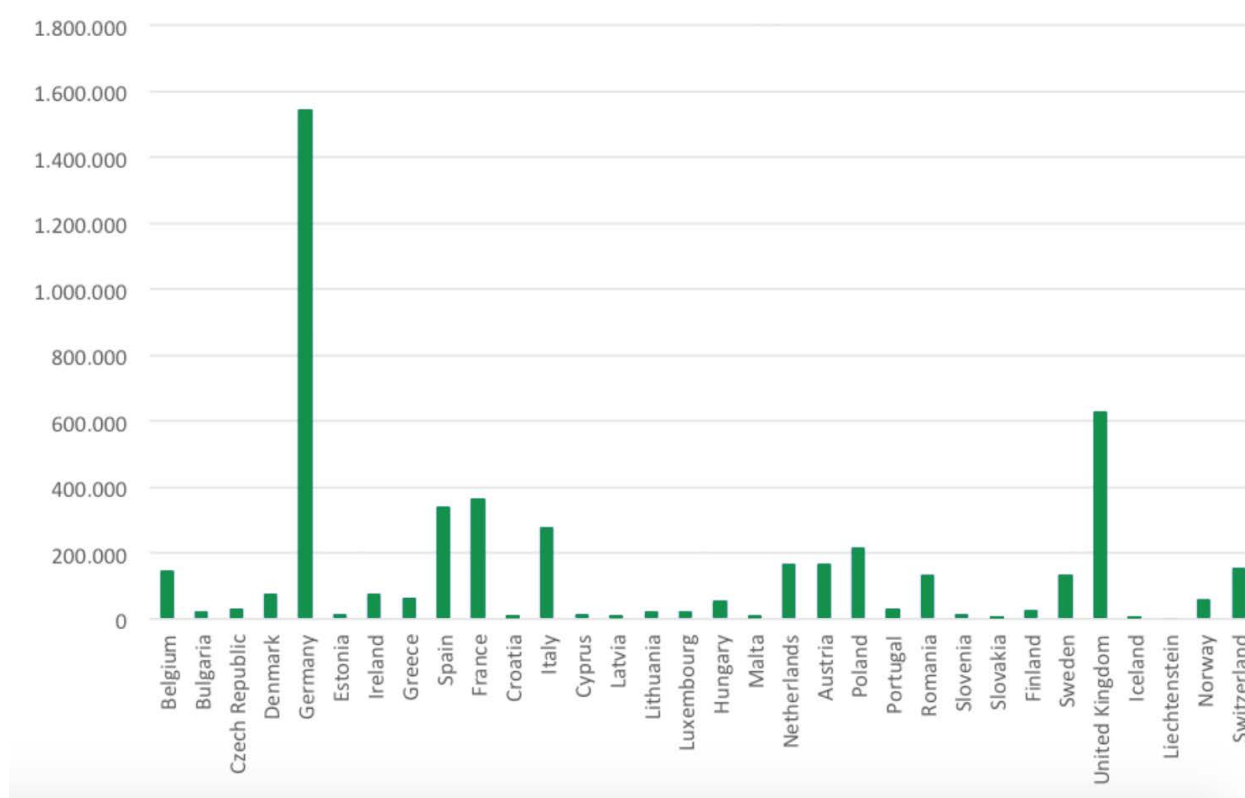


Figure 2: Immigrants into European countries

Although not all of those arriving in Europe choose to claim asylum, many do. Germany received the highest number of new asylum applications in 2015 (476,000 in total), although many more people have arrived in the country (German officials estimate that more than a million had been counted in Germany's 'EasyPASS' system). Hungary moved into second place for asylum applications, as more migrants made the journey overland through Greece and the Western Balkans.

*\*This designation is without prejudice to positions on status, and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo declaration of independence.*

## Asylum claims in Europe, 2015

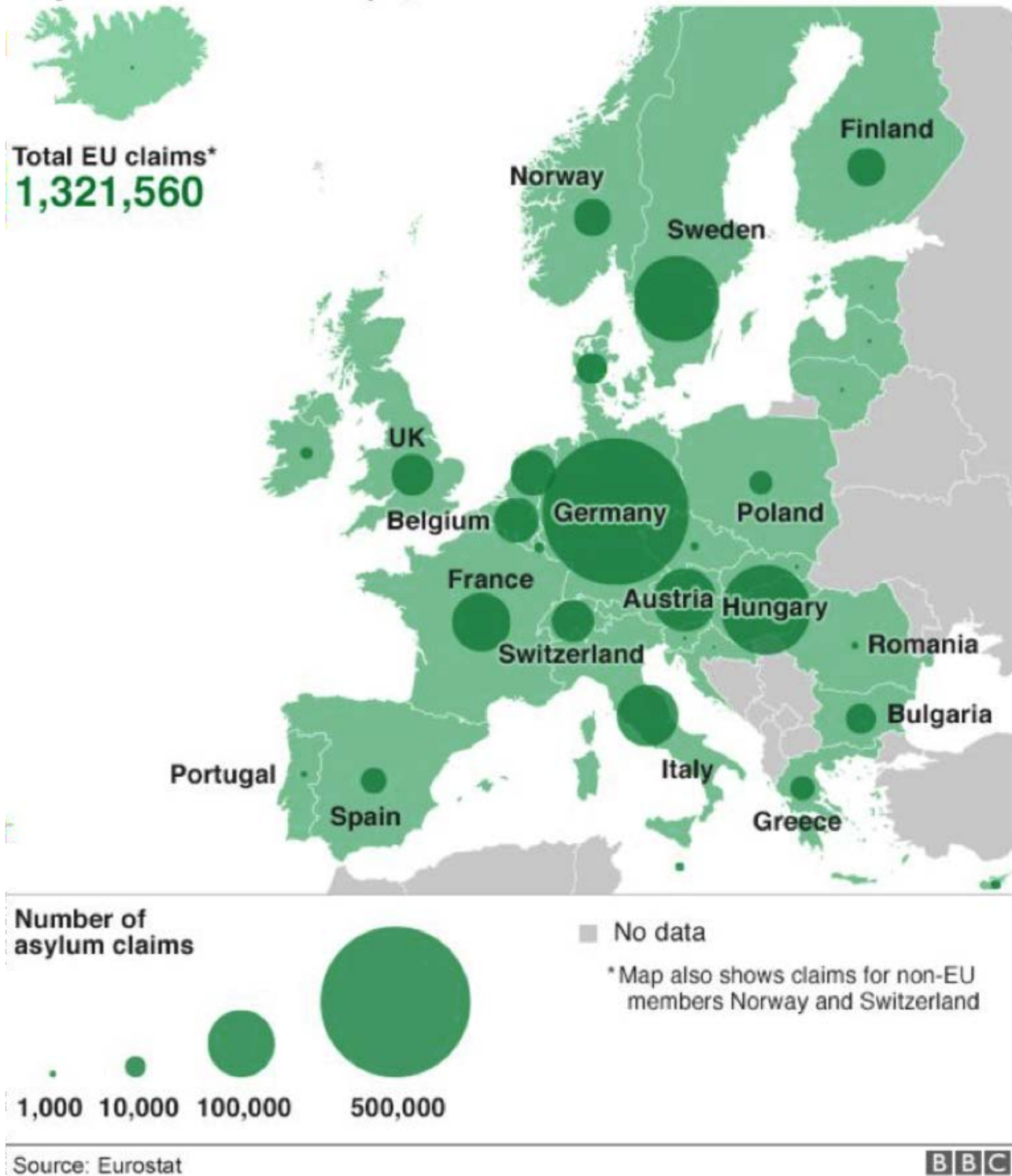


Figure 3: Asylum claims in Europe

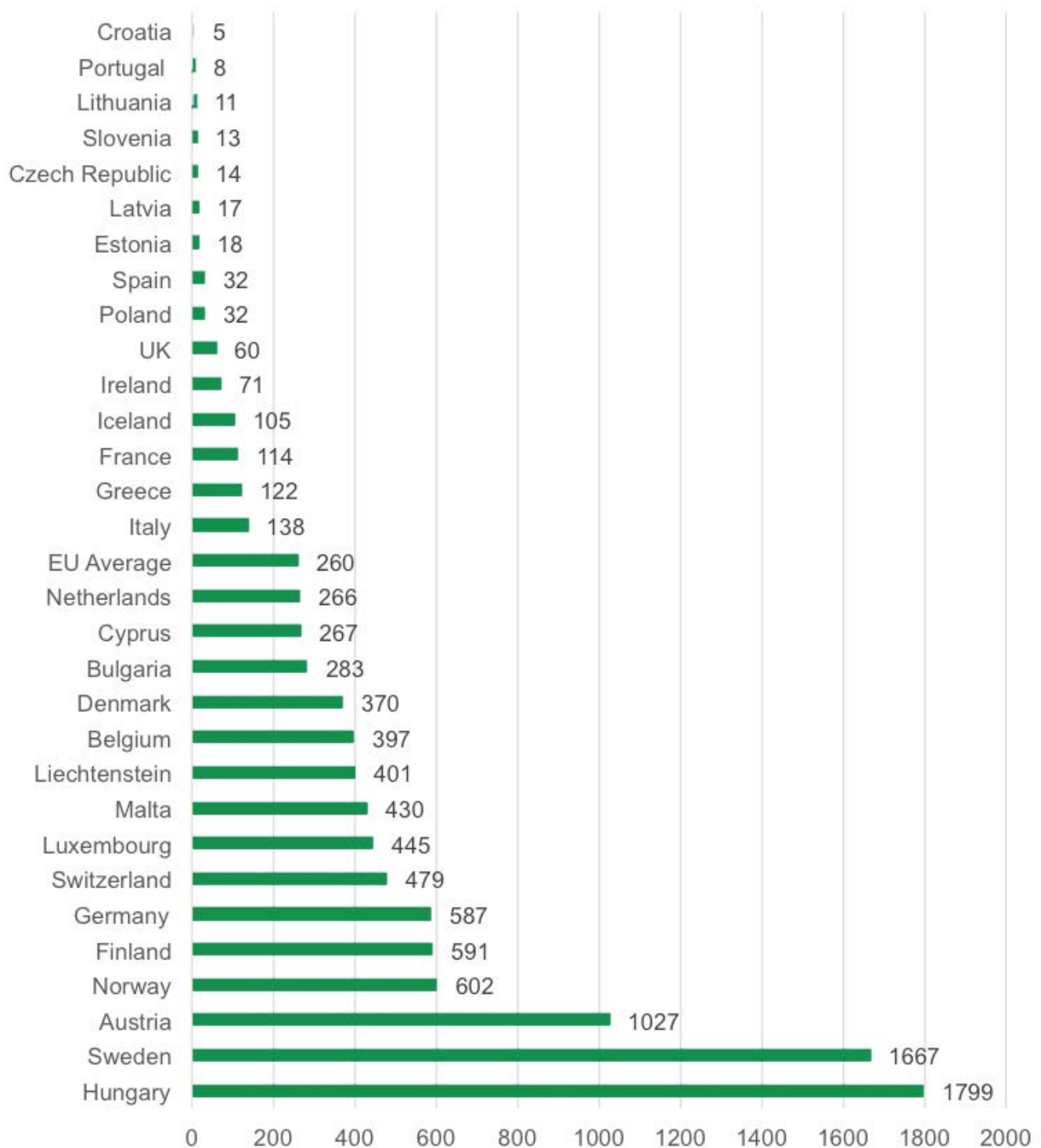


Figure 4: Asylum applications per 100,000 local population, 2015

Figure 4 shows the number of asylum applications as a proportion of European countries' populations. The data emphasises the scale of the policy challenge to a country like Hungary.



# 1.3.3. REFUGEES AND MIGRANTS IN EUROPE: INFORMATION FROM SOME COUNTRIES

COUNTRY	MIGRANT INFORMATION	SPORTS
 <p><b>Austria</b> Population: 8,599,158 Official languages: German, Slovenian, Croatian, Hungarian</p>	<p>Foreign-born<sup>14</sup> proportion of the total population: 22.1%</p> <p>Top countries of origin of refugees: Syria, Afghanistan, Pakistan</p> <p>Asylum applications since 2015: 89,098 (2015), 42,285 (2016), 21,130 (2017)</p> <p>Successful asylum claims: 14,413 (2015), 22,307 (2016)</p>	<p><b>Most popular sports:</b> Football, tennis, skiing</p> <p><b>The most popular sports of the largest refugee groups:</b> Football, martial arts, cricket</p>
 <p><b>Belgium</b> Population: 11,250,000 Official languages: Dutch, French, German</p>	<p>Foreign-born proportion of the total population: 15.5%</p> <p>Number of refugees in the country: Information not available</p> <p>Top countries of origin of refugees: Afghanistan, Syria, Iraq</p> <p>Asylum applications since 2015: 35,476 (2015), 18,710 (2016)</p> <p>Successful asylum claims: 10,800 (2015), 15,478 (2016), 11,564 (2017)</p>	<p><b>Most popular sports:</b> Cycling, running, swimming, football</p> <p><b>The most popular sports of the largest refugee groups:</b> Football, basketball, martial arts</p>
 <p><b>Bulgaria</b> Population: 7,074,445 Official languages: Bulgarian</p>	<p>Foreign-born proportion of the total population: 1%</p> <p>Number of refugees in the country: 3,007</p> <p>Top countries of origin of refugees: Afghanistan, Syria, Iraq</p> <p>Asylum applications since 2015: 42,819</p> <p>Successful asylum claims: 8,443</p>	<p><b>Most popular sports:</b> Football, volleyball, martial arts</p> <p><b>The most popular sports of the largest refugee groups:</b> Football, table tennis, basketball, volleyball</p>
 <p><b>Finland</b> Population: 5,509,984 Official languages: Finnish, Swedish</p>	<p>Foreign-born proportion of the total population: 6.6%</p> <p>Number of refugees in the country: 15,845 (2015)</p> <p>Top countries of origin of refugees: Iraq, Afghanistan, Syria</p> <p>Asylum applications since 2015: 32,476 (2015), 5,657 (2016), 4,301 (2017)</p> <p>Successful asylum claims: 12,921 (2015-2017)</p>	<p><b>Most popular sports:</b> Ice-hockey, football, floorball</p> <p><b>The most popular sports of the largest refugee groups:</b> Football</p>
 <p><b>Germany</b> Population: 82,800,000 Official language: German</p>	<p>Foreign-born proportion of the total population: 12.5%</p> <p>Number of refugees in the country: 321,371 (2015), 890,000 (2016)</p> <p>Top countries of origin of refugees: Syria, Iraq, Afghanistan</p> <p>Asylum applications since 2015: 476,649 (2015), 745,545 (2016), 222,683 (2017)</p> <p>Successful asylum claims: 137,136 (2015), 256,136 (2016), 123,909 (2017)</p>	<p><b>Most popular sports:</b> Football, athletics, boxing</p> <p><b>The most popular sports of the largest refugee groups:</b> Martial arts, football, cricket</p>
 <p><b>Serbia</b> Population: 7,040,272 Official language: Serbian</p>	<p>Foreign-born proportion of the total population: 12.72%</p> <p>Number of refugees in the country: 4,585</p> <p>Top countries of origin of refugees: Afghanistan, Iraq, Pakistan, Syria</p> <p>Asylum applications since 2015: 585 (2015), 577 (2016), 193 (2017)</p> <p>Successful asylum claims: 85 (since January 2015)</p>	<p><b>Most popular sports:</b> Football, basketball, tennis</p> <p><b>The most popular sports of the largest refugee groups:</b> Cricket, football</p>
 <p><b>Spain</b> Population: 46,528,966 Official languages: Spanish, Catalan, Galician, Basque</p>	<p>Foreign-born proportion of the total population: 9.5%</p> <p>Number of refugees in the country: 1,980 (2017)</p> <p>Top countries of origin of refugees: Syria, Ukraine, Palestine</p> <p>Asylum applications since 2015: 1,716 (2015), 15,755 (2016)</p> <p>Successful asylum claims: 105 (2015), 355 (2016); Subsidiary protection was provided to 6,500 refugees</p>	<p><b>Most popular sports:</b> Football, basketball, cycling</p> <p><b>The most popular sports of the largest refugee groups:</b> Football, basketball, cricket</p>
 <p><b>Sweden</b> Population: 10,081,400 Official language: Swedish</p>	<p>Foreign-born proportion of the total population: 17%</p> <p>Number of refugees in the country: 16,596 (arrived in 2017)</p> <p>Top countries of origin of refugees: Syria, Afghanistan, Iraq</p> <p>Asylum applications since 2015: 162,877 (2015), 28,939 (2016); 16,596 (Jan – Aug 2017)</p> <p>Successful asylum claims:</p>	<p><b>Most popular sports:</b> Football, golf, athletics</p> <p><b>The most popular sports of the largest refugee groups:</b> Football, martial arts</p>

## 1.3.4. INTEGRATION AND INCLUSION

Whether we are talking about the world of sport or society in general, inclusion and integration are words that are often used when we talk about refugees, particularly in a political context.

The difference between inclusion and integration can sometimes be difficult to translate in some languages, and in certain countries and contexts, the two terms are used interchangeably. However, the concepts reflect an important distinction that help us appreciate the situation facing migrant and refugee groups.

Integration assumes there is something different about migrant and refugee groups, and they are accepted into mainstream society on the condition that they adapt and 'fit in'.

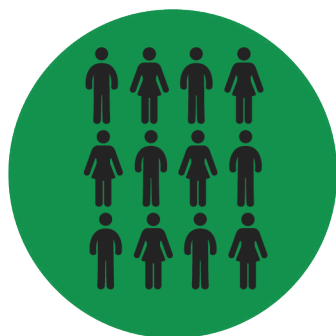
Inclusion is based on the idea that everyone is different and all can contribute positively to society. So, migrant and refugee groups are welcomed into mainstream society because they can add something special and valuable to it.

*Figure 5* offers a simple visual summary of the difference between integration and inclusion, adding two other importance concepts: exclusion and segregation.

When we integrate people we usually group people together and offer them a place within the organisation, but without creating the change to provide them with full access. Instead, a group within the group is formed and, unlike when you fully include people by changing and evolving the norms, integration does not require an effort to identify and change your norms.

Yet even if integration is not as desirable as inclusion, it is still preferable to both exclusion and segregation. Exclusion means that people outside of the group are not invited at all, and segregation means that those who are not invited into the group instead form a group of their own that remains on the outside.

### EXCLUSION



### SEGREGATION



### INTEGRATION



### INCLUSION

*Figure 5*

[1] Foreign-born people are those born outside of their country of residence. So, this includes migrants and refugees, and also others who have moved to the new country in the past.

# 1.4. IMPLEMENTATION INTO PRACTICE: ADAPTING TO THE NEW HOST COMMUNITY

**Evidence suggests that there are several important outcomes of immigrant adaptation and settlement:**

- National identity - one's identity or sense of belonging to one state or to one nation
- Life satisfaction - an indication of internal adjustment, reflecting such attitudes as satisfaction with circumstances, friends, job, family, and recreation
- Role performance - an indication of external adjustment, reflecting states such as economic well-being, job performance, academic performance, use of community offerings, and contribution to one's community.

**Research also identifies several predictors of these outcomes – environmental stressors and facilitators in the immigrant's new setting:**

- Background characteristics the immigrant brings to that setting
- Relations among members of the migrating family
- Cultural skills brought and developed during the immigrant's settlement process (including language)
- The immigrant's personality (e.g. optimism, hardiness, locus of control)
- Personal reactions to one's new community (including friends, work, school, and activities).

Notably, possessing or acquiring language and other cultural skills of the immigrant's new country are seen as mediating other outcomes, rather than as the ultimate adaptation outcomes themselves.

Young immigrants represent a distinct group with unique challenges. Adolescent immigrants tend to express less satisfaction with their lives and more alienation from their community. This is not surprising. Young people are already in the middle of shifting identities as they approach adulthood, so learning to identify with a new country would seem likely to magnify any difficulties they may experience within family routines, schooling, and friendships, for example. Helping young people to deal with the inevitable pressures of adolescence, along with the challenges of cultural transition, are likely to be highly valuable for immigrant youths.

**Young people, themselves, identify the following key factors that promote successful settlement:**

- Learning to fit into mainstream society
- Learning the language of the host country
- Dealing with prejudice and discrimination
- Finding effective role models
- Maintaining their home culture, while adapting to the new country
- Sharing projects
- Building friendships with other immigrants, first, then with mainstream peers
- Supportive adults
- This project is about sport and physical activity, so it is useful to consider what these principles might mean in practice in that context.

This project is about sport and physical activity, so it is useful to consider what these principles might mean in practice in that context.

As we will discuss in later sections of the ASPIRE guide, sports and other physical activities can be very valuable resources in supporting migrants and refugees. But their real value is only realised when they have certain characteristics. Evidence suggests that the most effective sports sessions:

- Promote a sense of safety – the sessions must take place in a space that is safe and secure, and must encourage all participants to FEEL safe, too.
- Connect people – social support is a powerful source of well-being, so cooperative and friendly activities are particularly important.
- Support efficacy in individuals and communities – many migrants and refugees lose a sense of control of their own lives. Sports can offer a positive context for helping them take back control and making decisions.
- Calm – at least in the early stages, sessions should encourage participants to relax. Some sports can be exciting and even stressful, and so they are not well-suited to programmes for newly arrived migrants and refugees.
- Instil hope – the best sports programmes offer participants a sense of hope in a better future



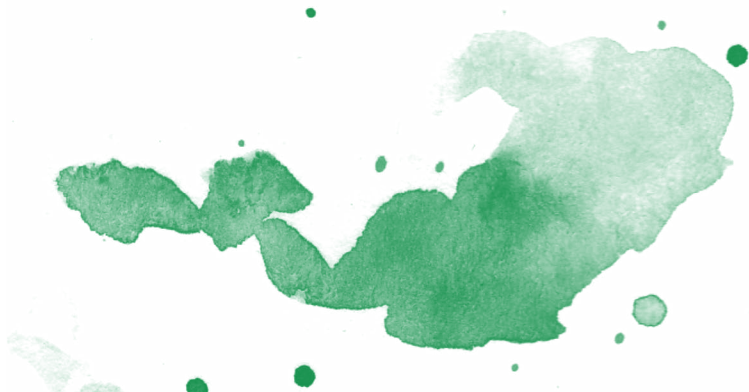
So, the coach or teacher has a vitally important role to play in making sure that each session supports participants' psychosocial well-being. The ideal coach for sport for migrants and refugees is:

- A planner – effective sessions are well-planned and well-prepared, so that all activities are appropriate to the needs of migrants and refugees, and there is progression and continuity between sessions.
- A motivator – participants may need encouragement, especially at the beginning of programmes, so the coach needs to be positive and attentive to their needs.
- A role model – an effective coach does not just teach sport, but embodies the values and attitudes of appropriate psychosocial support, such as calmness, social interaction, and hope.
- A communicator – the benefits of an effective sports programme do not just come from the physical activities. Time before, after, and during breaks in sessions can be just as important in building trusting relationships, and sharing a revision of the programme.
- A friend – some people find it easier to talk to sports coaches about their problems and anxieties than other support workers. An effective coach invests time and energy into building strong relationships

Chapter 3 talks about these qualities in detail.

KEY FACTORS FOR EFFECTIVE SETTLEMENT, AS IDENTIFIED BY ADOLESCENTS	EXAMPLES OF WAYS IN WHICH SPORT AND PHYSICAL ACTIVITY MIGHT SUPPORT THESE FACTORS
Learning to fit into mainstream society	<ul style="list-style-type: none"> <li>• Coming together in a shared 'contact area'</li> <li>• Getting to know people from the host community</li> <li>• Progressing from sharing information about the structures in sport to structures and traditions in the host society</li> <li>• Understanding that sport is a part of daily life</li> <li>• Teaching values through sport</li> </ul>
Learning the language of the host country	<ul style="list-style-type: none"> <li>• Creating a setting where language differences are not so important</li> <li>• Motivating players to learn the language of the host community</li> <li>• Facilitating the informal conversations for, and after the game</li> <li>• Talking to other players, volunteers, coaches, and parents</li> </ul>
Dealing with prejudice and discrimination	<ul style="list-style-type: none"> <li>• Promoting positive values and principles</li> <li>• Addressing prejudice and discrimination through coach education and qualifications frameworks</li> <li>• Prioritising merit over nationality</li> <li>• Celebrating role models</li> </ul>
Finding effective role models	<ul style="list-style-type: none"> <li>• Finding examples from all levels of sport, including the community level.</li> </ul>
Maintaining their home culture, while adapting to the new country	<ul style="list-style-type: none"> <li>• Opening opportunities for immigrants' favourite sports within the host community</li> <li>• Remaining open and accepting of new sports coming from the countries of origin</li> <li>• Supporting home communities in sports clubs.</li> </ul>
Sharing projects	<ul style="list-style-type: none"> <li>• Distributing positions, jobs, and voluntary functions in the sports club</li> <li>• Involving immigrants in sport-based projects</li> </ul>
Building friendships with other immigrants, first, then with mainstream peers	<ul style="list-style-type: none"> <li>• Connecting with fellow migrants through popular sports</li> <li>• Engaging with family members and close friends</li> <li>• Inviting and supporting migrants to organise their own clubs</li> </ul>
Supportive adults	<ul style="list-style-type: none"> <li>• Involving parents</li> <li>• Engaging local adults as coaches</li> <li>• Collaborating with schools</li> </ul>

Table 1: Key factors for effective settlement



## 1.5. EXAMPLES OF GOOD PRACTICE

There is no 'typical' migrant and refugee. To conclude this chapter, consider some people who made their way to Europe for a new life.

Bombay-born **Sir Anish Kapoor**, 61, came to Britain in 1973 to study art and design. He is, perhaps, best known as the designer of London 2012's Olympic tower – The Orbit. He and Chinese artist Ai Weiwei criticised the "lack of humanity" in Europe's response to the refugee crisis today, during a "walk of sympathy and empathy" through London.

**Hussein Ismail** travelled as a refugee to Germany in 1979 from Iraq. He was a martial artist in Baghdad and continued to box in Germany. Ever since he started boxing he planned to open his own boxing club, gaining his coaching licence in Göttingen. In 1993 Hussein finally founded his own club, naming it BC Hanseat. Now, as a part of the project 'Durchboxen und ankommen', Hussein offers free boxing training to refugees and locals three times a week in his gym in Hamburg. He aims to instil values such as respect and fair play to his students through sport. In BC Hanseat everyone is welcome, including people who cannot afford to pay membership fees.

Olympic swimmer **Yusra Mardini** was born in Syria and fled across the Mediterranean. She now lives in Berlin, Germany. During her dangerous journey to Europe, Yusra risked her life when she and her sister Sara jumped from a sinking boat into the Aegean Sea and helped push it and some 18 desperate passengers to safety. In 2017, Mardini was appointed a UNHCR Goodwill Ambassador.

**Mursal Ismail**, a 35-year-old born in Somalia, migrated to Sweden in 2002. Now he is a captain of the Somalian National Bandy Team. Bandy is a version of ice hockey played in a football pitch-sized rink with a ball. The Somali team was created in the city of Borlänge, where there are 3,000 Somali refugees. For Somali players, the game was "something to do in the winter" even though none of them, including team captain Mursal, knew how to skate. Yet since

2014, the team has competed in the sport's World Championships. Mursal says that playing bandy on an international level is an important way of showing that the team are contributing to their home country.

In 1992, **Sejfuiddin Dizdarević** came to Germany in a truck from Zenica, Bosnia and Herzegovina. At 15 years of age he escaped from the raging Yugoslavian war and settled in the German city of Düsseldorf. Amidst the 2015 humanitarian crisis, Sejfuiddin felt the need, as a former refugee himself, to help other refugees coming to Germany. He organised action at a main train station in Düsseldorf where he and 200 other people welcomed arrivals with food, drinks and clothes. Sejfuiddin also gives free courses in the German language, and since he is a marathon runner, organizes crowd-funding campaigns for his half marathon and marathon races.

**Mirna Jukic** was born in 1986 in Yugoslavia (Novi Sad) and moved with her family to Austria in 1999, where she was made a citizen a year later. Her impressive career lasted eight years. She won two silver and two bronze World Championship medals, one bronze at the Beijing Olympics and five gold, five silver and three bronze medals at European championships – all for her adopted country. Her success saw her become a three-time winner of the Female Austrian Sports Star of the Year. Following her sports career, Mirna remains in Vienna where, alongside her humanitarian work, she appears regularly for Austrian television channel ORF.





## 2. INTERCULTURAL DIALOGUE

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### 2.1. Introduction and self-assessment

#### 2.2. Key learning objectives

#### 2.3. Theoretical background

##### 2.3.1. Basic terms

##### 2.3.2. Capabilities and limits of sport for intercultural dialogue

#### 2.4. Implementation into practice

##### 2.4.1. The five playing fields of interculturalism

##### 2.4.2. Practical exercises

#### 2.5. Examples of good practice





## 2.1. INTRODUCTION AND SELF-ASSESSMENT

*"The reality today is that we are all interdependent and have to co-exist on this small planet. Therefore, the only sensible and intelligent way of resolving differences and clashes of interests, whether between individuals or nations, is through dialogue."* **Dalai Lama**

The world today is globalised more than ever. It is not possible to think and live only within the framework of nation states. As the last chapter demonstrates, cross-border interdependence is the reality of modern society.

Sport, as an important pillar of society, is not excluded from the globalisation process, and both elite and grassroots sports are affected by it. Think of a Champions League match with all 22 players drawn from different countries or simply reflect on a normal working day for grassroots sports coaches – training with multinational groups at their sports club.

But even if internationality is the reality of today, handling it can still be challenging. Differences in cultures and traditions can cause misunderstandings and sometimes even conflict. So it is important to find a way to use interculturalism, to enjoy the advantages it offers and to learn how interaction between different cultures can be beneficial.

This section of the manual will provide you with information on the issues around interculturalism, so you can become more sensitive to them. It will also help you to reflect on your own level of openness towards new cultures. It will equip those of you working in the sports sphere with practical exercises to help in the delivery of your daily work with multinational groups, offering tools to handle diversity within sports clubs and settings.

To better understand what will be discussed in this chapter consider **the following questions**:

- What do you think "intercultural dialogue" is about?
- What do you know about intercultural communication?
- How open are you to communication with people from other cultures? How often do you do this? Does it mean fun or stress for you?
- Are you still living in your place of birth? If not, do you feel comfortable in your new cultural surroundings? What do you miss most of all? What helps you to feel comfortable?
- If you think of people in your surroundings (family, neighbours, colleagues, sports club members), who were born in another city/ country? Which languages are spoken by them? What are they primarily to you: foreigners; people with other cultural backgrounds; neighbours; colleagues; or friends?
- If you think of yourself, how do you feel if you are somewhere completely new (travelling abroad, at a new job, at a party, in a sport club)? Is it easy for you to communicate? What do you need for smooth communication? How do you want other people to treat you in these situations?
- Do you have a particular picture in your mind when you hear that someone comes from Germany, Sweden, Spain, Russia, Afghanistan, Syria or any other country even if you have never met this person before? Does this picture influence your future communication with him or her? There are no right or wrong answers to these questions. They are considered the first step of self-reflection and help you to dive into the topic of the chapter.

*Disclaimer: In the case there are concerns or problems such as conflict or health issues etc., coaches are advised to look for professional support.*



## 2.2. KEY LEARNING OBJECTIVES

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By the end of this section you will:

- Deepen your cultural sensitivity and openness to diversity
- Learn more about individual cultural imprints and their role in intercultural communication and start to open up more towards other cultures
- Acquire an awareness of the societal aspects of sport and its inclusive potential and limits
- Understand and be able to use the potential benefits of intercultural sports organisations
- Be equipped with some practical tools to help manage issues of interculturalism in sport as well as in other areas.

## 2.3. THEORETICAL BACKGROUND

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2.3.1. Basic terms

2.3.2. Capabilities and limits of sport for intercultural dialogue

### 2.3.1 BASIC TERMS

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#### **Culture and core thesis**

In the context of migration, culture is usually defined as national or religious belonging to one group. This is doubtless the easiest way to determine differences but it can also lead to the formation of prejudices which impede the discovery of similarities.

To prevent this, we suggest understanding culture as an orientation system. Depending on the society, this system unifies specific symbols and values, and influences the way of thinking and acting for different groups of people. This neutral definition of culture is a broad term giving orientation and identity to certain people and includes not only nation and religion, but also refers to ethnicity, education, health, fashion and sport, as well as many other aspects. These additional aspects can not only separate but also unify people, e.g. a German and a Syrian who are both football players.



**From this definition three core theses can be formulated.**

1. Culture is made by people
2. The biggest part of culture is unintentional (unconscious)
3. People's behaviour and perception are culture-bound

The first core thesis argues that people themselves decide on the symbols, values and norms of their culture. Once they have decided what their culture is, they become influenced unconsciously by it in their daily life (third thesis), where it is constantly reinforced by our experiences of one another. Finally, passed from generation to generation, culture becomes an indispensable and inescapable part of social life, but it remains unconscious (second thesis).

To summarise, culture is created by people. This influences them and shapes their lives until they begin to reflect on them. This reflective process is the key to mutual understanding and tolerant encounters.

### **Interculturalism**

Cross-cultural dialogue is an issue of interculturalism. Interculturalism refers to support for cross-cultural dialogue and for challenging self-segregation tendencies which exist within cultures. Interculturalism involves moving beyond a passive acceptance of the existence of multiple cultures in a society and towards the promotion of dialogue and interaction between cultures.

### **Change of perspective and ability for empathy**

The acknowledgement of different cultures as orientation systems does not automatically lead to intercultural interaction. To initiate this type of interaction, a change of perspective and an ability for empathy are needed. This means having the ability to put oneself in another person's position and not just evaluating how you act, but also reflecting on your own behaviour. Doing this allows you to understand the relationship between your behaviour and your culture as well as that of others. So, interculturalism is possible when people of different cultures empathise with others and actively connect with them. Conflict ability and ambiguity tolerance Even in cases of dramatically differentiating orientation systems, a tolerant dialogue is still possible. This conversation requires abilities such as conflict resolution, tolerance of ambiguity, the ability to deal out and accept criticism and also the capacity to mediate in conflict situations. Running through this is the understanding that culture is a man-made, unconscious system with enormous power and influence.

### **Interim conclusion for sports facilitators:**

Sports facilitators often operate in an intercultural context nowadays. To manage this interculturalism it is important to understand that:

- Culture is neutral and means nothing but a system of orientation.
- Made by people from a particular area, it starts to differ from other cultures and leaves some cultural imprints on the population living in the same area.
- 'Intercultural' means the encounters of people with different systems of orientation or cultures.
- Intercultural encounter is only possible with empathy from both sides and it implies common change of perspective.
- In the case of dramatically differentiating cultures, a tolerant dialogue is only possible with qualities such as conflict ability and ambiguity tolerance.
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- Made by people from a particular area, it starts to differ from other cultures and leaves some cultural imprints on the population living in the same area.
- 'Intercultural' means the encounters of people with different systems of orientation or cultures.
- Intercultural encounter is only possible with empathy from both sides and it implies common change of perspective.
- In the case of dramatically differentiating cultures, a tolerant dialogue is only possible with qualities such as conflict ability and ambiguity tolerance



## 2.3.2. CAPABILITIES AND LIMITS OF SPORT FOR INTERCULTURAL DIALOGUE

Sport is something common to many people and is conducted in a wide variety of settings in a multiplicity of ways – from a solo jog, through an organised match, to going swimming with the kids. Sport is often played in an informal setting, without any structural framework, but which nevertheless creates social interactions.

Both informal and organised sporting activities are important pillars of society and have a social task to fulfill. The International Olympic Committee, as the international umbrella organisation of sports has a mission, not only to celebrate the Olympic Games, but also to promote sport as a vehicle for education, social development, health and peace<sup>[1]</sup>. It defines the values of sport as tolerance, fairness and solidarity.

In accordance with these values and its informal and formal role, sport should promote encounters between all kinds of people, independent of their characteristics. The uniqueness of sport is that it can be used as a communication medium between people of different origins and with different languages. Because sport is based on values and rules that are shared worldwide, it does not require a common spoken language.

However, sport is not always inclusive. Used in the wrong way it can, in fact, become very exclusive. People playing sport often pursue their own goals. Many want to be faster, higher, stronger; to win, to be the best, and to come first. Competitiveness is natural and examples of exclusive behaviour are common. So making sport inclusive requires people who know how to use it to unlock its potential.

That means that facilitators at all levels of sports organisations (and organisations working with sports as a medium for inclusion) should be sensitised to inclusivity. Positions of authority within clubs should be open to new and to foreign members. People with migrant backgrounds should be encouraged to introduce new kinds of sport to clubs and programmes. Existing sports structures should be explained to new members so that they can participate in them and become volunteers and staff. Last, but most importantly, sports facilities should be used as places for intercultural encounters.

On the next pages, as well as in the next chapters, you will find some practical ideas on how to make sport more inclusive and how to use its potential as the basis for intercultural meetings.

### Interim conclusion for sports facilitators:

Sport is based on values such as tolerance, fairness and solidarity. Thus, sport can be very inclusive and unify people. At the same time sport always implies competitiveness, which can make it very exclusive. To maximise the inclusive potential of sport it is important for you as facilitators to be qualified and equipped with tools which help to use this unique unifying quality of sport. Below you will find practical reflective exercises as well as games to support you in unlocking the potential of sport.

[1] Ibanez B.Penas, Ma. Carmen Lopez Saenz. *Interculturalism: Between Identity and Diversity*. Bern: Peter Lang AG, 2006. P. 15



## 2.4. IMPLEMENTATION INTO PRACTICE

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As we mention above, sport has the potential to be highly inclusive and to build a solid ground for a tolerant dialogue between people of different origins. However, sport is not inclusive in and of itself. To make the most of the potential for sport to bring people together, the services of sensitised and well-trained facilitators are needed.

In this section, we offer some practical exercises to help promote intercultural dialogue via sport. We do this in two ways.

Firstly, we provide some sensitisation reflective exercises for facilitators and their groups that will invite them to reflect on different aspects of interculturalism and to connect them to intercultural issues in sports. To this end, we will divide the aspects of interculturalism into five 'playing fields'. Secondly, we offer some practical ideas – games and sporting activities which can be used by facilitators in their daily work and which aim to promote interaction.

Neither the reflective exercises nor the games and sporting activities are exhaustive or exclusive and others also exist

### 2.4.1. THE FIVE PLAYING FIELDS OF INTERCULTURALISM

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As discussed above, culture is a man-made resource which is unconscious but strongly determinant. So, an intercultural encounter is made up of the different elements of the cultural background of the people meeting one another. These elements include not only factual differences such as geographical place of origin, colour of skin, hair etc. but also differences in subtler aspects, like values.

What's more, in the case of an intercultural encounter, communications and perceptions are often differentiated by the encountering parties, which can cause irritation and produce negative emotions. To deal with this, we propose that facilitators work on the following five 'playing fields', each of which deals with a different aspect of interculturalism:

- Cultural resources
- Values and conflicts
- Emotions and irritations
- Perception and communication
- Cultural diversity in sport

The fifth playing field will deal with concrete examples of sporting activities in an intercultural environment. There is no chronological or hierarchical order to our playing fields and they should be prioritised according to the qualification of the facilitator or the needs of the group.

In each of the playing fields key questions provide orientation. By answering these questions, the processes of sensitisation and self-reflection (discussion with participants) can be more easily understood.

#### Playing field I – Cultural resources Key questions:

- Where am I from?
- Where are the others from?
- What do I expect from others?
- What do I expect from myself?
- What can I do?
- Where do I belong?
- What is identity?
- What is my identity?
- What are my orientations?

This playing field reflects on our own culture as an available resource. It helps to define what the person is made of and how he or she is organised. Thinking in a more detailed way about oneself and comparing those results with other people helps participants to accept the diversity of the group, the sports club, indeed, of an entire society.

#### Reflective exercise: “River of life”

Starting from the question “What has influenced me in my life until today?”, every participant paints his or her own life’s river with all its tributaries. The river should be divided into at least three parts: childhood, adolescence, adulthood. This helps to raise awareness of the different influences on the person during their whole life – for example, the role of parents, friends, school, religion, trainers, sport etc. When they are ready, each participant presents and describes their own picture to the group.

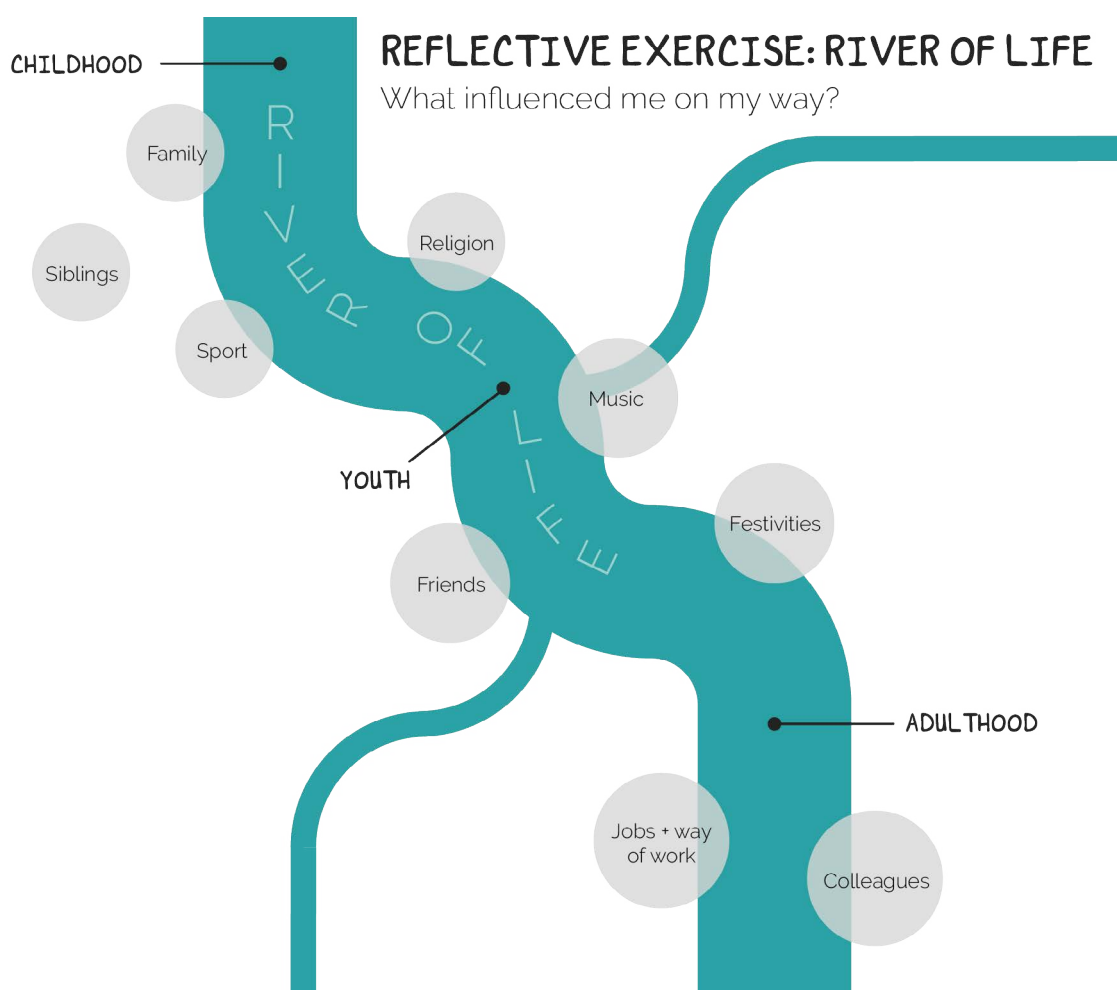


Figure 6



This exercise makes it obvious that every person is a creation of many influences and determinants. What's more, it explains some characteristics or behaviours which may seem strange or different at first sight. The "River of life" helps the group not only to open up but also to develop more understanding and tolerance towards each other.

### Playing field 2 – Values and conflicts Key question:

- What is good? What is bad?
- What is normal?
- Who decides this?
- How do I understand the values of others?
- How do I fight for the truth or for my own opinion?

The second playing field focuses on values as the core element of culture. As such, it focuses on not only the factual presence of differences, but deals with rating these differences. It makes clear that the definitions of good and bad are not universal, but are dependent on the cultural imprints of individuals. Resolution through our second playing field contributes to a better mutual understanding and a smoother dialogue.

### Reflective exercise:

"Iceberg" The idea of the iceberg model is that values, as the core element of the culture, are not visible. During the first interaction with people of a different origin you might notice some obvious differences in terms of appearance. However, you cannot know about the values of the other person. By assuming that everyone defines bad and good in the same way, people can be irritated and start to judge others in a negative way.

An illustration of an iceberg can support the facilitator to make the group more sensitive to this issue.

## REFLECTIVE EXERCISE: ICEBERGS

Why do different cultures clash?

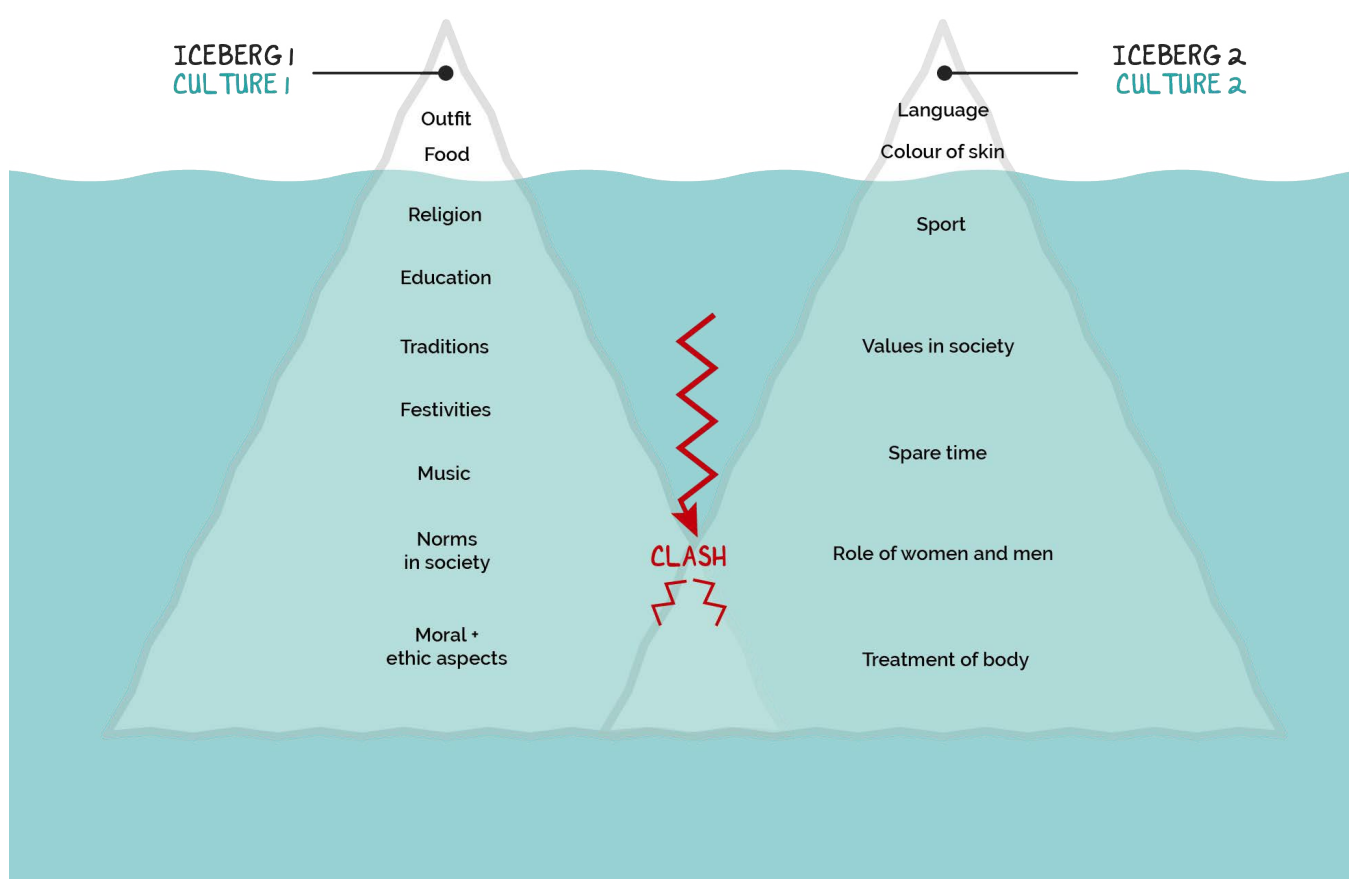


Figure 7

It is widely known that the biggest part of an iceberg sits under water (and this represents the fundamental basis of values). What we can see is just the small tip of this huge ice edifice (in our analogy, this represents a few obvious differences on the surface).

And when two icebergs come close to each other it is the parts under the water which first collide and which can clash. The same situation often applies to intercultural encounters.

Clashes of people with different cultural backgrounds are not rare. The only way to prevent these clashes is through an open and tolerant interaction, communication, reciprocal questioning and reciprocal listening. So, via the "Iceberg" exercise, facilitators can highlight the issue of values and their potential conflict in a visual way.

### **Playing field 3 – Emotions and irritations key questions:**

- What irritates me?
- What is my reaction to what kind of behaviour of other people?
- What is foreign?
- How do I feel that something is foreign?
- What causes feelings of strangeness in me?

Emotions are normal, vital and important. The third playing field makes this clear. It allows us to have positive but also negative emotions as the natural response of every human being to something unknown. Emotions help us to define ourselves. However, reflection on emotions helps to prevent the judgments we may arrive at as a consequence of our emotions.

The third playing field promotes the acceptance of emotions as a first step and the development of our own tolerant, behavioural mechanisms in unknown situations. So, this playing field teaches us to control emotions and to go into a dialogue even in uncomfortable and unknown situations.

### **Reflective exercise: "Chairs"**

This reflective exercise is suitable for groups of 15 people or more. The facilitator divides the group into three unequal, smaller groups. At the smallest, one group consists of just one person. Each of the groups is given a task, on a piece of paper, involving balls. e.g.

- The first group has to lay down all the balls in a line • The second group has to lay down all the balls outside of the sports hall
- The third group has to lay down all the balls close to the windows.

All the tasks are different but they all have a common solution, namely a line of balls outside the sports hall, close to the windows. (The tasks and objects can vary depending on the available circumstances).

The only important rule during the exercise is that the participants are not allowed to speak to each other, but can communicate in any other way.

During the exercise, the participants have to deal with different emotions, potentially including anger. The single person, especially, will have the most intense emotions. At the same time the exercise shows that emotions are not everything. Despite frustration, a common solution and dialogue are possible even if those involved don't speak the same language.

### **Playing field 4 – Perception and communication key questions:**

- How do I see, listen, smell, feel?
- What is my evaluation of this?
- What is the difference between perception and interpretation?
- How do I communicate? How do other people communicate?



Figure 8

The group should be divided again – this time into two smaller, equal groups. The most important rule is again that there should be no verbal communication between participants.

The facilitator shows separately the first picture (of a man) to the first group and the second picture (of a mouse) to the second group. The participants are asked to remember the paintings including all the details. After that the facilitator discretely hides both paintings and then shows the third mixed picture to the entire group simultaneously, saying that this was the original and that it is shown as a reminder to everyone. He or she should then hide this picture too.

Without speaking, participants must then form mixed pairs. (One person from the first group, the second from the second group.) These pairs must then paint the picture they saw, using one sheet of paper and both holding one pen.

By performing this exercise, participants will develop different kinds of communication as they try to paint the picture most similar to the one they saw before. However, one person will try to paint a man and the second the mouse. Participants have ten minutes to finish and must then present their common paintings.

For the reflective part of the exercise, the facilitator shows the mixed picture and discusses with participants what they recognise in the image. Ideally, the different groups will see different pictures – a result of their imprint from the very beginning (being shown the original images). After some minutes of discussion, the secret can be revealed. Both groups get to see all three pictures.

## Playing field 5 – Cultural diversity in sport

### Practical exercises Footbasketball (Topic: Cooperation)

Duration	20 minutes
Number of participants	8 people or more
Materials	Football, two basketball baskets, two small football goals (which should be placed 1.5m behind the basketball baskets)
Idea	Cooperation, handling of irritation, change of perspective
Activity	Facilitator divides the entire group into two equal sides. On one side of the field the groups have to play basketball, on the other, football. If the ball crosses the centreline the teams have to switch to the other type of sport. If one team scores a point or goal, both teams have to switch sides. The game starts from the centreline again. In this way, the team playing basketball in defence starts to play basketball in the offence part and vice versa.
Reflective discussion	<ul style="list-style-type: none"> <li>• How did you feel playing this?</li> <li>• What was the biggest trouble?</li> <li>• How did you manage your irritation?</li> <li>• Did you cooperate as a team? Or did you play by yourself?</li> <li>• Did you have a common strategy?</li> <li>• How did you communicate?</li> </ul>
Reflection for the facilitator	Traditionally known rules of two popular types of sport will be broken by the switch of the game, and of the side. This can cause irritation and a chaotic style of game. The same emotions can arise in the context of intercultural encounters when the counterpart's behaviour is unknown and new and also influences the handling of the other side. The ability to change your perspective in similar situations is of a great importance. Common strategies can also support the approximation process.

### Cat and a weak mouse (Topic: Cooperation)

Duration	20 minutes
Number of participants	10 people or more
Materials	No special materials
Idea	Cooperation, communication, attention to weak members in a group
Activity	One person – a cat – is on one side of the field, the mice on the opposite side. The mice need to decide which of them is the weak one, but must do it secretly. Both the cat and the mice start to change sides during which the cat must catch the mice. Once caught the mice leave the game and stay on the sidelines. The task of the cat is to catch the weak mouse. If the weak one is the last caught by the cat, the cat loses the game. If the cat catches the weak one, the mice lose the game.
Reflective discussion	<ul style="list-style-type: none"> <li>• What strategies did you use during the game?</li> <li>• Where and when did you experience similar situations in reality?</li> <li>• Who is normally the weak mouse in society?</li> <li>• How did the group manage this?</li> </ul>
Reflection for the facilitator	Who is usually the weak mouse in a group? Is it linked to the group structure and dynamic? How does the group manage the strong mice? What is most important for the group – to secure your own life or to help colleagues/other mice? What are the values of the group members? How do they communicate?

### Magic triangle (Topic: Cooperation)

Duration	30 - 40 minutes
Number of participants	10 people or more
Materials	Long rope (20m or more), blindfolds
Idea	Cooperation, deepening of communication and tolerance towards frustration
Activity	The task for the group is to build different geometrical figures with the rope by holding it only with one hand. Also the eyes of the participants are covered with blindfolds. After each figure the participants can check the result out. For the second round, to make it more challenging the participants are not allowed to speak.
Reflective discussion	<ul style="list-style-type: none"> <li>• Are you satisfied with your results?</li> <li>• How did the group manage the task?</li> <li>• How did you communicate?</li> <li>• How did you feel being blind and what helped you?</li> </ul>
Reflection for the facilitator	To be blind for a certain amount of time is challenging for everyone. It is interesting to observe if there are different strategies used by people of different cultures on how to manage the task.



### Guide me blindly (Topic: Trust)

Duration	45 minutes
Number of participants	Any
Materials	Blindfold or bandage (numbering half of the number of participants)
Idea	Strengthening of trust, sensibility, promotion of empathy
Activity	Facilitator divides the entire group into pairs. The person without the blindfold guides their partner through the sports hall. At the beginning, body contact is allowed and the route is clear. Later in the game, guidance should be non-contact and verbal only. Sports equipment can be introduced as obstacles. Players may then take turns.
Reflective discussion	<ul style="list-style-type: none"> <li>• How did you feel playing this?</li> <li>• What was easier/ more comfortable – to guide or to be guided?</li> <li>• How did you communicate?</li> </ul>
Reflection for the facilitator	Trust is connected to power and the absence of it. The idea here is to observe how the partners treat each other. After the activity, it is also interesting to discuss with participants the role of power in their daily life and what kind of different and culture-bound strategies they use to manage this.

### Flight controllers (Topic: Trust)

Duration	15 minutes
Number of participants	Up to max. 15 persons
Materials	One blindfold or bandage
Idea	Strengthening of trust, sensibility, cooperation
Activity	All participants, except two people, build a landing strip - two rows facing each other with 4m distance between the rows and participants on each side. The two remaining people have the roles of airplane and flight controller (blindfolded). The airplane takes position at the beginning of the landing strip and the controller at the end. The airplane starts running fast towards the flight controller. By making noises, the people forming the landing strip inform the airplane about the distance to the controller. The louder the noise, the shorter the distance. The task of the controller is to say stop at the right moment so that the airplane can arrive at the destination without any accidents.
Reflective discussion	<ul style="list-style-type: none"> <li>• How did you feel playing this?</li> <li>• Was it easy or difficult to trust but also to guide someone?</li> <li>• What supports the trust in the group?</li> <li>• What breaks it?</li> <li>• Why is trust so important?</li> </ul>
Reflection for the facilitator	To come to a new place is sometimes similar to flying with no instructions. That's why it is very important to have people around you that you can trust.

### Pendulum (Topic: Trust)

Duration	15 minutes
Number of participants	10 people or more
Materials	No special materials
Idea	Strengthening of trust, sensibility, cooperation
Activity	All participants, except one person, form a circle and hold on to each other's shoulders. The last person takes a position in the middle, closes her/his eyes, keeps their body strained and falls down with their back to the circle. The people standing in the circle catch him/her and return them to the starting position. In this way the person in the middle will be reached by the whole circle.
Reflective discussion	<ul style="list-style-type: none"> <li>• How did you feel playing this?</li> <li>• Was it easy or difficult to trust?</li> <li>• Did you keep your eyes closed?</li> <li>• How did you feel giving the support to the one in the middle?</li> <li>• What does the exercise say about my trust, my borders, my courage?</li> </ul>
Reflection for the facilitator	Because of cultural imprints there are different understandings of body contact. The topic can be discussed on the basis of this exercise.

### Hunting (Topic: Communication)

Duration	25 minutes
Number of participants	12 people or more
Materials	Small 'Post-Its' or pieces of paper, individually numbered from one up to the number of participants, including the facilitator
Idea	Non-verbal communication, cooperation, attention
Activity	<p>At the beginning, each participant gets a piece of paper with a number on it. They are not allowed to show it to anyone. The facilitator can also join the game. The group form a circle. One volunteer from the group stands in the middle of the circle and starts the game. He/she shouts two numbers (e.g. 001 and 007). The two people with these numbers have to find each other and make a sign without anyone noticing (especially the volunteer in the middle). Then these two people have to swop seats quickly. The volunteer should try and notice who they are and, when they change seats, should try and steal one of the seats so that there is a new person in the middle. This person then calls out two new numbers.</p> <p>Possible variation for a more advanced level is to make the circle smaller, to blindfold the eyes of the person in the middle so that they have to find out who is changing seats simply by listening.</p> <p>For groups with multiple languages, the numbers should be called out in all different languages.</p>
Reflective discussion	<ul style="list-style-type: none"> <li>• How did you feel playing this?</li> <li>• How did you recognise who is your partner?</li> <li>• How did you communicate?</li> <li>• How did you decide when was the best moment to switch seats?</li> <li>• How did the volunteer feel being in the middle?</li> </ul>
Reflection for the facilitator	Non-verbal communication is a very important part of mutual understanding. Different non-verbal signs have different meanings in different countries: eye contact, distance, facial expression etc. It's important to reflect on the consequences of different interpretations of non-verbal signs.

### Everyone who, like me... (Topic: Communication)

Duration	15 minutes
Number of participants	Any
Materials	Chairs or pillows (number must be one less than the number of participants)
Idea	Communication, first contact, opening up
Activity	All participants take position on chairs/pillows. One person is in the middle of the circle and says "Everyone who, like me..." and then mentions something specific about him or herself. (Examples are hobbies, personal look, characteristics etc.). All participants who share this sentence need to change their positions very fast. Hereby the person in the middle tries to take one of the free seats. The person who did not manage to find a new seat asks the question in the middle.
Reflective discussion	<ul style="list-style-type: none"><li>• How did you feel playing this?</li><li>• Was it easy to share something personal?</li><li>• What did you learn?</li></ul>
Reflection for the facilitator	In this very informal way the participants learn a lot about each other. The most interesting part of the game is that the information learned in this playful way stays longer in the minds of others.

### Remember my name (Topic: Communication)

Duration	25 minutes
Number of participants	5 people or more
Materials	No special materials
Idea	Communication, respect, attention to others, first contact
Activity	All participants build a circle. The first one says his or her name and performs a small physical activity, e.g. three jumping squats. The second person repeats the name of the first person and his or her sport activity, then introduces himself. After the introduction they perform another activity. The third person repeats the same pattern. The last person in the circle must repeat the names and activities for the whole group. To make it fair the person who was last in the first round can start the second one introducing for example his or her age and performing a small activity, then pass it to the second person.
Reflective discussion	<ul style="list-style-type: none"><li>• How did you feel playing this?</li><li>• Was it easy to share something personal?</li><li>• What did you learn?</li><li>• Did this playful way help you to memorise more things?</li></ul>
Reflection for the facilitator	This exercise is a good combination of a personal contact and a small warm up at the same time and brings the group closer together.

### Interim conclusion for sports facilitators:

You as sport facilitators have now learned some reflective activities and practical games to help you to manage interculturality in your daily work. For better results we suggest you use a combination of both, starting with some reflections and then examining them through sport activities and games. Find a good balance of theory (reflection) and practice (game) depending on your target group.

# 2.4.2. PRACTICAL EXERCISES

Activity, Sport and Play for the Inclusion of Refugees in Europe

**MY INTERCULTURAL STORY / INTRODUCTION**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "RIVER OF LIFE"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "ICEBERG"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "CHAIRS"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "MAN & MOUSE"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "FOOTBASKETBALL"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "GUIDE ME BLINDLY"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "HUNTING"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "ROBOT"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE "TEAM OF LIFE"**

**1. INFORMATION**

**2. DESCRIPTION**

**3. ADAPTATIONS**

**4. EVALUATION / OBSERVING**

**SOURCE**

ALL GAMECARDS ARE FREE TO DOWNLOAD HERE.



## 2.5. EXAMPLES OF GOOD PRACTICE

Think about your heroes in sport: which of them were born in a different country? Who has migrated from another country before or during his/her career? And if you think about your favourite sports team, how many nationalities are represented within it? Where do the players come from?

There is a constant flow of people moving from country to country. Whether they arrive as migrants or as refugees, society is increasingly diverse as a result and sport is not isolated from this change. In Chapter 1 we have included examples of migrants and refugees who have taken an open-minded approach to this flow of people.

But this integration is not limited to elite sport. Think about grassroots sports: the sports club just around the corner, the sport project in your neighbourhood - where do the participants come from? Who is participating in sport there? Who is on the club board? Who is watching the competitions? In the following examples we consider initiatives and projects established at grassroots sport level – both by the adopted country and the refugees themselves. At the end of Chapter 4 you will find examples of sports organisations who have also adopted an open-minded approach.

Title	<b>Fit for Diversity – a part of the Integration through Sport framework</b>
Implementing Organisation	German Olympic Sports Confederation/DOSB in the framework of the federal program <i>"Integration through Sport"</i>
Cooperation / Partner	Sponsored and supported by the Federal Ministry of Interior
Location	Germany
Time / Duration	Fit for Diversity has existed for more than 20 years since the beginning of the federal program in 1989. It was originally called "Sport Interculturally".
Structure / Design	In the framework of the federal program "Integration Through Sport" exists a qualification measure, "Fit for Diversity". The idea of this qualification measure is to sensitise sport organisations (from coaches to board members) to the issues of diversity. In the last four years European countries, including Germany, have witnessed a big increase in migration. Thus, sports organisations took over their roles as socially responsible organisations and supported the government with activities involving refugees in a direct way, such as by hosting activities in reception centres for refugees. As we know, the migration issue is still urgent now, but due to the common European approach, a deeper substantive work can be addressed by sports organisations. Through all the years, "Fit for Diversity" proved itself as a very solid qualification measure, helping sport facilitators to understand the benefits of intercultural diversity, to turn the intercultural encounters into a fruitful dialogue and to open up new possibilities for people with migrant backgrounds. In the framework of "Integration Through Sport" there are many bodies offering the qualification workshops in a different form: from a short introduction course to the full version (15 learning units). The qualification is offered by all 16 federal state sports confederations throughout Germany. The qualification tool "Fit for Diversity" was taken as a basis for the "Intercultural Dialogue" chapter of this training module.
URL	<a href="https://integration.dosb.de/inhalte/service/qualifizierung-fit-fuer-die-vielfalt/">https://integration.dosb.de/inhalte/service/qualifizierung-fit-fuer-die-vielfalt/</a>

<b>Title</b>	<b>Welcoming through Sport</b>
<b>Target group</b>	People of migrant backgrounds in Germany
<b>Implementing Organisation</b>	German Olympic Sports Confederation/DOSB
<b>Cooperation / Partner</b>	Sponsored and supported by the Federal Commissioner for Migration, Refugees and Integration.
<b>Location</b>	Germany
<b>Time / Duration</b>	The project was started by the DOSB in 2015 as a reaction to the big increase of people with migrant backgrounds, especially refugees in Germany.
<b>Structure / Design</b>	Approximately 300 sports clubs participate in the project. Seven federal states' sports confederations throughout Germany support and implement the project. The beginning phase was focused on the short-term reception of refugees. The project partners had the goal of making the daily routine of refugees, despite their hard experience, better. For this, sports clubs organised some low-threshold sport offers and activities and helped refugees to discover the world of sport. During the last three years sports clubs and participating confederations have started to work with a more long-term perspective. Offering qualifications to sport facilitators, launching intercultural dialogue between refugees and sport clubs and opening up sport structures are now the central framework of the project. Now the following goals are addressed by the participating organisations: development of sustainable concepts; networking; promotion of "Welcome Culture" in sports organisations; and inclusion of refugees in responsible positions in sports organisations.
<b>Input / Outcome</b>	The positive experiences from this project are being constantly adopted by the federal program 'Integration Through Sport'.
<b>URL</b>	<a href="https://integration.dosb.de/inhalte/projekte/wis-willkommen-im-sport-fuer-gefluechtete/">https://integration.dosb.de/inhalte/projekte/wis-willkommen-im-sport-fuer-gefluechtete/</a>

## QUIZ ON INTERCULTURAL DIALOGUE

Check your learning from this chapter by answering the following questions:

- What do you think "intercultural dialogue" is about?
- What do you know about intercultural communication?
- How open are you to communication with people from other cultures? How often do you do this? Does it mean fun or stress for you?
- Are you still living in your place of birth? If not, do you feel comfortable in your new cultural surroundings? What do you miss most of all? What helps you to feel comfortable?
- Think of people in your surroundings (family, neighbours, colleagues, sports club members) who were born in another city/country. Which languages are spoken by these people? What are they primarily to you: foreigners, people with other cultural backgrounds or more neighbours, colleagues, friends?
- If you think of yourself, how do you feel if you are somewhere completely new (traveling abroad, at a new job, at a party, in a sport club)? Is it easy for you to communicate? What do you need for smooth communication? How do you want other people to treat you in these situations?
- Do you have a particular picture in your mind when you hear that someone comes from Germany, Sweden, Spain, Russia, Afghanistan, Syria or any other country even if you have never met this person before? Does this picture influence your future communication with him or her?

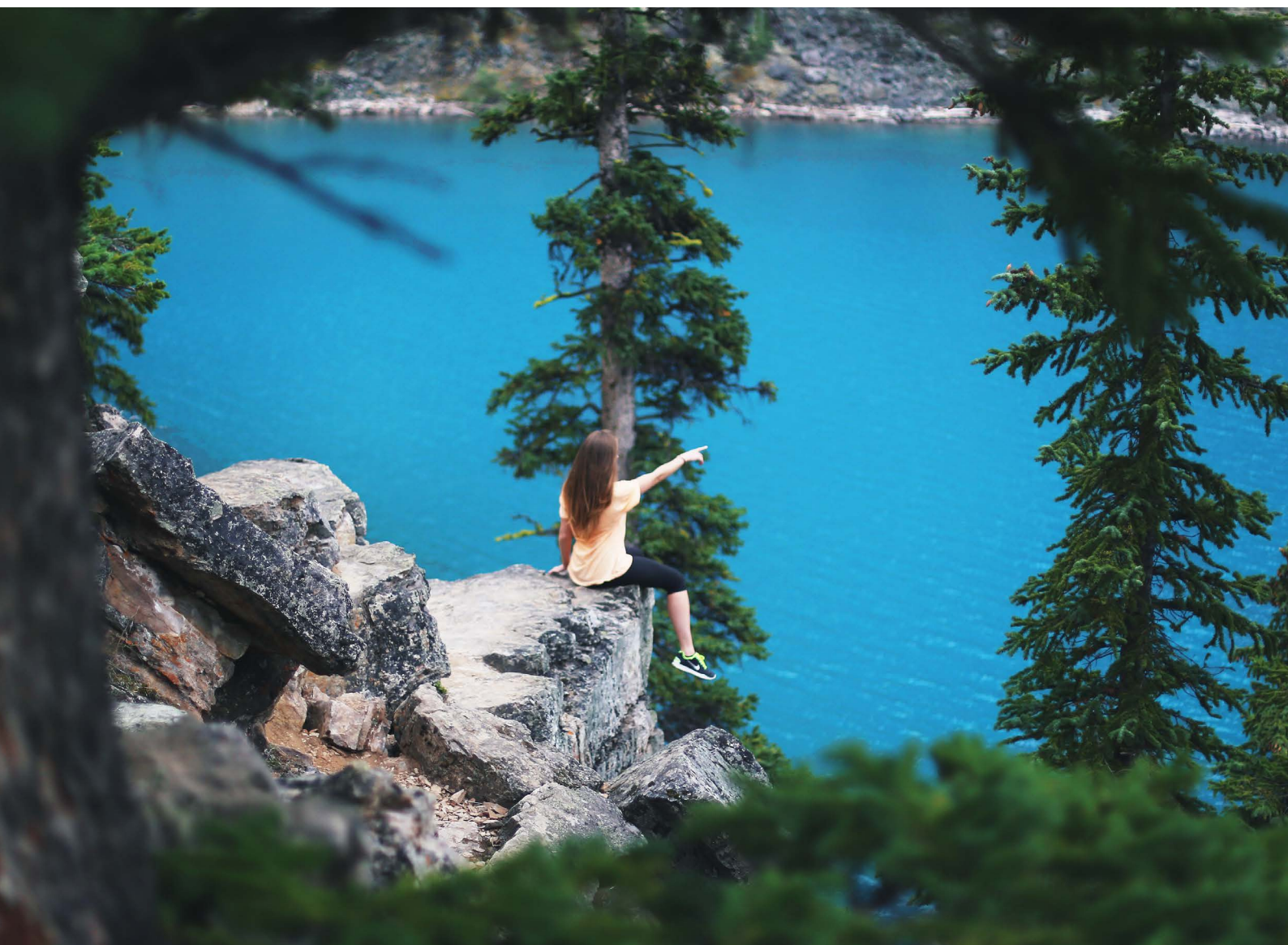
There are no right or wrong answers to these questions. They are the first step of self-reflection and help you to dive into the topic of the chapter.

### Links for further reading/viewing

- General information on the federal program "Integration through Sport": <https://integration.dosb.de/>  
[https://twitter.com/DOSB\\_Integra](https://twitter.com/DOSB_Integra)
- <https://www.bmi.bund.de/DE/themen/heimat-integration/integration/integration-sport/integration-sport-node.html>
- Information on "Welcoming Through Sport" project <https://integration.dosb.de/inhalte/projekte/wis-willkommen-im-sport-fuer-gefluechtete/>
- Information on qualification "Fit For Diversity" <https://integration.dosb.de/inhalte/service/qualifizierung-fit-fuer-die-vielfalt/>
- Information on regions – federal states sports confederations and their clubs involved in the program <https://integration.dosb.de/inhalte/service/laender/>
- [https://integration.dosb.de/inhalte/service/stuetzpunktvereine/?no\\_cache=1](https://integration.dosb.de/inhalte/service/stuetzpunktvereine/?no_cache=1)

### Further resources

- Council of Europe: T-kit Series 4 - Intercultural Learning
- Handbook for Intercultural Learning Time4diversity
- [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1606/Handbook\\_Official\\_Version.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1606/Handbook_Official_Version.pdf)
- European Centre of Solidarity: Integration through Education project





# 3. CONSIDERING THE PERSONAL CHALLENGES OF REFUGEES

## 3.1 Introduction and self-assessment

### 3.2. Key learning objectives

### 3.3. Theoretical background

#### 3.3.1. Consequences of crisis

#### 3.3.2. Coping and resilience through psychosocial support

What is psychosocial support

Understanding the principles of psychosocial support

### 3.4. Implementation into practice

#### 3.4.1. Conflict prevention

#### 3.4.2. Appropriate activities

#### 3.4.3. "No-Gos"

#### 3.4.4. Practical exercises

### 3.5. Examples of good practice





## 3.1. INTRODUCTION AND SELF-ASSESSMENT

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The main aim of this chapter is to make clear some of the principles of psychosocial support, which is an approach designed to promote the resilience of individuals, groups and communities in crisis. Specifically, this section shows how the psychosocial approach can be adopted and adapted by coaches to help the wellbeing and inclusion of refugees in sport.

This part of the manual will also explain why sport is an appropriate setting to provide such support. It discusses the essential elements of psychosocial interventions and the many benefits of positive sporting experiences. Most importantly, it provides practical guidance about how to organise and manage groups and plan appropriate sporting activities, respecting the different backgrounds of such a very diverse group. We also hope that this information will help to overcome coaches' understandable anxieties about work with traumatised people and to make psychosocial challenges a more normal topic for coaches to deal with.

**To better understand what will be discussed in this section, consider the following questions:**

- What psychological or social challenges might a refugee face?
- Have you ever worked or dealt before with people that have to live with psychological or social challenges?
- If so, do you remember how you recognised it?
- Sport and physical activity programmes will not be able to heal any psychological trauma or illness. But do you know how they could be used to support daily living under such conditions?
- Do you have an idea of what activities and behaviour could be appropriate or perhaps counterproductive?

## 3.2. KEY LEARNING OBJECTIVES

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**By the end of this section, you will:**

- Better understand what traumatised, depressed or just despondent people are going through
- get an idea of some of the principles of psychosocial support and how they may be connected to physical activity and sport
- acquire some knowledge of how to support the improvement of health and wellbeing of traumatised/depressed people and, therefore, help to facilitate their inclusion into society and sport.



## 3.3. THEORETICAL BACKGROUND

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3.3.1. Consequences of crisis

3.3.2. Coping and resilience through psychosocial support





## 3.3.1. CONSEQUENCES OF CRISIS

When individuals are part of a crisis, it can be difficult to see who is affected and in what ways. Disaster and crisis affect individuals and communities but can also have a negative impact on those who work with the victims. It is also important to recognise that every section of a population can be touched by a crisis, but its impact and effects may differ for men, women, children, people with disabilities, the elderly and other groups. This also applies to refugees. These people may have not only experienced disaster and loss in their homeland, but might also have experienced traumatic events during their flight to Europe. Living conditions and the absence of psychological support in their arrival countries can make their situation even worse.

When you, as a sports worker, plan to include these refugees in your session or setting, it is important to consider some basic knowledge.

### **BASICS ON TRAUMA**

Thoughts, feelings, physical sensations and behaviour can all be influenced by the experience of a traumatic event. The personal response to it depends on the individual, and people who have experienced the same traumatic event may have very different responses.

Most of us experience stressful events in our lives on a regular basis. Stress is a state of arousal or readiness, caused by some stimulus or demand. A modest increase in stress levels usually improves one's health and performance and within manageable levels, stress can help sharpen attention as well as help people cope with threatening situations. However, at some point, stress arousal reaches maximum effect, all that was gained is then lost and deterioration of health and performance begins. Some events overwhelm almost everyone's ability to cope.

It is natural to feel afraid during and after a traumatic situation. Nearly everyone will experience a range of reactions after trauma, yet most people recover from

initial symptoms naturally. Some people, however, can develop 'Post-traumatic stress disorder' (PTSD), which is an anxiety disorder, caused by very stressful, frightening or distressing events.

### **LOSS AND GRIEF**

Other influential outcomes of disasters are feelings of loss and grief. Loss is common, particularly in crisis settings. There are many types of loss - the death of a loved one, destruction of property, loss of livelihood, the ending of an important relationship, physical injury, loss of security and social networks. Grief is a response to loss. It is a natural but painful process, intended to release the affected person from what has been lost. Complicated loss means that the grieving process is blocked and paralyses the bereaved. The affected person regards everything as hopeless, feels helpless and may not want to take part in any kind of activity or human interaction.

If the situation does not improve over time, the condition could develop into mental health problems, such as depression. In situations of stress and grief and where feelings of powerlessness arise due to bereavement, loss of property and loss of livelihood, it is common that violence rates increase. This may include all types of violence - physical, psychological, sexual - and the perpetrators involved can be individuals, groups and/or societies. Planning processes for psychosocial response, therefore, need to include the protection of individuals and groups, as well as offering assistance to those affected.

In cases where stronger reactions to trauma are becoming explicit, the distressed person should be referred to professional help.

[1] U.S. Department of Health and Human Services. (2005). *A guide to managing stress in crisis response professions*. DHHS. Pub. No. SMA 4113. Rockville, MD: Centre for Mental Health Services, Substance Abuse



## LEARNING TO COPE

An important way of empowering people affected by crisis is the acknowledgement and reinforcement of positive individual (and where possible collective) coping mechanisms. Coping is the process of adapting to a new life situation – managing difficult circumstances, making an effort to solve problems or seeking to minimise, reduce or tolerate stress or conflict.

### IN GENERAL, COPING CAN BE SEEN AS SUCCESSFUL AND POSITIVE IF IT HELPS PEOPLE IN THE PROCESS OF:

- Admitting that something distressing has happened
- Finding a good balance between feelings and thoughts/knowledge about the incident
- Expressing feelings and thoughts
- Seeking support and connecting to (significant) others
- Finding an appropriate language to think and talk about the events
- Integrating the experiences into one's life story
- Active problem-solving
- Eventually coming to terms with what has happened and looking to the future

Individuals and communities may also have negative coping mechanisms. It is important to always acknowledge and respect coping strategies as a way of trying to survive, even when they are negative. In these cases, additional professional help is needed and the role of the psychosocial facilitator is to support individuals to connect to their own strengths and resources and to support the use of other, more positive coping mechanisms.

### EXAMPLES OF NEGATIVE COPING MECHANISMS INCLUDE:

- Aggressive or harmful behaviour towards self and others
- Taking up smoking, drug use or excessive drinking
- Isolation or avoidance behaviour (avoidance in this context would mean avoiding doing things or going places that may cause anxiety or be a reminder of an experience)
- A shattered world view or a belief that "all is lost" and reactions of despair, futility and hopeless resignation

Recovery takes time. Intense negative feelings are common after someone experiences an extremely distressing event. Loss, distress and negative emotions caused by critical events can sometimes prevent or slow the process of recovery. And coping is mostly about regaining the ability to manage difficult feelings, and gradually being able to control them, not about making them suddenly disappear. Optimism, feelings of confidence, and positive expectations can be highly empowering in the aftermath of crisis and are strong predictors of resilience and successful coping mechanisms.

## 3.3.2. COPING AND RESILIENCE THROUGH PSYCHOSOCIAL SUPPORT

Recovery from trauma is mostly built on the processes of coping and resilience. Coping is thereby a broad term that refers to anything people do to adjust to the challenges and demands of stress.

Different individuals have their own ways of coping with problems. Part of the suite of coping skills is the ability to express one's feelings, thoughts and beliefs. If the painful feelings are expressed, the person can recover and heal. Most people affected by disasters recover to normal functioning without any intervention and this is believed to be influenced by an individual's coping mechanisms and resilience.

Resilience can be described as an inner strength, responsiveness and flexibility that some individuals have more of than others, that either enables them to withstand stress and trauma completely, or helps them to be able to recover to a healthy level of functioning more quickly after a traumatic event. It is important, though, to understand how resilience might be promoted in people through psychosocial support and via participation in a sports programme.

## WHAT IS PSYCHOSOCIAL SUPPORT?

The term 'psychosocial' refers to the *"dynamic relationship that exists between psychological and social effects, each continually interacting with and influencing the other"*<sup>[1]</sup>.

Psychosocial support analyses the psychological and the social aspect of the trauma and is an approach which aims to promote the resilience of individuals, groups and communities in crisis. It includes a broad variety of interventions promoting the resources of individuals, families or groups as well as a community as a whole. Psychosocial support can prevent distress and suffering from developing into something more severe. It helps people overcome adversities, bringing them back to normality and recovery after crisis.

## SIGNS AND SYMPTOMS OF MORE SERIOUS RESPONSES TO TRAUMA

Not everyone who experiences a disaster will need professional help to overcome trauma and many people are able to cope with the social support that is around them, including the help of sport, games and other social networks.

A smaller group will need professional help for a limited period of time and it is important to be aware of some of the signs and symptoms of more serious mental health responses to disaster and to know when to refer a person for more specialist help. If stress is extreme and not managed, some individuals may experience post-traumatic stress disorder (PTSD), which is a psychiatric disorder that can occur following a disaster. People who suffer from PTSD often re-live the experience through nightmares and flashbacks, have difficulty sleeping, and feel detached or estranged. Some of the characteristic signs and symptoms of post-traumatic stress disorder (PTSD) include :

- Hyperactivity/inability to sit still, difficulty concentrating, learning difficulties, dangerous risk-taking behaviour
- Hopelessness/helplessness - Feels sad and cries a lot, does not eat, wants to stay in bed, talks about ending his or her life
- Constantly thinking about the event - Nightmares, withdrawal from usual social activities, intense anxiety or avoidance that is triggered by reminders of the event
- Physical problems - Nausea, headaches, weight gain or loss (for example)
- Alcohol or drug abuse problems.

These symptoms can easily influence a person's behaviour, including during participation in sport

and physical activity programmes. Examples of how these symptoms could surface in a sports programme are:

- Benign fouls or small incidents escalating to full-blown arguments and even physical violence
- Lack of self-awareness about feelings and how they are acting
- A player quitting a competition or even the team as a result of a seemingly minor situation
- Inability to make friends or form pro-social relationships with teammates or coaches
- Struggle to play by the rules when things don't go the player's way
- Inability to handle the pressure of a high-stakes competition or handling a loss
- Lack of focus or concentration

If you notice these signs in a person affected by a crisis, it is recommended that they be referred to a specialist with specific training and skills in dealing with these trauma responses.

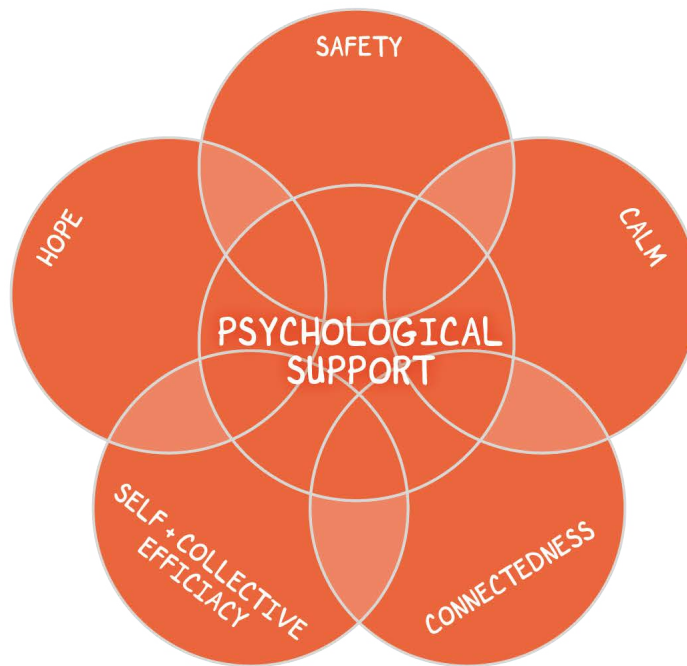
Psychosocial support activities can help individuals, families and communities to overcome stress reactions and adopt positive coping mechanisms. Sport and physical activity can play an important role in this work. For instance, sleeplessness is a common stress reaction, but activities like playing, walking or running lead to better sleep and thus to reduced stress. Physical activities also provide opportunities to learn about positive coping. For instance, enjoying a group game helps participants to appreciate cooperation and creates a sense of belonging.

Psychosocial support in different forms can promote the process of overcoming stress and trauma. Research has identified five core elements to psychosocial support:

- Promoting a sense of safety
- Connecting people
- Supporting efficacy in individuals and communities
- Calming and
- Instilling hope

These five principles enhance resilience and should be taken into account in activities that foster psychosocial support.

[1] UNICEF et al. (Ed.) (2005). *Psychosocial care and protection of tsunami affected children: Guiding principles*, [http://www.unicef.org/emerg/files/Psychosocial\\_Guiding\\_Principles\\_Tsunami.doc](http://www.unicef.org/emerg/files/Psychosocial_Guiding_Principles_Tsunami.doc) (accessed September 9, 2007); p1.



**Figure 9:** *The Hobfoll Principles*

A group of leading psychiatrists, led by Stevan Hobfoll, summarised research into stress and trauma, and in doing so, bridged the potential divide between trauma and resilience through these principles. And when offering sport and psychosocial activities to refugees, it will be useful for coaches and facilitators to refer to them during the planning phase (extracts are taken from the handbook *"Moving Together – Promoting psychosocial well-being through sport and physical activity"*).

### SENSE OF SAFETY

Crises can challenge individuals and communities by changing what is physically safe or unsafe and also what is understood or perceived to be safe or unsafe. When faced with a dangerous situation, the body will react with heightened stress levels. When a crisis continues or if reactions to a past crisis do not decrease, chronic high stress levels may prevent or slow down recovery.

Promoting a sense of safety is then essential in order to reduce biological responses such as sleeplessness, or difficulties in concentrating and reduced mood levels, and to help individuals and communities to better cope with adversity. Supporting people to develop more adaptive coping skills and ways of thinking can help enhance their sense of safety. Therefore, it is essential that psychosocial interventions take place in 'safe spaces.' These spaces need to be both objectively safe (a secure physical space that allows people to be protected from danger), and also subjectively safe (creating a sense of safety and trust, and promoting positive bonds and solidarity). Here are some key points in promoting a sense of safety in sport and physical activities:

- Conduct sport and physical activities in safe and secure places. Environments should be free from physical, psychological and social harm (e.g. violence, racism, sexism, curious bystanders). You may wish to think about organising activities inside so that there are no uninvited spectators, for example.
- Activities should be planned to create a sense of normality. Try creating, at least in the beginning, games and activities familiar to the refugees (e.g. traditional games, local sports).
- Ensure that a support system is developed. Allow time for participants to discuss and share reactions and feelings throughout the sessions. Develop a trust-based relationship with participants and develop a referral system for those that may need additional support.
- Provide quality training and adequate numbers of coaches and facilitators.
- Make sure all participants are comfortable with the type of activities being planned and the manner in which they are to be carried out.
- Consider offering alternative activities for those who may not like to participate in one of the activities.

### CALMING

During a crisis, it is common and natural for people to react with strong emotions. While most people return to manageable levels of stress within days or weeks, others may experience panic attacks, sleeping problems and other responses to extreme levels of stress. Helping the affected population to realise and acknowledge that certain stress reactions are common when exposed to extreme situations is a key intervention principle to promote calming. A

wide range of strategies has been identified as useful to enhance calm. They include relaxation training, breathing control, problem-solving, positive self-talk and physical activities.

Here are some key points in promoting a sense of calm in sport and physical activities:

- Allocate time for sharing and learning throughout the sessions. For example, have a sharing circle at the beginning or end of each session where the facilitator leads a discussion on relevant issues (e.g. education, health, emotions, etc.)
- Plan time for relaxation exercises such as visualisation, stretching, or yoga in each session.
- Ensure that facilitators are both consistent and reliable and encourage trust-based relationship building amongst the group.

But whilst a range of strategies is available, some of these practices are also risky. Therefore, both, experience and a knowledge of the participants' background, are important.

### SELF-EFFICACY

Psychosocial interventions based on sport and physical activities can help to improve self-efficacy (the belief in one's ability to act in a way that improves one's situation). Through sport and play, participants are encouraged to challenge themselves and, in return, discover new skills, abilities and self-esteem. These skills and the confidence gained are often transferable to the participant's daily life.

Problem-solving activities can be particularly useful in this regard, as they promote the development of skills to overcome difficulties. Sport and physical activities can be used to challenge participants to solve problems, starting first with easier challenges, and then moving on to more complicated problems. As participants solve these problems, they experience and develop efficacy. Facilitators may use reflection and discussions to encourage participants to understand how to use this feeling of efficacy in other parts of their lives.

The physical activity itself can also help improve the health and physical fitness of a person, which in turn makes them more able to deal with the challenges brought on by the crisis.

Key points in increasing individual and community efficacy in sport and physical activities:

- Set achievable goals and break big tasks into smaller parts so that participants feel more successful. Make sure to acknowledge accomplishments and ensure that no one gets left behind.

- Design activities to suit all abilities. Every participant should be challenged, but should also leave the session feeling successful.
- Allow time to reflect on activities and ask questions that encourage reflection such as: "What did you learn from the activities you have just done?" and "How can you apply what you have learned outside of sport?"
- Create an environment where facilitators and participants encourage and support self-esteem and learning.
- Use a variety of activities that promote both individual and team problem-solving

### SOCIAL CONNECTEDNESS

Promoting connectedness of individuals, groups and communities is the foundation for psychosocial support programmes. Interventions that use sport and physical activity can offer a platform for this cohesion.

Activities can have several functions. For instance, they may give children and young people positive experiences with their peers, while allowing adults some free time to attend to community and personal business. A common consequence of crisis is that social connections are broken or weakened. People may be physically separated or change their behaviour towards others. Promoting connectedness should thus be a priority in the design of sport and physical activity programmes.

Here are some key points to consider in promoting connectedness in sport and physical activities:

- Working in pairs, or with three or four people or with the whole group, use any of the following activities to encourage connectedness and group cohesion: performing mirroring movements; helping each other to try out new patterns of movement; dancing in a group; and taking turns to make funny or difficult movements.
- Use activities where participants have to rely on their team partners to develop trust and sharing, for example, building a human pyramid or 'stiff as a board'. But be aware, that body contact may be not suitable for some participants for religious or traumatic reasons.
- Facilitate discussions and sharing as a group - for example, focusing on positive experiences during the session, things that participants appreciate about working with others. Being part of the group strengthens feelings of connectedness. Create mixed teams. This is especially important when bringing together people from different communities, or from different ethnic or religious backgrounds. It is vital however that this is culturally appropriate. It is also important that the activities do not prompt violent or aggressive reactions!



## HOPE

Hope is defined here as '*a positive, action-oriented expectation that a future goal or outcome is possible*'. A good way of understanding hope is as the opposite of hopelessness. When a person is hopeful, they experience positive and good feelings, instead of depressed and negative feelings about life and the present situation.

Hope can be promoted by being with other people, by feeling cared for and loved, and experiencing good feelings. At a more concrete level, hope can be encouraged by helping people realise that they are not alone in their reactions. This reduces their sense of loneliness, even when they are facing significant problems and adversities. Creating a trusting atmosphere in a group helps participants to feel that they belong and are included and can contribute to a hopeful state of mind. It can also be helpful to explain that most people gradually feel better. This is supportive, as it helps participants to believe in a future where they will once again feel good.

## KEY POINTS IN PROMOTING HOPE IN SPORT AND PHYSICAL ACTIVITIES:

- Plan for long-term sustainability and continuity of programmes. Try planning a cycle of activities in advance. Create a routine, but also keep activities new and exciting for participants so they are excited to join each session and have something to look forward to.
- Encourage meaningful relationships amongst participants and with facilitators.
- Include playful activities – every joyful moment contributes to feelings of hope.
- Highlight positive outcomes even if they are only small gains. For example, ask participants to describe one good thing that they have managed today, or to complete the sentence, "Over time I feel that I'm getting better at..."
- Ask participants to describe their vision of themselves and their body six months from now, and where they would like to see themselves.
- Use positive role models to demonstrate how people overcome difficulties.

Besides understanding the principles of psychosocial support, it is also important to be aware that different groups of people may react differently to trauma.

## CHILDREN

Most children respond sensibly and appropriately to a disaster, especially if they experience the protection, support, and stability of their parents and other trusted adults. However, like adults, they may respond to a disaster with a wide range of symptoms. It is important to understand that a disaster can have lasting impacts on children.

There are two common misconceptions related to the impact of disasters on children:

1. Children are innately resilient and will recover rapidly, even from severe trauma
2. Children, especially young children, are not affected by disaster unless they are disturbed by their parents' responses.

Both of these beliefs are false. A wealth of evidence indicates that children experience the effects of disaster doubly. Even very young children are affected directly by experiences of death, destruction, terror, personal physical assault, and by experiencing the powerlessness of their parents. Children are powerfully affected by the reactions of their parents and other trusted adults to the disaster. They look to adults for clues as to how to act and if they see their elders overcome with loss, they feel their own losses more strongly. Children are even more susceptible to trauma through the loss of siblings, parents and other family members following a crisis.

Another barrier to recognizing children's responses to disaster is the tendency of parents to misinterpret their children's reactions. Their behaviours may be misunderstood and parents may not be able to recognise their child's reactions and may punish children for behaviours like poor performance at school. Children's fears may also stem from their imagination. Children have less ability than adults to judge which fears are realistic and which are not, and a child's response to a disaster should be taken seriously.

For children, the effects of a crisis are magnified by the fact that the child's personality is still developing and their identity must be constructed within the framework of the psychosocial effects of the experience. Children who have been chronically exposed to trauma may seem cold, insensitive and lacking emotion in daily life and violence may have come to be seen as normal and legitimate<sup>[5]</sup>.

Some symptoms, not only for children but for any person being traumatised, and potential responses can be found in the table opposite.



**TABLE 2: SYMPTOMS AND POTENTIAL RESPONSE**

Symptoms	Response
<ul style="list-style-type: none"> <li>• Sleep problems</li> <li>• Avoidance of reminders</li> <li>• Crying easily</li> <li>• Increased conflicts with family</li> <li>• Hyper-vigilance</li> <li>• Excessive activity levels</li> <li>• Gastrointestinal distress</li> <li>• Fatigue, exhaustion</li> <li>• Isolation, withdrawal</li> <li>• Appetite change</li> <li>• Somatic complaints</li> <li>• Worsening of chronic conditions</li> <li>• Depression, sadness</li> <li>• Irritability, anger</li> <li>• Anxiety, fear</li> <li>• Despair, hopelessness</li> <li>• Guilt, self-doubt, mood swings</li> </ul>	<ul style="list-style-type: none"> <li>• Provide supportive listening and opportunity to talk in detail about disaster experiences</li> <li>• Assist with prioritising and problem solving</li> <li>• Offer assistance for family member to facilitate communication and effective functioning</li> <li>• Assess and refer when indicated</li> <li>• Provide information on disaster stress coping, children's reactions and families Provide information on referral resources</li> </ul>

## ADULTS

The needs and vulnerabilities of men and women are vastly different and are influenced by the type and specific conditions of each crisis.

Women's roles and experiences create special vulnerabilities in the face of crisis. They are also at risk of violence from their spouse or exposed to rape and other violence in shelters and refugee camps. And in war situations, women and girls may have been specifically targeted. Women are often the objects of domestic violence and are less mobile while caring for children and the elderly<sup>[6]</sup>.

## COACHES

It is important to note that a coach is not the only responsible person when dealing with traumatised people. And many situations will show that you, as a coach, will not be able to actually help, but should seek further professional support for people who are obviously severely suffering.

Some coaches may themselves be affected physically, emotionally, cognitively, and/or behaviourally by hearing all the stories, by working with traumatised persons and by becoming stressed by the behaviour and/or reactions of the people they work with

### SOME OF THE SIGNS OF BEING STRESSED MAY BE:

- Excessive tiredness
- Loss of 'spirit'
- Inability to concentrate
- Somatic symptoms (for example headaches, gastrointestinal disturbances)
- Sleep difficulties
- Grandiose beliefs about one's own importance (for example, engaging in heroic but reckless behaviours, ostensibly in the interests of helping others); neglecting one's own safety

and physical needs (for example, showing a 'macho' style of not needing sleep, not needing breaks)

- Cynicism
- Inefficiency
- Mistrust of co-workers or supervisors
- Excessive alcohol use, caffeine consumption, and smoking

In these cases, a coach should seek help and support for themselves or recommend the affected person to a psychiatrist, general practitioner, or psychologist.

To take care of your own health, recognise, understand and appreciate your own feelings:

- Be tolerant of the reactions of other relief workers and survivors - crises are a time of stress for everyone
- Talk to other people about your feelings. Talking helps relieve stress and helps you real-ise that others share your feelings
- Take care of yourself. It is necessary to enable you to keep doing your job
- Be physically active yourself
- If an incident occurs that has really shaken you, take a short break
- Don't try to solve all the problems and keep in mind that professional psychologists are responsible for helping affected people.

[5] <https://www.icsspe.org/sites/default/files/Handbook%20Sport%20and%20Physical%20Activity%20in%20Post-Disaster%20Intervention.pdf> p.50

[6] ICSSPE (2008): <https://www.icsspe.org/sites/default/files/Handbook%20Sport%20and%20Physical%20Activity%20in%20Post-Disaster%20Intervention.pdf>



## 3.4. IMPLEMENTATION INTO PRACTICE

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- 3.4.1. Conflict prevention
- 3.4.2. Appropriate activities
- 3.4.3. "No-Gos"
- 3.4.4. Practical exercises

### 3.4.1. CONFLICT PREVENTION

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It is evident that sport and physical activity can teach numerous positive attributes to participants, such as confidence, achievement, goal setting, and sportsmanship. But while they can promote teamwork and cooperation, there is still understandable concern that sport could potentially perpetuate disputes and conflicts because of its competitiveness. But using these challenges actually offers the coach a supportive platform for teaching participants how to deal with different forms of conflict.

For example, coaches can use the situations that emerge when players become frustrated or angry to explain the reasons why these emotions come up, and then explore how to change perspectives and empathize with team members rather than being aggressive. Coaches should take the opportunity to teach how empathy and compassion lead to greater effectiveness for teams in achieving goals and also winning games.

#### **IN PRACTICE CONSIDER:**

- having participants play in integrated teams
- making them rethink the way they react and treat others
- building confidence in their abilities
- helping to think objectively and not subjectively; and
- supporting participants to divert their time, energy, and abilities in a constructive way

It can also be helpful to show how these problems and solutions are analogous to larger societal issues and open ways to teach peace, diplomacy, community development, and conflict resolution.

## 3.4.2. APPROPRIATE ACTIVITIES

### EXAMPLES OF HOW TO CONNECT THE HOBFOLL PRINCIPLES OF PSYCHOSOCIAL SUPPORT TO PHYSICAL ACTIVITY AND SPORT<sup>[1]</sup>

Examples of programme goals	Key principle	Example activity	Example activity
To promote better cohesion amongst participants	"Promote connectedness"	Team touch football	Divide the group into teams of 4-5 players. In short five-minute games, each player must touch the ball once in order to score. Mini fields and small goals are best for this game
To provide an opportunity for participants to share feelings and emotions about the crisis they have experienced	"Sense of safety"	Sharing Circle	At the end of each session, find a comfortable place, for example under a shady tree or in the corner of the gym. The facilitator introduces a relevant topic for discussion with the group (e.g. health, safety or emotional topics). Make sure everyone knows the basic ground rules for the group, e.g. everyone should have a chance to contribute to the discussion, no-one passes judgment on other people's opinions, etc.
To create an atmosphere where participants feel relaxed	"Promoting calming"	Guided relaxation	Have each participant find a place to sit or lie down. Ask participants to close their eyes. Guide the participants through a visualisation exercise. Remember to use a calm, soothing voice.
To give participants feelings of confidence	"Increasing efficacy"	Create order	Create a circle with as many chairs as there are participants. The chairs should be placed carefully - participants should be able to move from one chair to another without touching the floor, but this should only be possible with the help of another person. Ask the participants to stand on the chairs. Explain that the goal of the game is to end up standing in alphabetic order by their first name (or height, or age, etc.). Follow-up by talking about what it was like to be in physical contact with each other and about the communication in the group. If physical contact is not appropriate in a group, the exercise can be done without chairs.
To give participants feelings of confidence	"Increasing efficacy"	Circus performance	Group participants into different teams. Each team rehearses and then performs a circus activity. This could be acrobatics, clowning, gymnastics, etc.
To facilitate positive and hopeful states of mind and contribute to good feelings about self and others	"Instilling hope"	Light physical contact	Ask participants to form pairs, based on height or gender. One person is "A" and the other is "B". If possible, play some quiet, relaxing music to accompany this activity. Ask the pairs to stand or sit back to back. Ask them to find a balance, so that each person can feel the other's back, without leaning on or carrying the weight of the other. Tell the participants to concentrate on their own back and skin for a while, then shift their attention and focus on sensing the other person's back. If there is music, ask participants to find a common rhythm, and follow the music. Now, ask participants to concentrate on sensing the place where their backs meet, and to gently start swaying, finding a common rhythm. Ask "A" to take the lead first and then "B" follows. Finally, they try to find a common rhythm, where no one is leading and no one is following, and they do that for some minutes. Spend a few minutes sharing how the activity worked out. Second part: Gently massage each other's shoulders. "A" will do it for 5 minutes and then "B" will do it for 5 minutes. Then spend a few minutes sharing three positive things about the movement exercise and the massage. "A" goes first and then "B". Finally, the participants thank each other and return to plenary. Invite each person to say one positive thing about the day's activities.

As we have mentioned before, one of the most important tips is to be aware of the needs of the individuals in your group, especially potentially traumatised persons. Therefore, gathering information and assessing the needs of those individuals you work with is the first crucial step. Information gathered during an early stage will enable you to plan your sessions - as far as possible - for the specific needs of your target group.

[1] Wiedemann, N.; Koenen, K.; Engelhardt, J.; & Meier, M. (2014). *Moving Together – Promoting psychosocial wellbeing through sport and physical activity*. International federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support



## THE FOLLOWING POINTS SHOULD BE FOLLOWED WHEN PLANNING TRAINING WITH REFUGEES:

- team sports or group activities are preferred over individual sports wherever possible
- be cautious in using contact sports
- try to maintain constant group size to enable bonds to be formed
- try to avoid a focus on winning and losing
- be flexible and open to making changes to training in response to the changing needs of your participants

Although the fun component of sport should be emphasised and encouraged in all activities and matches, it is beneficial for you as a coach to also focus on skill-building, challenging the participants to practice and improve on what they already know. Help them set goals for learning new skills and create plans to achieve those goals. For example, set a goal of juggling the ball three times in a row without hitting the ground, and then show how they can reach that goal. This activity helps create a sense of accomplishment and achievement, however small, and helps build the confidence to seek and work towards larger goals<sup>[2]</sup>.

A show of strength is something that young people often enjoy. But young people affected by trauma can be so overwhelmed by the traumatic experience, that they lose sight of what they have, that is still strong and positive<sup>[3]</sup>. Therefore, it is helpful to:

- Ensure all participants to speak up
- Create collective rules
- Create leadership roles for participants
- Provide opportunities to ask questions

Help the person to express their feelings and accept a person's feelings, whatever they are and however strong they may be. Expression helps the person to feel relief, think more clearly and manage their emotions:

- Listen to the person – listening encourages sharing and expression
- Be empathic - put yourself in the other person's shoes. Make a genuine effort to imagine how the other person feels, what might have led to those feelings, and how we would want someone to respond to us in that situation. Frequently repeat and check with the person to find out if you have understood their words and feelings correctly
- Approach each person with respect, openness, kindness, curiosity, and genuine interest
- Know your limits and refer if needed to expert's support. Consult regularly with other coaches and counsellors to get support, new perspectives and to share ideas
- Be flexible in your approach. Try to change and respond to the needs of the person and follow what the person shares with you
- Consider the trauma-informed key principles: provide information on trauma, connect with loved ones, strengthen relationships, facilitate social support, be honest and trustworthy, maintain confidentiality, provide choices, encourage people to make their own decisions, and focus on strengths and solutions.

[2] [http://sad.ch/wp-content/uploads/2016/12/WoM\\_Trauma\\_informed\\_interventions\\_based\\_on\\_Sport\\_and\\_Play\\_A\\_Toolkit\\_2014\\_PartI.pdf](http://sad.ch/wp-content/uploads/2016/12/WoM_Trauma_informed_interventions_based_on_Sport_and_Play_A_Toolkit_2014_PartI.pdf) p.6

[3] [https://www.sportanddev.org/sites/default/files/downloads/playingtoheal\\_edgework\\_jan2013\\_1.pdf](https://www.sportanddev.org/sites/default/files/downloads/playingtoheal_edgework_jan2013_1.pdf) p.9.



## 3.4.3. “NO-GOS”

Don't focus too strongly on the competitive aspect of sport. Sport naturally combines both competition and cooperation. However, coaches and facilitators must be careful to ensure competition remains healthy and respectful. Coaches must also ensure that encouraging competition and creating teams doesn't reinforce existing divisions within a community and within different cultures and religions.

### AND IN ADDITION, REMEMBER:

- Don't force trauma survivors to talk about their own experience
- If they start talking about painful experiences, don't discuss too much at once, don't dig too deep and don't go too far back into the past
- Don't stop someone from crying because it is their way of expressing their feelings
- Do not make promises you cannot keep
- Do not tell people's stories to anyone
- Don't force help on people by insisting on what they should do
- Don't judge or blame the person for their situations, actions, words, or feelings.

## 3.4.4. PRACTICAL EXERCISES

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “TEAM TOUCH FOOTBALL”**

**CATEGORY:** Increasing competitiveness

**DURATION:** 30 minutes

**MATERIALS:** Ball, small goals

**GROUP SIZE:** 10-15

**AIM:** Develop better competitive strategy performance

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to promote competitiveness and cohesion of competitive teams, while also building self-esteem.

**2. DESCRIPTION**  
The facilitator divides the group into teams of a captain, an short defender, and a goal keeper. The teams are given 10 minutes to prepare for the game. The facilitator then divides the group into two teams of 5-6 players each. The teams are given 10 minutes to prepare for the game. The facilitator then divides the group into two teams of 5-6 players each. The teams are given 10 minutes to prepare for the game.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the goals, the size of the playing area, and the number of players in each team.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “SHARING CIRCLE”**

**CATEGORY:** Sense of safety

**DURATION:** 10 minutes

**MATERIALS:** None

**GROUP SIZE:** Any

**AIM:** Develop a sense of safety and trust

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to build a sense of safety and trust among the group. The facilitator asks the group to share a story or experience that they are proud of.

**2. DESCRIPTION**  
The facilitator asks the group to share a story or experience that they are proud of. The facilitator asks the group to share a story or experience that they are proud of.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the circle, the number of players, and the time for each story.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “GUIDED RELAXATION”**

**CATEGORY:** Relaxation/Calming

**DURATION:** 10 minutes

**MATERIALS:** None

**GROUP SIZE:** Any

**AIM:** Develop a sense of relaxation and calm

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to build a sense of relaxation and calm among the group. The facilitator asks the group to close their eyes and breathe deeply.

**2. DESCRIPTION**  
The facilitator asks the group to close their eyes and breathe deeply. The facilitator asks the group to close their eyes and breathe deeply.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the circle, the number of players, and the time for each story.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “CREATE ORDER”**

**CATEGORY:** Increasing efficiency

**DURATION:** 30 minutes

**MATERIALS:** Cards

**GROUP SIZE:** 10-15

**AIM:** Develop a sense of order and efficiency

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to build a sense of order and efficiency among the group. The facilitator asks the group to create a story or experience that they are proud of.

**2. DESCRIPTION**  
The facilitator asks the group to create a story or experience that they are proud of. The facilitator asks the group to create a story or experience that they are proud of.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the circle, the number of players, and the time for each story.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “CIRCUS PERFORMANCE”**

**CATEGORY:** Increasing efficiency

**DURATION:** 30 minutes

**MATERIALS:** None

**GROUP SIZE:** 10-15

**AIM:** Develop a sense of order and efficiency

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to build a sense of order and efficiency among the group. The facilitator asks the group to create a story or experience that they are proud of.

**2. DESCRIPTION**  
The facilitator asks the group to create a story or experience that they are proud of. The facilitator asks the group to create a story or experience that they are proud of.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the circle, the number of players, and the time for each story.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “LIGHT PHYSICAL CONTACT”**

**CATEGORY:** Building trust

**DURATION:** 10 minutes

**MATERIALS:** None

**GROUP SIZE:** Any

**AIM:** Develop a sense of trust and safety

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to build a sense of trust and safety among the group. The facilitator asks the group to share a story or experience that they are proud of.

**2. DESCRIPTION**  
The facilitator asks the group to share a story or experience that they are proud of. The facilitator asks the group to share a story or experience that they are proud of.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the circle, the number of players, and the time for each story.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “PROACTIVE CIRCLE”**

**CATEGORY:** Communication, communication safety

**DURATION:** 10 minutes

**MATERIALS:** None

**GROUP SIZE:** Any

**AIM:** Develop a sense of communication and safety

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to build a sense of communication and safety among the group. The facilitator asks the group to share a story or experience that they are proud of.

**2. DESCRIPTION**  
The facilitator asks the group to share a story or experience that they are proud of. The facilitator asks the group to share a story or experience that they are proud of.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the circle, the number of players, and the time for each story.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

Activity, Sport and Play for the Inclusion of Refugees in Europe

**REFLECTIVE EXERCISE “SCORING WITH HEAD”**

**CATEGORY:** Cooperation, communication

**DURATION:** 30 minutes

**MATERIALS:** None

**GROUP SIZE:** 10-15

**AIM:** Develop a sense of cooperation and communication

**AGE:** 10+

**SOURCE:** COPE, international and national research

**1. INFORMATION**  
This exercise helps to build a sense of cooperation and communication among the group. The facilitator asks the group to create a story or experience that they are proud of.

**2. DESCRIPTION**  
The facilitator asks the group to create a story or experience that they are proud of. The facilitator asks the group to create a story or experience that they are proud of.

**3. ADAPTATIONS**  
Adaptations can be made for groups with different abilities. The facilitator can adjust the size of the circle, the number of players, and the time for each story.

**4. EVALUATION / DEBRIEFING**  
Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper. Ask the group to discuss the game and the role of the captain, the short defender, and the goal keeper.

ALL GAMECARDS ARE FREE TO DOWNLOAD HERE.

## 3.5. EXAMPLES OF GOOD PRACTICE

TITLE	BULGARIAN FEDERATION OF KUNG FU AND TAI CHI INTEGRATION THROUGH SPORT OF CHILDREN OF MIGRANTS AND REFUGEES
Target group	The target groups are children and adolescents aged between 9 to 20 years. Children of refugees and migrants from Syria, Iraq and Afghanistan get involved in kung fu, tai chi, basketball and swimming. The federation operates all year and between 50 and 80 children participate.
Implementing Organisation	Bulgarian Federation of Kung Fu and Tai Chi
Location	Sofia, Bulgaria
Time / Duration	The federation has been running since 2001 and still runs today. It has been successful since 2003
Objectives	The aim of the project is the systematic training of children of refugees and immigrants to enable integration, inclusion, self-empowerment, awareness raising and cultural sensitivity. The secretary of the federation is also a successfully integrated immigrant from Iraq.
Structure / Design	The programme's uptake is very good and focuses on issues of interculturalism, religion and language.
Impact / Outcome	The federation has had a positive impact on the integration and psychosocial support for children of migrants and refugees.
URL	<a href="http://www.kungfu-bulgaria.com">www.kungfu-bulgaria.com</a>

TITLE	INTERNATIONAL FOOTBALL TOURNAMENT FOR CHILDREN – FOOTBALL AS A TOOL FOR SOCIAL INTEGRATION
Target group	Boys and girls aged between 10-18 years old. There are 80 participants involved in the initiative
Implementing Organisation	Concordia Bulgaria Foundation – a partner of the Bulgarian Union for Physical Culture and Sport (BUPCS) in the ASPIRE project.
Location	Sofia, Bulgaria
Time / Duration	The initiative has been running successfully since 2014.
Objectives	The integration of children from risk groups and unaccompanied refugee children
Structure / Design	Positive social integration and a reduction in intercultural differences. Psychosocial support
Impact / Outcome	Sport, and specifically football, are an excellent means of psychologically supporting and integrating children at risk
URL	<a href="http://www.concordia.bg">www.concordia.bg</a>

### LINKS FOR FURTHER READING/VIEWING

- Woman on the Move – trauma-informed interventions based on sport and play. A toolkit for practitioners. Swiss Academy for Development
- Moving Together – Promoting psychosocial well-being through sport and physical activity. ICSSPE et AL.
- Different. Just like you – International Federation of Red Cross and Red Crescent; Reference Centre of Psychosocial support, et.al.







# 4. ACCESSIBLE SPORTS ORGANISATIONS

4.1. Introduction and self-assessment

4.2. Key learning objectives

4.3. Theoretical background – changing perspectives in sports participation

4.3.1. What is a norm?

4.3.2. How does this tie in with sports?

4.3.3. The most important meeting places for change

4.3.4. Integration and inclusion

4.3.5. Challenges and barriers

4.4. Implementation into practice – breaking down the barriers

4.4.1. Identify the current situation

4.4.2. Create a target

4.4.3. Identifying the lack of knowledge

4.4.4. Take action

4.4.5. Tips on different types of sports activities for increased inclusion

4.5. Examples of good practise



## 4.1. INTRODUCTION AND SELF-ASSESSMENT

There are two main aims to this chapter. Firstly, to provide an introduction on how to make your organisation more accessible and, second, to provide you with a tool to evaluate where you stand now and to make positive change in the future. You will gain knowledge about what an accessible sports organisation looks like and receive practical guidance on how to make your organisation more accessible.

### TO BETTER UNDERSTAND WHAT WILL BE DISCUSSED IN THIS SECTION, CONSIDER THE FOLLOWING QUESTIONS:

- Who comes into contact with your club/organisation?
- What do the relationships between those active in your club/setting look like?
- What links are there between those who are active?
- Who has a natural place in your club and your team/group? Who belongs there?
- Are there any people within your club who are especially privileged?
- How is the power distributed in your club?
- Is there anything which might make people feel excluded or limit their involvement? If so, what does that say about your organisation?

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"Conversation Canvas" link: [https://www.aspiresport.eu/documents/conversation\\_canvass.pdf](https://www.aspiresport.eu/documents/conversation_canvass.pdf)

## 4.2. KEY LEARNING OBJECTIVES

By the end of this section, you will:

- Understand the background to accessible sports organisations
- Be aware of how diversity develops and enriches an organisation
- Gain an understanding of how to make sport more inclusive • Be able to plan activities that will make sports more inclusive and accessible.

## 4.3. THEORETICAL BACKGROUND – CHANGING PERSPECTIVES IN SPORTS PARTICIPATION

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Sport is an important part of our society and often a part of our identity as human beings.

Aside from the physical advantages of moving and being active, sport can make a positive contribution in a range of other areas too – like networking, providing social context and a sense of belonging. But it is important to remember that sport is more than just a game. We form strong bonds with our teammates and our sport, gain the ability to interact with people outside of our normal network and we contribute to our sense of identity.

All this is important, but it is perhaps even more vital when a migrant or refugee arrive in a new country. As a refugee arriving into a new community, there are many things that need to come together. Aside from basic needs like housing, employment, creating a social network and learning a new language, there are also every-day things like how to buy a bus ticket, where to buy clothes or how to book a doctor's appointment. Even though many countries have systems in place to help guide people through these issues, it can be difficult to navigate through them when migrants and refugees are new and perhaps without a network of support.

Both elite and grassroots sport are global phenomena and, as we state earlier, this familiarity offers a tool for the integration of refugees. Sports settings become a meeting place where individuals with different ethnic and cultural backgrounds can get to know, develop an understanding for, and respect, each other through a common interest. In fact, science shows that sport has a positive impact on areas as diverse as health, peace, education and democracy<sup>[1]</sup>.

In order to achieve an environment where everyone, regardless of age, gender, social class, religion, cultural and ethnic background feel as if they belong, we need an intersectional perspective. Intersectionality is a theoretical idea and an analytical tool which is used to understand how different norms and power structures together create inequality, discrimination and oppression<sup>[2]</sup>.

Sport, like the rest of our society, is governed by norms and structures. These norms and structures can be different from country to country and we need to take into account cultural differences as well as differences in laws and regulations. Thus when a migrant or refugee arrives in a new country they have an ethnic belonging, a sexual orientation, a gender, perhaps a religion too. All of these pieces are a part of them and also need to be taken into consideration when they evaluate whether or not they will be included or excluded from an environment, based on its norms.

So in order for a sports organisation to be accessible and for it to continue to develop, we need to identify its norms and structures before we can start working to change them.

"Teflon Test" PDF link: [https://www.aspiresport.eu/documents/teflon\\_test.pdf](https://www.aspiresport.eu/documents/teflon_test.pdf)

[1] Peterson, T. 2008. Föreningsfostran och tävlingsfostran.

[2] Virtuell-Fuentes, E. A., Miranda, P.Y. & Abdulrahim, S. 2012. More than culture: Structural racism, intersectionality theory, and immigrant health. *Social Science & Medicine*, 75, 2 099–2 116.



## 4.3.1. WHAT IS A NORM?

A norm is an unwritten rule that most people relate to in one way or another and which assigns power between people. A norm, sometimes referred to as a standard, sets a framework which will include some, but exclude others. We might not be aware of the norms in place until someone crosses the line of what is “expected” and wanted.

One example is the norm which assumes that most people are heterosexual and attracted to the opposite sex. If you live as a heterosexual and have straight friends, you may never think about this norm, because you have not had to pay attention to it in your everyday life. Those of a different sexuality, however, may have to think about it every day in a range of situations.

In a sporting context, inclusion is about making sport settings as welcoming as possible to as many people as possible. To do this we need to identify the norms of our setting and make them visible in order, where necessary, to be able to change them. It's important to note that for inclusion to be properly successful, it is the norm that should change to include a more diverse group, not the people to fit the norm.

Norms do not exist in a vacuum. We are responsible for following, reinforcing and relating to them. We usually follow and break away from different norms during the course of our life or in different contexts. In order to be able to see the norms within our own group we need to learn how to view sports organisations from a new perspective. We need to ask ourselves questions such as:

- Who thrives in this environment?
- Who has an obvious space and who do we listen to?
- What factors can make some people feel excluded or insecure?
- How does this relate to the structures or cultures in our society or our group?

While norms or structures can make some people feel excluded or as if they do not belong, others, who fit it into the norm, can benefit from them. So it's important when we ask ourselves questions about norms that we force ourselves to take a step away from our own experience and from the structures that we might benefit from. Instead we need to look at our sports organisations from the perspective of those who are not included and ask ourselves how we can change.

By becoming more aware of how our organisation is viewed from the outside, we can be an important part of that change and help even out the imbalances within the setting. Adjusting these norms can be a long process. In order to succeed, it is crucial to view the every-day life of our sports setting through a set of ‘norm-critical glasses’, which help us focus on getting the job done.





## 4.3.2. HOW DOES THIS TIE IN WITH SPORTS?

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Sport is an important part of everyday life for many people. It is also a setting which can help vulnerable people, including migrants and refugees. Indeed, some researchers claim that sport is even more important to those with a refugee background than those without.

Sports organisations, like the rest of our society, thrive if we make room for a more diverse group of people. By meeting across the borders of gender, ethnicity, sexual orientation or religion, people in sports settings can learn from each other and continue to develop even further.

Sport offers a range of natural meeting environments and all of these contain some sort of structure or norm, even if they can vary. The opportunities afforded by the sports organisation, the training session, the changing room, stadium, sidelines or home all vary, depending on the norms that apply in each.

## 4.3.3. THE MOST IMPORTANT MEETING PLACES FOR CHANGE

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In order to create actual change in our sports organisations we need to identify the most important meeting places. Then we can identify which norms and structures apply and what we can do to change them.

### TRAINING AND COMPETITION

Training and competition are the essence of sports - to compete and race against oneself and others is an integral part of sport's appeal. But, as we explored earlier, and as mentioned in the chapter on Intercultural Dialogue, the will to win can also lead to an increased risk of the exclusion of other participants, meaning that competition in itself is a double-edged sword. The fact that competition lies at the heart of sport provides a real challenge to clubs and coaches. One solution is to modify or include more flexible models of competition, such as drop-in programmes, which offer a more informal access point to sport.

Both within training and competition it is traditional for us to divide participants into male and female teams. That automatically creates a hierarchy where one group is rewarded before another. And because a majority of leading people within sport are white men, they are usually the ones who are better rewarded through, for example, more financial aid or better space and time to train - even at a grassroots level.

Norms within sport can also be expressed through specific gender-coded clothes or, for example, the prohibition of religious apparel (i.e. hijab). While some clothes are accepted and others are not, the standards are set for what is seen to be normal and what is considered problematic. As you can see, whether we realise it or not, our norms can provide all kinds of challenges to our aim of broadening participation.

### THE LOCKER ROOM

The locker room is not always a physical room with walls, showers and other facilities. It can be wherever the athletes meet before and after a training session or competition. In the locker room, different norms are applicable and they can vary hugely between different groups or sports. Some people will take up more space, whilst others will keep a low profile. But the norms are expressed through the way we speak, the jokes we make and how we behave. It can be about having the 'right' clothes, saying the 'right' things or how we look at the people that are not part of our group.

There are different expectations between how girls' and boys' teams should behave, both in the locker room and other places. The expectations of girls are that they should be strong and powerful in sport but more feminine outside of it, while boys have similar

norms and standards both on and off the field. They are often expected to be hard, strong, ready to use violence and not demonstrate emotions other than anger and frustration - both inside and outside of the sports environment. The expectations of boys are closely linked to violence, which is important to be aware of.

Coaches and other adults have a great responsibility to prevent harassment in teams where some participants become dominant at the expense of others. It's for this reason that many clubs put a lot of time and effort into teamwork in order to strengthen the bond between teammates. Encouraging activity in a safe and inclusive group not only benefits individuals but is likely to have a positive effect on team performance too.

#### **SPORTS ORGANISATIONS**

For many sports organisations, their centre of power lies in the board or committee room. This is where authority is accumulated and also distributed, so the board is probably the most important group of people to harness when working for change.

A board with a traditional view might choose to continue down its current path and whilst this may promote diversity and inclusion to some degree, it is also important to take the time to view the organisation with a critical, external perspective.

One of the biggest challenges for reformers is that it is usually those who follow the norms of an organisation most closely who are in charge

of it. They usually wield most of the power and make most of the decisions. This, in turn, means that it is sometimes their own perspective that needs to change and, alongside this, their own power they need to cede to welcome others. One possible way to sensitise the board members of sports organisation is to involve them in different qualification workshops and reflective exercises such as those in the chapter on "Intercultural Dialogue".

#### **TRADITION IN TRANSITION**

Sport's rich history has helped to build fantastic opportunities for both participants and supporters. But it has also created obstacles and challenges when it comes to inclusion. For example, sport has traditionally been governed by men and the activities it has provided have been primarily aimed at young males.

This male dominance was not unique to the sports movement, of course, but today we must try to think differently about gender equality and equality in general. Yet even though women have an obvious place in sport today, taking leadership roles of all kinds, men's norms still persist. For example, in many cases there are still different prize monies for women and men in certain sports, whilst in others - like tennis, where there is equal prize money - those norms have been successfully challenged.

## **4.3.4. INTEGRATION AND INCLUSION**

Whether we are talking about the world of sport or society in general, inclusion and integration are words that are often used when we talk about refugees, particularly in a political context.

Inclusion is difficult and it is not unusual to end up with a form of pseudo-inclusion or, as it can be called, integration. When we integrate people we usually group people together and offer them a place within the organisation, but without creating the change to provide them with full access. Instead, a group within the group is formed and, unlike when you fully include people by changing and evolving the norms, integration does not require an effort to identify and change your norms.

Yet even if integration is not as good as inclusion, it is still preferable to both exclusion and alienation. Exclusion means that people outside of the group are not invited at all, and alienation means that those who are not invited into the group instead form a group of their own that remains on the outside.

## 4.3.5. CHALLENGES AND BARRIERS

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Sport can be accessible or non-accessible in a range of ways. When they talk about accessible sports organisations, for example, many people think about opening clubs up to people with physical disabilities.

But it's also useful to think about accessibility in relation to structural problems. This text has a primary focus on refugees but it is important to remember that accessibility is important on many different levels. Despite having the best intentions, it is not always easy to be an open organisation. In their journey towards being inclusive, clubs and other sports settings will meet many challenges and obstacles, some of which will be easier to overcome than others.

**TO PROVIDE AN OVERVIEW OF THE CHALLENGES THAT MIGHT BE FACED WE HAVE DIVIDED THE BARRIERS INTO FOUR GROUPS:**

- Physical barriers
- Structural barriers
- Mediating barriers
- Personal barriers

### **PHYSICAL BARRIERS**

Where and how someone lives can have a big impact on which organisations they can be a part of. Some areas have a smaller range of sports organisations or clubs nearby. Not everyone is able to travel to training facilities easily if there are none close to where they live. Research shows that proximity to sport is a crucial factor in whether or not people are able to participate.

Some neighbourhoods might also be perceived to have a negative image for those who do not live in the area. That reputation has an impact on those who do live in these areas and they may be faced with prejudice as a result. Some sports organisations may not want to establish themselves in the area. Others may use a venue or training site without involving or inviting people who live close by.

With increased alienation, it is not unusual that the gaps in society grow too and this in turn can lead to increased suspicion between different groups. Sport can prevent alienation by being present in lots of different kinds of areas and offer inclusive activities that involves everyone in shaping, leading and developing the organisation or club.

In order to participate in sport, one must be able to get to and from training or competition. If cheap and frequent public transport is lacking, young people might depend on adults having access to a car and being able to drive, which is not the case for everyone.

Proximity to the school day and the school itself can help overcome some of the challenges. The school is often considered a safe place, regardless of culture or country, and is also considered a natural pathway into a new country and its society and structure. By keeping close to the school, or even using the school's facilities, more children and young people are given the option to participate. Creating a close relationship between school and sports is usually one of the keys to success when working with children little experience of sports.

### **STRUCTURAL BARRIERS**

Structural barriers and the challenge of normative work have already been discussed earlier in this chapter. Our whole society is built on structures and that has an effect on sport too. They permeate everything from politics through business to sport and in a sport setting they are demonstrated by who is elected onto the board, who gets the best training times at the club, who has the best financial conditions or which teams receives the primary focus and attention.

Structural barriers can also be demonstrated through ignorance and prejudice, for example that girls with immigrant parents do not like to exercise or that children who live in certain areas or from a certain socio-economic background are not allowed to participate because of their parents.

It is to be expected that we all have different traditions, experiences and knowledge levels when it comes to sport. Our own history with sport is based on us as individuals and is often different to that of other people with the same background or from the same country. That makes it crucial to consider each individual's interests and experiences. It is important to meet and identify similarities and then use that common ground to build a relationship.

For example, we can think about what time of the day we arrange our training sessions or which public holidays we take into consideration. Today we have a clear idea of when to practice sports, but in order to be more inclusive we might need to reconsider that and open at different times to make the club truly accessible to everyone. We also need to make it clear what we expect from our members so that everyone gets the same chance to take part. We might also consider opening up the club or setting to new types of sports with origins in different countries.

It's important to remember that whilst sport can build bridges, it is not a panacea. One Norwegian study showed that some young women with an immigrant background found that sport had helped them build a social network and overcome racial divides, whilst others said that sport made them feel marginalised and that cultural differences made it difficult to form friendships with their teammates<sup>[1]</sup>.

Successful integration projects tend to be long-term and involve as many people in the organisation as possible.

### **MEDIATING BARRIERS**

Communicating without mastering a language is a challenge and can create barriers. However, research shows that sport can be a great help in learning a new language and that, once mastered, it is easier to take on other parts of society and to create a network of contacts<sup>[2]</sup>.

The challenges of communication are not only based on the language we speak – we all meet people who speak the same language as us but with whom we fail to connect. In those cases, the issue is usually around us entering the conversation with different life-experiences. Likewise, a person who has been subject to discrimination by a structure is much more aware of injustice than someone who has benefitted from the same structures. This can create problems when people from the two groups meet to discuss, for example, racism because their experiences are so different.

Another barrier to communication is that it is usually those who are part of the norm and who are privileged that enjoy most of the power in an organisation. This can make it difficult for them to communicate with those who are exposed to discrimination. One way to prevent this is to involve the target group and allow them to influence the content and form of the club. This can also make their commitment to the club grow.

Social and structural codes are another thing that can pose problems in communication. They have to do with how we work with other people and what behaviour the group that we are a part of accepts. These social codes are everywhere around us and they are different for different groups.

Social norms work as informal rules that dictate how people are expected to behave and breaking these rules usually incurs informal social sanctions. These can be anything from subtle social gestures to social exploitation or, in some cases, even harassment or violence.

Social norms are self-sustaining because the individuals in the group constantly observe each other's behaviour and imitate them. Individuals with a high social status have a greater chance of influencing others in the group. In uncertain situations when the group faces a common threat, the leader usually has the ability to change the norm or rules.

For example, a strong social code in Sweden is being punctual. If the coach says that the training session starts at 18:00, participants are expected to be on time, changed and ready to start. Being aware of these expectations is not something that comes automatically and this code needs to be explained to those who have not grown up with it. This is important in order to provide everyone with the tools to understand it as a social code. As a change to the norm, it also could be an idea for leaders to allow for 15 minutes of down time, for social contact and bonding, in order to benefit the social aspect of training.

Another option is to establish some sort of buddy system where teammates with different backgrounds get



paired up. By integrating and including migrants with local residents, the club can provide a context and the teammates can learn from each other.

Political social scientist Robert D. Putnam coined the expressions "bridging" and "bonding" regarding different types of social connections<sup>[3]</sup>. Bridging means getting to know people who are different to yourself (for example with a different cultural or ethnic background). Bonding means to keep the relationship with those who have the same background as you. The scientist Karin Walseth also uses these expressions when she discusses and describes the importance of sport activities<sup>[4]</sup>.

Walseth's study shows that most new relationships created in a sport setting are fairly shallow, but even so they can be of importance in getting to know a teammate's background and what norms and values they conform to. Bonding is common within groups where the participants have known each other for a long time.

## PERSONAL BARRIERS

As we mentioned earlier, every individual is unique. This means that there could be several reasons why a person experiences obstacles or challenges when taking part in sport. If you are from a family where sport has not been a natural part of life, for example, the first step to start exercising might be bigger than for someone who grew up with sport as part of their family life.

It is also important to remember that people come from different financial backgrounds - some sports require expensive equipment or simply cost more. A further challenge might be a lack of knowledge about how sport is structured in the country.

Time, or lack thereof, is also something affecting accessibility. Often sport requires parents to get involved in one way or another, which might be difficult if free time is limited or if parents don't feel able to get involved in coaching or driving their children.

Many of those who arrive as refugees originate from countries or continents where the form of organised association which we take for granted in Europe is relatively unknown or even prohibited. For those people, it may not feel natural to use the sports club as a form of organisation<sup>[5]</sup>.

It also means that the knowledge of how to show interest in participating or engaging in a sports organisation is crucial. One thing that has worked well in Sweden is inviting entire families to the sports club to share knowledge about the organisation and explain how to get involved, engage and contribute. It is important to give parents the knowledge they need to take responsibility as a parent but also to show them a potentially quicker route to learning the language or social codes.

[1] Walseth, K. 2008. *Bridging and bonding social capital in sport – experiences of young women with an immigrant*

[2] Lee, Y. (2005). *A new voice: Korean American women in sports. International Review for the Sociology of Sport*, 40, p481–495.

[3] Putnam, R. (2000). *Bowling Alone: the collapse and revival of American community*. New York: Simon and Schuster.

[4] Hertting, K., Karlefors, I. 2012. *Idrott och nyanlända barn*.

[5] Hersan, D., Strömberg, S. 2017. *Föreningsidrott och utanförskap*.



## 4.4 IMPLEMENTATION INTO PRACTICE – BREAKING DOWN THE BARRIERS

As we addressed earlier, it is important to consider the development of the organisation as a long-term project. That's partly because change takes time but also so that the changes you make will not feel temporary. It is vital to avoid the sense that development is not taken seriously because not enough time is set aside for it. A successful project will require a unique mix of ideas, suitable for the unique nature of the particular sports setting.

Although sport can be found all over the world, not every sport is found in every country. Sports can also be organised differently in different countries or continents. As someone who has recently arrived in a new country, it can be a challenge to find a way into the local sports club. Think about how your club is recruiting new members, who are the leaders, how is the organisation run and who can the participants identify with? The answers to these questions look different in different countries, and can sometimes even vary between different sports in the same country.

As we mention in Chapter 2: Intercultural Dialogue, internationality can be challenging. Differences in cultures and traditions can cause misunderstandings and even conflicts, which is why it is important that we take steps to use interculturality and to learn how to interact with each other in a beneficial way.

We have seen positive effects from organisations that have been able to think outside of the box when it comes to recruiting new participants, sometimes including looking to other organisations to collaborate with. Some sports clubs create a partnership with organisations such as the Red Cross or Save the Children, who have already earned credibility with the target groups.

Being visible where the target group is active is also a route to success. Meeting people at asylum housing, in residential areas, at ethnic associations, school parental meetings or even language courses for adults can all be effective.

Another successful tactic is being active on social media and on websites which target the group you want to reach. Using these platforms, the club can invite people to different events and describe how to become active within the organisation. It is important that sports bodies who want to open up to a new target group do not do this by creating new activities and making these only available to the target

group.

This form of set-up is only a short-term solution and is not genuinely inclusive. It may be a starting point but it needs to be developed to reflect an inclusive sport which offers several routes to participation and which is open to all. Opening different routes for those who wish to get fit, for those who want to train and compete in a fun environment and for those who wish to focus on winning is a way of retaining participants.

In Sweden, there is an increase in sports teams that are linked to an ethnic or cultural association, rather than to sport. They arrange training in different forms, often within a sport that is popular in their culture and that is likely to have been experienced earlier in the life of the participants. But this approach is a symptom of sports clubs not having opened up properly and thus increasing exclusion despite wanting to work against it.

To get to the finishing line we need to take several steps and at this stage it is helpful to think about micro- and macro-actions.

Micro-actions take place at an individual level and include acts like speaking up when someone is unfairly treated or wearing a captain's armband in the rainbow colours to show support for the LGBTQ movement. Macro-actions take place on an organisational level, i.e. structurally, and involve the whole organisation moving in the right direction - for example, working to get a balanced board.

Sport can be a great platform to include and welcome refugees to a new country. Through sport we can create a familiar context and use it to help start building a network for participants. Although it is important to feel at home on all levels in a new country, sport can help guide the way.

In the next chapter are five concrete tips on how to make your association more inclusive.

"Action Plan" PDF link: [https://www.aspiresport.eu/documents/action\\_plan.pdf](https://www.aspiresport.eu/documents/action_plan.pdf)



## 4.4.1. IDENTIFY THE CURRENT SITUATION

In order to start this project, it is important to make an honest assessment of what the current situation looks like in your organisation. To help with this, we can think about those meeting places we talked about earlier in the chapter. One idea is to start close to the actual action - for example at training sessions.

From a helicopter perspective, try and put words on what you see, hear, feel and experience in the different meeting places. Use these open questions below to get started:

- Who is here?
- What do they look like? Age, gender, background, appearance, clothing etc.
- Who fits in with us?
- What does the relationship look like between our participants?
- What are the conditions for those who are active? Rules, training places, times, equipment, etc. Are they equal to all?
- Is there anyone who has special privileges in the group?
- How is power distributed in our group?
- Is there anyone who attracts more attention than others? If so, what does that mean?
- What language and which jargon is used?
- Is there anything which can be perceived as exclusive or limiting to some? What does that mean?
- Is there something that you need to change

or develop? If so, what? What will be your next step?

It is good to remember that there is a Caucasian norm in Europe which will affect how we view sport. Some sports have different rules or sorts of equipment for men and women. Having men's and women's teams is not unusual and they are usually valued differently. Sport organisations tend to value a very one-sided form of exercising where a competitive element is always included.

A good example of how change is possible is to look at basketball in Europe. The rules used to say that it was forbidden to play basketball in hijab, thus excluding hijab-wearing players. This was not a significant problem until the sport's playing demographic changed and more hijab-wearing women got into the sport. The issue was then raised to a European level by some countries and the rules were changed to allow play in the hijab. This is clear proof that it is possible to change rules to make a sport more inclusive and to align it better with the rest of society.

## 4.4.2 CREATE A TARGET

Think about how you want your organisation to look and try to make it as concrete as possible. Consider the answers to the questions below and write them down:

- What do we have to change based on what it looks like today?
- What feeling do we want to have in our group?
- What will our organisation look like?
- Who should be a member of the organisation? What people are we missing today?

Info: [https://utbildning.sisuidrottsbocker.se/globalassets/sisu/generell/inkluderingsdokument/mallar/handlingsplan\\_nulagesanalys.pdf](https://utbildning.sisuidrottsbocker.se/globalassets/sisu/generell/inkluderingsdokument/mallar/handlingsplan_nulagesanalys.pdf)

## 4.4.3 IDENTIFYING THE LACK OF KNOWLEDGE

Consider what knowledge the organisation possesses today and what parts need to be reinforced. We need to think about what we know and, most importantly, make ourselves aware of what we do not know.

It is also crucial that research is the foundation of everything we do and that any changes we make to sports settings should be knowledge-based. Ensure that the project group that works to make the organisation more inclusive is diversified and that different people have the chance to make their voice heard.

On a federation level, one suggestion is to contact universities and colleges and use any relevant research available. Do a fact-based analysis and avoid guessing when it comes to assessing what your organisation looks like. Use qualitative research, if possible, which means interviewing your participants in order to better understand the people you are trying to include.

Individual associations should ensure that there is broad competence in the management team and base their work on research. Make sure that the group that formulates the challenges is heterogeneous so that everyone brings different types of experience into the group.

To find out how your group looks and how close to the norm you are, the Teflon-test can be a good tool.

### TEFLON-TEST

The Teflon-test is a chance to reflect on yourself and your everyday life. In addition, you get to see what the norm looks like in your group. If your answer is almost exclusively "never" or "rarely" you are most likely part of the norm and have thus not had to think about these questions much.

### THE TEFLON TEST

Think about, and put a tick in the corresponding box, to the question of how often, if ever, you have experienced discomfort, looks, taunts, abuse or uncomfortable questions because of any of the reasons below.

### WHAT IS THE POINT OF THE TEST?

This is an easy way to reflect on your own situation and your environment. It is also a good way to get an idea of what the norm looks like.

After completion of the test, discuss the following questions in the group:

- How did it feel to fill out the test and see your result?
- Are you surprised by the result?
- How can we relate to these results in our organisation?
- How can we use this knowledge and these insights on norms and privileges constructively?

## 4.4.4 TAKE ACTION

Create an action plan for what must be done to enable the organisation to achieve the target you set. What things need to be done and who will do them? Be sure to write down the action plan and make it as clear as possible.

### FOCUS ON THE FOLLOWING:

- WHAT? What should we do? What do we want to achieve? What effects do we want to see?
- HOW? How should we do this? What activities are required?
- WHEN? When should we do this?
- WHO? Who is responsible for each activity and ensures that it is done?

It is necessary to work on several fronts simultaneously and it will require both micro- and macro-efforts. For example, a micro-action might be for active members of the club to bring a friend who would not normally attend. A macro-action could be to change the official forms to include more than two options when asking about gender.



Involve the nomination committee, which suggests people to the board. This is to ensure that there is a wide range of candidates available. How are new members or participants recruited today? It might also be necessary to revise the organisation's strategy and set new goals.

Info: [https://utbildning.sisuidrottsbocker.se/globalassets/sisu/generell/inkluderingsdokument/mallar/handlingsplan\\_nulagesanalys.pdf](https://utbildning.sisuidrottsbocker.se/globalassets/sisu/generell/inkluderingsdokument/mallar/handlingsplan_nulagesanalys.pdf)

### IDENTIFY SUPPORT AND RESISTANCE

This work will meet both support and resistance. In order to be successful, it is important to first ensure that any management is involved in what needs to be done (although they do not necessarily have to do all the work themselves). Ensure that the focus is long-term and that you start this project for the right reasons.

The resistance you encounter can be passive or active. Active resistance is often expressed by denying that the organisation has any problems, making up excuses, or trying to move the problem away from the organisation and to place it on someone/something else. In some cases, people may refuse to participate fully.

Passive resistance is usually more difficult to put your finger on, but it may be that you are met with silence, that the issues you raise are not put on the agenda, that the work is not prioritised, or that a lot of time and effort is put into things that will not drive the work forward. In other words, some might drag their feet when it comes to making the change.

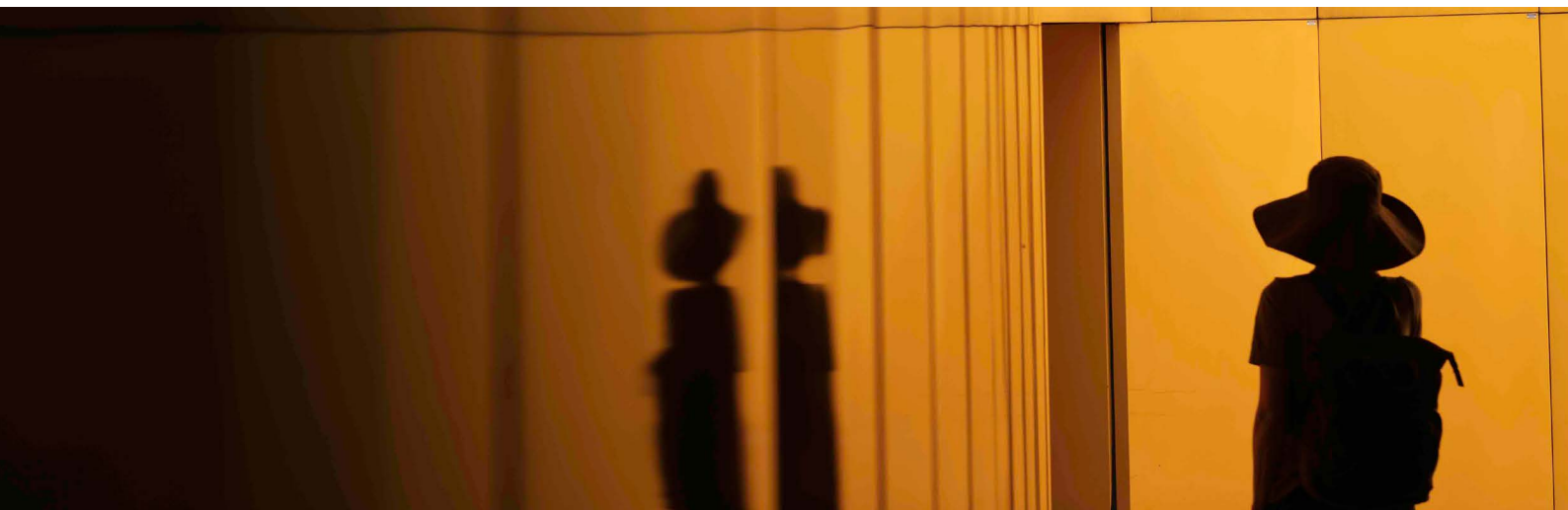
Make the inner and outer resistance visible and remember that you can be part of the norm yourself. There is an inherent concern when you start to shift power and those who have much influence today may well be concerned when they notice they have much to lose. However, this is completely natural and something that has to happen in order to make room for others.

Build a relationship with parents to prevent a potential gap between them and the sports organisation. When parents are allowed to come close, and even participate in activities, their understanding and knowledge of the organisation increases, so does their confidence in coaches and leaders. Above all, like all parents, they can take responsibility for their children and support them in their sports. For girls especially, this is the key to increased participation.

Ask for help from the parents who are already involved to bridge a connection with a new group of parents. This leads to the whole club, from top to bottom, being inclusive. Once you've built a relationship with parents, you have a base to have important conversations, and share values and conditions in sports.

Try to identify other organisations to cooperate with. Contact appropriate organisations like the Red Cross and Save the Children to find support and exchange knowledge and experience.

Have patience and try to identify and process problems and challenges without putting the blame on certain individuals. Many who have been part of the norm or benefited from structures feel shame when the fact is pointed out, and this can create a resistance. Try to work together and find solutions without pointing fingers. It may be tough to hear criticism but if we take on a learning approach and remain open, this can alleviate the feelings of shame and resistance.



## 4.4.5 TIPS ON DIFFERENT TYPES OF SPORTS ACTIVITIES FOR INCREASED INCLUSION

- Activities for mothers: We talk a lot about the importance of involving parents and one way of doing this is to arrange sporting activities for mothers. By reaching mothers you also reach younger children who might not get in touch with sporting settings on their own outside of school. Some organisations set up walking groups which is a great way to combine walking with socialising. It could become a natural pathway into society for some participants, by meeting friends and creating a network. In countries with access to water or swimming pools, swimming lessons are another good way. In countries with a coastline, water is usually a natural part of life and being able to swim really helps with integration and inclusion.
- In many countries, it is important to have some kind of relationship to water and swimming. The beach is somewhere one might meet other people and offering swimming lessons for mothers helps us reach young children, as well as offering a way to meet new people.
- Language training for adults and sport. In Sweden, there are examples of some sports organisations that work with companies offering language training for adults. Combining language training with education in health and sports gives parents the same level of knowledge as the rest of the country's parents.
- Open training: A club can organise open training where the aim is to meet and exercise. There is no expectation that participants need to deliver results but instead the focus is on having fun and offering both a context and something to do.

## 4.5. EXAMPLES OF GOOD PRACTICE

In previous chapters we have highlighted refugees and migrants who have been successful in sport in their adopted country and projects and initiatives which have been used to increase the interaction between different cultures in a beneficial way. Below you will find examples of sports organisations who have adopted an open-minded approach and made their organisations more accessible.

TITLE	CULTURE PROJECT ÖSTERSUNDS FK – SWEDISH FOOTBALL CLUB
Target group	First team and youth team The first football club in Sweden to be LGBTQ-certified.
Implementing Organisation	Östersunds FK - Swedish football club
Location	Östersunds, Sweden
Time / Duration	Founded in 1996
Objectives	Östersunds FK has made itself a name in Europe through its unorthodox approach to culture in combination with football.
Structure / Design	The club has put a lot of focus on norms and the culture they have within the organisation. They are the first football club in Sweden to be LGBTQ certified - a four-step process involving looking at a club's culture, norms, division of resources, jargon etc. in order to make it more inclusive. The club management is convinced that taking these steps is one reason for the club's improved performance on the pitch over the past few seasons.

(continued...)

Impact / Outcome	<p>In only a few years they have gone from the fourth division in Swedish football to the top tier, playing in the Europa League knock-out stage in the 2017/2018 campaign.</p> <p>The Culture Project - which has seen the first team put on theatre shows, art exhibitions and dance performances such as Swan Lake.</p>
Lessons Learned	The club is convinced that by exploring culture and engaging their players in cultural experiences they can change the dynamic in the group and, in the long run, yield better results on the pitch. One of the challenges that remains is to start a women's team to encourage more women to be part of the club.
URL	<a href="http://ostersundsfc.se/">http://ostersundsfc.se/</a>

<b>TITLE</b>	<b>WELCOME HERE SWEDISH BASKETBALL FEDERATION</b>
Target group	A number of basketball clubs had noticed an increase in unaccompanied refugee children and together they decided to specifically target this group to improve inclusion.
Implementing Organisation	Swedish Basketball Federation which was founded in 1952. There are 370 basketball clubs with approximately 50,000 members.
Location	Sweden
Time / Duration	Welcome Here was initiated by The Swedish Basketball Federation in April 2015
Objectives	<p>During 2014 a number of basketball clubs had noticed an increase in unaccompanied refugee children and together they decided to specifically target this group for inclusion. Basketball came to Sweden through refugees - when Latvians and Estonians fled from Hitler and Stalin they brought basketball to their new country. The sport has continued to evolve following an influx of immigrants from strong basketball countries like Greece, Turkey, the US and the Balkans. Diversity has always been a part of the sport's DNA and 50% of the children and young people that play basketball in Sweden today have a background other than Swedish. So why was a special project needed if inclusion is already such a natural part of the sport? Because not everyone who came to Sweden had a background within the sport. Many of them came from Afghanistan, a country which has been a war zone for many years. So the project focused on young people who were also beginners. It started out being specifically aimed at refugees but later grew to include local teens who wanted to try the sport.</p>
Structure / Design	<p>The project involved 22 clubs all over the country and the idea was to:</p> <ul style="list-style-type: none"> <li>• Find and invite unaccompanied refugee children to regular meetings/training sessions (at least a couple of times a week)</li> <li>• Develop methods and tools to help with introduction, inclusion and involvement</li> <li>• Gather and spread the knowledge that the different basketball clubs had about integration and sports</li> <li>• Increase understanding and tolerance towards refugees</li> </ul>
Impact / Outcome	One reason why the project has been so successful is that the clubs themselves have been able to decide what sort of activities to offer.
Lessons Learned	The clubs all have basketball as their foundation, but they have been able to tailor their offer to best suit the children they have around them. Challenges remain today, because some clubs are still struggling to find the space and time to accommodate the beginners' groups. Capacity is a problem in many sports, and basketball is no different.
URL	<a href="http://www.basket.se/SwedishBasketballFederation">http://www.basket.se/SwedishBasketballFederation</a>

Implementing Organisation	Rising You – “We climb. We rise. We shine.”
Cooperation / Partners	<ul style="list-style-type: none"> <li>• Sport Flanders</li> <li>• Social Innovation Factory</li> <li>• Ashoka</li> <li>• Incontrol</li> <li>• National Lottery</li> <li>• Flemish Agency Innovation &amp; Entrepreneurship</li> </ul>
Structure / Design	Rising You guides young refugees to challenging jobs at height. As a painter of high-voltage pylons, as a supplier of telecom installations or as a maintenance technician on windmills. Adventurous jobs, tailored to these enterprising young people. The scheme provides active guidance to employers who are looking for temporary or permanent staff for assignments at height.
URL	<a href="http://www.nature.be/en/risingyou/">http://www.nature.be/en/risingyou/</a>

<b>TITLE</b>	<b>MINOR-NDAKO SPORT. LET ME PLAY! INDOOR FOOTBALL TEAM ON THE RUN. RUNNING TEAM</b>
Target group	<p>Keep calm, play cricket. Cricket team. Minor-Ndako offers specialised care and helps children and youngsters who find themselves in problematic living situations. It focuses on children from all over the world, in particular the most vulnerable among them. Most of them are unaccompanied minors and young refugees between 10 and 20 years old.</p> <p>Participation and inclusion in society are the cornerstones of our approach. The programme assures qualitative aid and offers children and youngsters a warm nest that gives them energy and power to go on with their lives. With persistent engagement the scheme aims to find a durable solution for each of them.</p> <p>In general, Minor-Ndako offers two types of help: residential care in small living units (max of 12 youngsters per group, boys and girls, age-related, open 24h/7 days a week) and assisted living (16 years or older, focus on integration/self-reliance/autonomy). In total it offers specialized care and help for approximately 150 minors.</p> <p>In 2014, under the Minor-Ndako wing, the organisation started its own sports unit, Minor-Ndako Sports. Currently it has: - an indoor football team in the Brussels indoor football league - a running team (participates in 10 running events yearly, in Brussels) - and a cricket team (weekly training and friendly matches).</p> <p>About 40 young refugees are involved in these three teams.</p>
Implementing Organisation	Minor-Ndako
Cooperation / Partners	<p>Governmental partners</p> <p>VGC (Vlaamse Gemeenschaps Commissie) GOB (Gewestelijk overheidsdienst Brussel). Private partner: Think Talent</p> <p>School: Sint-Niklaasinstituut Anderlecht.</p> <p>Sport partners:</p> <p>Football club Drogenbos Beersel (for the organisation of a yearly indoor football tournament on a synthetic field) Other running groups in Brussels (les gazelles de Bruxelles, etc.)</p>

(continued...)



Locations	<p>There are several centres in Brussels and Flanders (Leuven, Aalst, Gent, Sint-Niklaas, Kortrijk and Dilbeek).</p> <p>Minor-Ndako has been recognized by The Flemish Government within the framework of Integrale Jeugdhulp (Specialized Youth Care).</p> <p>Most of the sport activities (training and matches) take place in Brussels. The indoor football team plays in the Brussels indoor football league. The cricket team trains in Brussels and plays friendlies in Flanders. The running team trains and runs events in Brussels. The Minor-Ndako centers of Aalst and Ghent have also started with weekly training.</p>
Time / Duration	<p>In 2014 Minor-Ndako started with taking part in the 20km of Brussels. It did this with a mix of youngsters and assistants. Since this race the organisation has kept on running until today.</p> <p>In 2015 it started its indoor football team which has just finished its third season in competition. Next year it will add a second team in the competition.</p> <p>In 2017 it started a cricket team.</p> <p>Its aim is to be a structural sports club, focussing on the long term.</p>
Objectives	<p>"One of the reasons Minor-Ndako Sport started is because youngsters find it difficult to gain access (for several reasons) to clubs and competitions in Brussels. Inclusion is important and the organisation believes that every youngster has the right to practice sport in clubs and competitions.</p> <p>Beside this we also wanted to break the "bubble of youth care" where youngsters only play against other youngsters of other centers.</p> <p>Through Minor-Ndako Sports we want to introduce sport to youngsters in a fun, challenging and healthy way. The focus lies on sports, relaxation and doing something together, everyone being away from their daily routine.</p> <p>We made the conscious decision to focus on the social aspect of sports working towards a goal with the group. Sport is a good and powerful way of bringing people together, we want to use it as a binding factor. The language of sports is an international language. This is why we participate in sports events with a mixture of youngsters, educators and external participants (well-wishers or partners). The goal is to broaden the network of youngsters of Minor-Ndako and to give them the opportunity to get to know each other.</p> <p>Even when youngsters are not in our care, they can still join our sport teams and activities.</p> <p>With our sports teams we also want to implicitly focus on group and individual skills of youngsters and to empower them. For example, functioning in a team, being able to give positive feedback, fair play, respecting adversaries, referees and teammates, coping with loss, dealing with critics and aggression, persistence, self-control and dealing with frustrations, respecting agreements and becoming independent; etc.</p> <p>We also want to signal certain problems facing youngsters to government and society, represent unaccompanied minors and defend their rights, etc."</p>
Structure / Design	<p>Each sports team is led by an exterior coach, an educator of Minor-Ndako and, if possible, a youngster who was in the past helped by Minor-Ndako.</p> <p>Each sports team (cricket, indoor football and running group) trains weekly.</p> <p>The teams train and play in good quality, customised sportswear.</p> <p>A big challenge was (and still is) making Minor-Ndako Sport successful in the long term. Key factors for realizing this were:</p> <ul style="list-style-type: none"> <li>• Minor-Ndako created a full-time "sport coordinator" position.. This is unique in Belgium's youth care</li> <li>• Good (voluntary) trainers who have both good sports knowledge, and knowledge of the target group</li> <li>• People from the Minor-Ndako community (ex-youngsters, etc.) who become role models and trainers</li> </ul> <p>Having good partners who believe in Minor-Ndako Sport and the youngsters of Minor-Ndako. Having enough finances and training in good sport facilities is a big challenge in Brussels. Thanks to partners, this is possible.</p>

(continued...)

Impact / Outcome	<p>The sports teams of Minor-Ndako are organised and founded in a different way than the "traditional" sports clubs. Like other sports teams it plays in official Belgian leagues or participates in official sports events. But the core of teams are the youngsters of Minor-Ndako and young refugees. Other people from outside Minor-Ndako can join.</p> <p>That makes that teams feel safer for participants and the step to participate and practice sports is much lower. This is the way a lot of youngsters start with sports. A lot of them have never played in a club or competition but now they train and play weekly.</p> <p>Sport also makes you physically and mentally stronger. It's the perfect outlet, an opportunity to let go of everything and think of nothing. It lowers stress levels and reduces anxiety and depression. Plus it gives you more energy.</p> <p>Sport also gives the youngsters of Minor-Ndako a way of dealing with psycho-social problems, that might be easier than just speaking with a psychologist.</p> <p>Sport allows the youngsters of Minor-Ndako to come in contact with other "Belgian teams", people who join the organisation, or who play in the same competition. People that they would otherwise never have met.</p>
URL	<a href="http://www.minor-ndako.be">www.minor-ndako.be</a>

TITLE	<p><b>"CRICKET – EIN STÜCK HEIMAT IN BIELEFELD"</b>  <b>("CRICKET – A PIECE OF HOME IN BIELEFELD")</b>  <b>FREIE TURN- UND SPORTVEREINIGUNG OST E.V.</b>  <b>(SHORT: TUS OST)</b>  <b>BLEICHSTRASSE 151A</b>  <b>33607 BIELEFELD</b>  <b>TEL: +49 (0)521 37922</b>  <b>INFO@TUS-OST.DE, WWW.TUS-OST.DE</b></p>
Target group	<p>Number of participants: about 30 participants. Over the years about 80 young people participated.</p> <p>The target group is unaccompanied minor refugees from countries in which cricket is popular and anyone who likes to play cricket. The project is open to all genders, nationalities and ages.</p>
Cooperation / Partners	<p>AWO-Clearinghouse for young refugees  Sport office City of Bielefeld  DCB – Deutscher Cricket Bund (German Cricket Association)  LSB NRW e.V. (regional sport umbrella organization)</p>
Location	Bielefeld, Germany
Time / Duration	Started in April 2013 and will continue for as long as people want to play
Objectives	<p>The aim is to integrate unaccompanied minor refugees into sport structures. The unique point is that the cricket team was founded with the initiative of unaccompanied minor refugees. TuS Ost is an accessible and open organization and gives support when it is needed. The team was the first of its kind within a radius of 200km.</p>
Impact / Outcome	<p>Positive</p> <ul style="list-style-type: none"> <li>• Integration of unaccompanied minor refugees entering a local sport club</li> <li>• Unaccompanied minor refugees get a social "home" by doing their sport</li> <li>• A more than 120-year-old sports club has invented a new version of the sport</li> <li>• Public attention for the club</li> <li>• The club has new contacts including social actors and foundations</li> </ul> <p>Negative:</p> <ul style="list-style-type: none"> <li>• No native Germans have joined the team (until now)</li> <li>• There is a trend towards mono-ethnic team-members, like in many other teams in Germany</li> <li>• Still searching for a permanent playground</li> </ul>

(continued...)

Lessons Learned	Sport clubs can reach new members of society, therefore they must open their clubs to their ideas and their way of doing sport. Clubs cannot shut ourselves off, that is the way to develop our clubs in a changing society
URL	<a href="http://www.tus-ost.de/sportarten/cricket">http://www.tus-ost.de/sportarten/cricket</a> <a href="https://opentransfer.de/wp-content/uploads/2018/02/ebook-ankommen_final_Korrektur.pdf">https://opentransfer.de/wp-content/uploads/2018/02/ebook-ankommen_final_Korrektur.pdf</a> (Seite 22 ff.) Facebook: TuS Ost Cricket Club

<b>TITLE</b>	<b>SPORT CLUB URANIA E.V. WOMEN SPORT INTERNATIONALLY</b>
Target group	People with migrant backgrounds, especially women.
Cooperation / Partners	Sport Club Urania e.V. is a base camp sport club of the German Olympic Sport Confederation DOSB in the federal program "Integration Through Sport".
Location	Hamburg, Germany
Objectives	In the framework of this section the club offers special bike and swimming courses. By creating a secure and comfortable atmosphere for sport practice for women, the club has enabled their active participation in life.
Impact / Outcome	Through sport women not only have a healthier lifestyle. They also learn a lot about their new society, its culture, rules and its possibilities for them as women. A big focus of bike courses is on the theory. The club actively involves migrant women in its work. At the moment two Muslim women are members of the club's board. Through these activities and engagement the women get new contacts and opportunities for their start in Germany. SC Urania has a big network of partners and is known through its special and successful project for migrant women. In 2014 the club was awarded with Fritz-Bauer-Prize.
URL	<a href="https://www.scurania.de/">https://www.scurania.de/</a>

<b>TITLE</b>	<b>SPORT CLUB FC ENTE BAGDAD (DUCK BAGDAD)</b>
Target group	People with migrant backgrounds, especially women
Cooperation / Partners	<p>Sport Club FC Ente Bagdad (Duck Bagdad) is a base camp sport club of the German Olympic Sport Confederation DOSB in the federal program "Integration Through Sport". Founded in 1973 the sport club Ente Bagdad is a unique club addressing cohesion, solidarity, tolerance and friendship more than sporting success. The slogan of the club is "You'll never watschel alone!" (You'll never waddle alone!). The activities of the club are 100% based on voluntary work. The main objectives of the club are:</p> <ul style="list-style-type: none"> <li>• low-threshold soccer offers;</li> <li>• integration of unaccompanied minors;</li> <li>• promotion of respect and acceptance towards refugees in the society;</li> <li>• offers promoting interaction between land and people from different cultures;</li> <li>• team building measures for the sake of inter-religious understanding;</li> <li>• sharing of responsibilities between local and migrant population;</li> <li>• involvement of unaccompanied minors in training organisation;</li> <li>• qualification of facilitators towards the issues of interculturalism;</li> <li>• support of members with migrant backgrounds outside of the sport area (official appointments; medical issues, assistance by applications etc.)</li> </ul>

(continued...)

Cooperation / Partners	<p>Aiming to treat every person equally the sports club developed it's own set of rules as a guarantee for this. Some rules are:</p> <ul style="list-style-type: none"> <li>• no physical or mental violence;</li> <li>• respectful treatment of everyone, independently of the age, colour of skin, culture, religion etc.</li> <li>• punctuality</li> <li>• respect and inviolability of coaches and trainers</li> </ul> <p>In addition to this, migrant members are also obligated to pay a member fee the same way the local population does. However, the fee is smaller and corresponds to the income of migrant people.</p> <p>Thus, all these small rules prevent discrepancy between local and the newly arrived population and contribute to the intercultural learning.</p> <p>The sports club also has a very active social life. It participates in big public events making statements with regard to the topic of diversity and the role of sports and other social organisations in it.</p> <p>For its special engagement the sports club has been awarded several times with different prizes: 2006 Europe special prize; Respect award 2010, Sport initiative prize of city of Mainz 2016; Egidius Braun Foundation 2016 &amp; 2017.</p>
URL	<a href="https://www.ente-bagdad.de/">https://www.ente-bagdad.de/</a>

<b>TITLE</b>	<b>RUGBY UNITED – OPEN RUGBY TRAINING FOR REFUGEES IN COLOGNE, GERMANY. A PART OF RUGBY SPORT VEREIN (RSV) COLOGNE.</b>
Target group	The participants are mixed-gender and their age currently ranges from 6 to 15 years. They participate in the contact sport, rugby union. In each training session there are 10-20 children, depending on the transport options available. In the two years that the project has been running, there have been different boys and girls trying out rugby, but many of them have learned to love this sport and the club so they come to sessions every week.
Implementing Organisation	Rugby Sport Verein (RSV) Cologne, Rugby United
Cooperation / Partners	<p>Donor:</p> <ul style="list-style-type: none"> <li>• Ministerium für Kinder, Familie, Flüchtlinge und Integration des Landes Nordrhein-Westfalen (KOMM-AN NRW)</li> <li>• Buderus</li> </ul>
Location	The RSV Cologne including its social initiative Rugby United is based in Cologne, Germany. For now, activities are carried out in this city only, which is located in North Rhine-Westphalia. In Cologne, all refugee homes are offered the chance to play. The training is carried out by rugby players from RSV Cologne
Time / Duration	Rugby United has been running for almost two years and is always aiming to improve itself. It was started in September 2016 and the goals that were set in the beginning have partly been achieved during these two years. Firstly, the programme has become very popular amongst children, including the shared meal afterwards, the club events, non-sport activities and the rules and social framework that has been created over time. The children have made friends with the youth teams of the club through training together, visiting club events like the summer party or participating in the yearly rugby summer camp with other children. The training is also a welcome distraction from the refugee's often difficult every-day life. Another important point is the values of rugby, which we try to transmit through our training: fair-play, respect and discipline amongst others. By applying rituals and rules in training, the coaches feel that these values can be transmitted and that Rugby United contributes to socialisation processes. Lastly, the communicative and social character of rugby can be conveyed by adding cooking, eating together and other social get-togethers to our programme.
Objective of the Good Practice	The overarching aim of Rugby United is to contribute to the social integration of refugees in Germany, for instance by enhancing friendships and social contacts and also reducing stereotypes and sensitising the host community. The RSV Cologne is open and accessible to everyone, because sport clubs in Germany are in general open to all people, independent of their social background, religion, political affiliation etc. Besides, the global rugby family is popular for its openness around the world.

(continued...)



Structure / Design	The initiative was designed by four members and active rugby players of the sport club RSV. It has been running on a voluntary basis until now and depends on donations and grants from the sport sector. The main challenge was to target the social exclusion of refugees in Germany. This was targeted by offering an integrative sport programme and linking the open training to other club events and providing contact with other peers. The uptake was positive without exception. The programme was supported by the whole club and by other people saying how valuable and great this programme is. The programme regularly receives media attention, for instance by radio reports or film producers.
Impact / Outcome	The impact on the regularly participating children has been great in terms of spending their leisure time meaningfully, burning off energy in training and making friends across cultures. As the training is open for boys and girls, we don't make a difference between the genders, and try to keep the numbers equal. By applying special rules, both boys and girls are equally involved in the programme. We claim that Rugby United contributes to the participant's wellbeing and often benefits them psychosocially.
Lessons Learned	Learning by doing! Since the programme started two years ago, much has been advanced through the lessons learned. Rules have been implemented and are respected, the nature of the target group has been developed positively and they are much more peaceful than in the beginning and now respect each other. The children have been involved in several events and activities in the club, giving them a feeling of belonging. Also the people engaged in the programme have done incredible work and are always open for further educating themselves, for instance by visiting violence-prevention seminars.
URL	<a href="https://rugbyunited.net">https://rugbyunited.net</a> <a href="https://www.facebook.com/rugbyunited.net">https://www.facebook.com/rugbyunited.net</a> <a href="https://www.instagram.com/rugby_united">https://www.instagram.com/rugby_united</a>

#### INTERESTING LINKS FOR FURTHER READING/WATCHING

- What is privilege? <https://www.youtube.com/watch?v=hD5f8GuNuGQ>
- Race and privilege: A Social Experiment <https://www.youtube.com/watch?v=F2hviBgdg4w>
- Look Beyond Borders – A 4-minute experiment <https://www.youtube.com/watch?v=f7XhrXUoD6U>
- Organization working with female refugees through sport: <http://www.freetorun.org/>

#### Role models

- **Nadia Nadim** - <https://www.manchestereveningnews.co.uk/news/greater-manchester-news/manchester-city-women-nadia-nadim-13690305>
- **Shabnam Mobarez** - <https://www.theguardian.com/football/blog/2018/may/08/afghanistan-captain-shabnam-mobarez-denmark-refugee-womens-football>
- **Khalida Popal** - <https://www.theguardian.com/football/2017/mar/15/khalida-popal-afghanistan-womens-football-donald-trump>
- **Pur Biel** - <https://www.unhcr.org/yiech-pur-biel.html>



# GLOSSARY

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**Alienation** – those who are not invited into a group instead form a group of their own that remains on the outside. See also exclusion.

**Asylum seeker** – is someone who claims to be a refugee but whose application has not been evaluated. This person would have applied for asylum because returning to his or her country would lead to persecution, because of race, religion, nationality or political beliefs. Not every asylum seeker will be recognised as a refugee, but every refugee is initially an asylum seeker.

**Coping** – is the process of adapting to a new life situation by managing difficult circumstances, making an effort to solve problems or seeking to minimise, reduce or tolerate stress or conflict. It's a broad term that refers to anything people do to adjust to the challenges and demands of stress.

**Cultural backpack** – a person's definition of normal, strange, good, bad, right and wrong – all aspects that culture is made of.

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**Culture** – national or religious belonging of one group. Culture also considers ethnicity, education, health, fashion and sport, as well as many other aspects.

**Diversity** – when many different types of things or people are included in something.

**Exclusion** – when people outside of a group are not invited at all. See also alienation.

**Foreign-born** are those born outside of their country of residence. So, this includes migrants and refugees, and also others who have moved to the new country in the past.

**Host communities** – refers to the country of asylum and the local, regional and national governmental, social and economic structures within which refugees live.

**Inclusion** – is based on the idea that everyone is different and all can contribute positively to society. So, migrant and refugee groups are welcomed into mainstream society because they can add something special and valuable to it.

**Inclusive Integration** – assumes there is something different about migrant and refugee groups, and they are accepted into mainstream society on the condition that they adapt and 'fit in'.

**Interculturism** – when people of different cultures empathise with others and actively connect with them.

**Internationality** – relating to or involving two or more nations.

**Intersectional** – is a theoretical idea and an analytical tool which is used to understand how different norms and power structures together create inequality, discrimination and oppression.

**LGBTQ** – Lesbian, Gay, Bisexual and Transgender.

**Migrant** – is someone who moves, either temporarily or permanently, from one place, area or country of residence to another.

**Migration** – is the movement of people from one country or region to another. It can be voluntarily chosen, such as when individuals move to find new jobs or educational opportunities, or forced, to escape potential threat or danger.

**Norm** – is an unwritten rule that most people relate to in one way or another and which assigns power between people. A norm is sometimes referred to as a standard, sets a framework which will include some but exclude others. We might not be aware of the norms in place until someone crosses the line of what is "expected" and wanted.

**Post-traumatic stress disorder (PTSD)** – is a psychiatric disorder that can occur following a disaster. People who suffer from PTSD often re-live the experience through nightmares and flashbacks, have difficulty sleeping, and feel detached or estranged.

**Psychosocial** dynamic relationship that exists between psychological and social effects, each continually interacting with and influencing the other.

**Psychosocial support** analyses the psychological and the social aspect of a trauma and is an approach which aims to promote the resilience of individuals, groups and communities in crisis. It includes a broad variety of interventions which promote the resources of individuals, families or groups as well as a community as a whole.

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