



TRAINING COURSE FOR COACHES WORKING WITH REFUGEE WOMEN



REWINS
REFUGEE WOMEN
INCLUSION THROUGH SPORTS



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





INTRODUCTION AND STRUCTURE OF THE TRAINING COURSE

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This Training Course for coaches working with refugee women is one of the results of the REWINS - **RE**fugee **W**omen's **IN**clusion through **S**ports 2018-2021 project funded by the Erasmus + programme of the European Union. The content of the Training Course is produced by Fare network, Polisportiva San Precario, Girl Power Organisation and Organisation Earth. Seminars for coaches working or interested in working with refugees have been implemented in Italy, Denmark and Greece between October and December 2019 based on this content. The Training Course has been adapted according to the feedback received from the partners implementing the activity.

The current document is addressed to sport organisations working with coaches who implement activities focused on the inclusion of refugee women. The content of the document is focused on four main themes:

- (1) EU Health-Enhancing Physical Activity Guidelines (HEPA Guidelines).
- (2) Refugees/asylum seekers' issues.
- (3) How to approach women participants/gender equality issues.
- (4) Strategies and methodologies to include people from different cultures in the sports activities.

This training course material has been developed to deliver a four-day session. It includes examples of the Agenda, ice breakers, presentations on the themes, pre- and post-evaluation forms. The document provides a good insight into the four themes, with exercises and good practice examples for inspiration.

STRUCTURE OF THE TRAINING COURSE

The content of the Training Course can be used to deliver a Training Course for coaches over a period of four days, with each day focusing on one of the four themes. The example programme below can be used to structure each day. The content of the Training Course has been developed to fit in with this recommended daily programme.

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THEME 1:

EU HEALTH-ENHANCING PHYSICAL ACTIVITY GUIDELINES (HEPA GUIDELINES)

PART 1

A. PRESENTATION OF THE THEME

The guidelines from the European Union (EU) and the World Health Organisation (WHO) are not specific about the term 'sport activity', but refer more generally to physical activity, usually defined as "any bodily movement associated with muscular contraction that increases energy expenditure above resting levels"¹. Taking into consideration this definition, all the physical activity we do, from climbing the stairs instead of taking the elevator, to walking/cycling to work, is important and directly correlated with our health. Living a sedentary lifestyle increases the risk factor for the development of many chronic illnesses, in particular cardiovascular, while an active life can reduce this.

Other than the prevention of cardiovascular diseases, an active lifestyle can prevent the development of arterial hypertension, help metabolic functions, and reduce the risk of type 2 diabetes, breast cancer, prostate cancer and colon cancer. An active lifestyle can also lower the risk of depression and dementia, while increasing self-image, enthusiasm and optimism.

Many of these health conditions are common in the "Western World" due to changes in society, with many people having less physically active lifestyles than 30 or 40 years ago. The development of new technologies has significantly reduced the number of jobs that require physical activity. Most jobs now require low levels of physical activity and this, combined with the rising use of transport like cars, is increasing the risk of developing several diseases. Meanwhile, the number of obese and overweight children and youth has been increasing over the past couple of years not only due to unhealthy eating patterns, but also related to increasingly sedentary lifestyles and greater interest in indoor recreational activities that require little physical activity (e.g. TV, Internet, Video Games).

According to available data from the EU, between 40% and 60% of the EU population leads a sedentary lifestyle and this is a huge issue, especially with an ageing population². Indeed, there is evidence that anyone who increases their level of physical activity, even after long periods of inactivity, can obtain health benefits irrespective of their age. For this reason, the EU has developed specific guidelines on how to include the older population in different physical activities that benefit their health.

B. GOOD PRACTICES AMONG EU STATES AND ORGANISATIONS.

In the UK, public sector agreements have been used to provide incentives to achieve specific health targets. In some cases, the percentage increase of the population improving their physical activity habits have been linked with a financial reward for the region. This encouraged local agencies to organise programmes for improving the health of their population. A good practice example has been implemented in Hertfordshire³ thanks to a "Local Area Agreement", where the local agency of the NHS identified the need to improve the elder population's wellbeing. The agency developed agreements with local sport organisations and cooperated with the Local Medical Staff on the implementation of the programme. The following performance indicators and targets were used to measure the outcomes: 'Percentage of adults aged 45+ participating in at least 30 minutes moderate intensity sport and active recreation (including recreational walking and recreational cycling) on 3 or more days a week'. The achievement of the target (+4% on baseline) was linked to a financial reward in the region of £1.2m.

Another good practice related to the HEPA Guidelines and their implementation was developed in London. Since 2003, motorists have been charged GBP 8 to drive into central London. While the main objective of this levy was to reduce congestion, it contributed to an 80% increase in cycling, which was matched by new investments in cycling infrastructures.

Studies from many countries have demonstrated that there are several factors in increasing cycling rates, improving perceived safety being the most important. Indeed, in those countries where there is a physical separation between bicycle paths and car lanes, safety is perceived as being much higher and therefore cycling is considered more appealing.

A. INTRODUCTION:

Get to Know Each other games

Aim: Getting to know each other and promoting group bonding.

At the start of this icebreaker, the attendees should be divided into groups of two to four people. Within their groups, attendees will be asked to talk about their work and encouraged to pay close attention to the information about their partner(s). First, attendees should each speak about their work as trainers and their respective organisation. They should then each choose a vegetable/fruit starting with the first letter of their surname (Rossi = Raspberries), before talking about their best work moment from the past year. After this, everyone will be asked to feedback to the main group, introducing their partner, describing their work, the fruit/vegetable they chose and their best work moment of the year.

B. PRE-EVALUATION-ANNEX 1

Aim: To evaluate what the participants have learned at the end of the activity by comparing the results of the pre- and post- evaluation.

Prior to pre evaluation, the facilitator should print and give out a pre-evaluation form to each of the participants.

C. EXPECTATIONS FROM THE TRAINING

The facilitator should ask the participants to write their expectations from the seminar on post-it notes and share their expectations in small groups (maximum 5 participants each) and finally in the large group (all participants).

Aim: To understand what the participants expect from the Training.

D. PRESENTATION OF THE AGENDA

Aim: To introduce the participants to the topic and present the sessions.

The aim of this session is explained further below in this training course.

¹ Caspersen CJ, Powell KE, Christensen GM. Physical activity, exercise, and physical fitness: definitions and distinctions for health-related research. Public Health Reports, 1985, 100:126-131.

² GUIDELINES FOR HEALTH-ENHANCING PHYSICAL ACTIVITY PROMOTION PROGRAMMES, Written by Charlie Foster, British Heart Foundation Health Promotion Research Group, University of Oxford.

³ EU Physical Activity Guidelines. Recommended Policy Actions in Support of Health-Enhancing Physical Activity. Approved by the EU Working Group "Sport & Health" at its meeting on 25 September 2008. Confirmed by EU Member State Sport Ministers at their meeting in Biarritz on 27-28 November 2008, page 10.



PART 2

In Finland, the Fit for Life programme implemented a campaign, 'The Adventurers of Joe Finn', to encourage sedentary middle-aged men to lead a healthy lifestyle. The campaign included a handbook on keeping fit, a website, physical training courses, as well as courses on cooking and experimenting with different sports, and lorry tours with various events *such as mobile fitness test laboratory, physical activities demonstration, information on healthy diet...* The campaign, developed by the Finnish government, was implemented in cooperation with an insurance company who sponsored the event. This cooperation was beneficial for both parties as the insurance company sought to improve their employees' health in order to prevent the risk of premature retirement due to ill health.

A. HOW SPORT ORGANISATIONS AND HEALTH STRUCTURES COULD WORK TO SPREAD SPORT CULTURE

In almost all EU countries, public authorities and Health Structures (at local, regional and national levels) distribute a considerable amount of funds towards sport, although the levels of funding are disproportionate in every country, either used to support physical activity for the population at large, or to support big and famous sport organisations. The overall aim of sport public policies should be to increase quality participation in sports among all segments of society, to emphasise and support the importance of practicing sports, and doing physical activity at any age. This, however, requires public authorities to develop a nation-wide system of cost-effective sport facilities with low entry barriers and supervision for beginners. In order to achieve this target, most countries should not only make available sustainable public funding towards construction, renovation, modernization and maintenance of sport facilities but also ensure there is a provision of free and/ or affordable access. The sustainable funding should be directed towards building playgrounds and low-cost gyms in order to increase access to sport facilities for the entire population, rather than investing more in elite sport complexes for high-level athletes. Germany, for instance, has been working on sustainably managing public funding by encouraging elite teams to develop and establish new teams for children and youth and to increase the number of qualified people working to monitor the progress of youngsters and children.

It would be important for Central Governments to involve people, especially adults and the elderly, in programmes that improve their physical activity. This can only be achieved by incentivizing organisations and sport teams to create courses and sessions specially designed for the targeted age groups. This will, especially among children and young people, reduce their poor performances in competitive sports and tendency to abandon physical activity at an early age.

Most organisations offer traditional competitive sport activities that tend to select only the most skilled people and are not appropriate programmes for the general public. All EU countries have a requirement for schools to include at least 1 hour of physical activity *every day* within their curriculum, until the end of high school. Governments, however, have to stress the importance of these lessons and give appropriate funding to schools and teachers for running these activities. Physical education teachers also have a useful role to play in helping to address wider physical activity issues such as active commuting between home and school, physical activity during intervals between school hours, the use of sporting facilities after school and individual exercise planning. Here, there can be also room for collaborations with sport organisations that could introduce their culture to the younger generations and recruit new members. EU Member States should give more recognition to sport organisations. Sport organisations contribute to the social well-being of communities, can ease pressures on the public budget by training sport managers and trainers, and can ensure that physical activity is embedded in everyday lives and not restricted to time spent in the sport or leisure centre.

It's also important the type of physical activity that people practice, because a study proved that between *walking and cycling* commuters, those cycling have a 30-35% lower mortality rate in relation to several risk factors like obesity, cholesterol and smoking.⁴

In the health sector, health professionals should be prepared to give appropriate

counselling on physical activity, specific to the conditions of the people they see in their practice. Nurses are often particularly close to patients so may have an opportunity for enhanced interactions. If health professionals manage to address the benefits of physical activity while consulting with their patients, the percentage of sedentary population will probably decrease. Apart from specific "exercise referral" schemes, counselling people to increase their physical activity through activities such as walking and cycling has become part of the role of general practitioners in many countries. It is also important to include within medical training subjects like lifestyle counselling and physical activity behaviour change, especially for those countries that haven't implemented the aforementioned strategies.

B. SPORT AND EXERCISE STANDARDS TO PREVENT DISEASES AMONG DIFFERENT AGE GROUPS

The development of the HEPA guidelines started in November 2006. The European Union added value to the HEPA guidelines by focusing on the implementation of existing WHO recommendations about Health and Sport. This innovation is, however, based on the constant work and development of programmes all over Europe that focus on health and physical activity.

In 2002, the WHO adopted a recommendation to the effect that everybody should practice a minimum of 30 minutes of daily physical activity.⁵

After this acknowledgment, the EU adopted in 2007 the White Paper on Strategy for Europe on Nutrition, Overweight and Obesity⁶ related health issues. The White Paper was a result of EU's proactive steps to reverse the decline in physical activity levels among its population.

WHO recommends physical activity standards of a minimum of 30 minutes of moderate-intensity activity for 5 days a week or at least 20 minutes of vigorous-intensity activity for 3 days a week for adults between 18 and 65 years old. For adults aged over 65 the principle remains the same, although it is recommended to follow light intensity programmes of up to 10 minutes each that can be incorporated into daily routines.

It is recommended that school children and youth should participate in 60 minutes or more of moderate to vigorous physical activity daily, in forms that are developmentally appropriate, enjoyable, and involve a variety of activities.

Europe's ageing population could lead to pressure on Social Security and especially the Healthcare system if immediate action is not taken. The median age of the population within the European Union is 43.1 years, but deeper analysis into the data reveals that in Germany and Italy more than 20% of their population is over 65 years old, while for the remaining EU countries that figure is between 16-20%. Only a few eastern European countries have less than 15% of their population over 65 years old. Most of the projections for 2050 in Europe state that 35-40 % of the population will be over 65 years old.⁷

⁵ <https://www.who.int/dietphysicalactivity/global-PA-recs-2010.pdf> (Last check on January 18, 2020)

⁶ White Paper on Strategy for Europe on Nutrition, Overweight and Obesity related health issues: https://ec.europa.eu/health/nutrition_physical_activity/policy/strategy_en (last check on January 18, 2021)

⁷ <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20191105-1> (last check on September 14, 2020)

⁴ EU Physical Activity Guidelines. Recommended Policy Actions in Support of Health-Enhancing Physical Activity. Approved by the EU Working Group "Sport & Health" at its meeting on 25 September 2008. Confirmed by EU Member State Sport Ministers at their meeting in Biarritz on 27-28 November 2008, page 26.

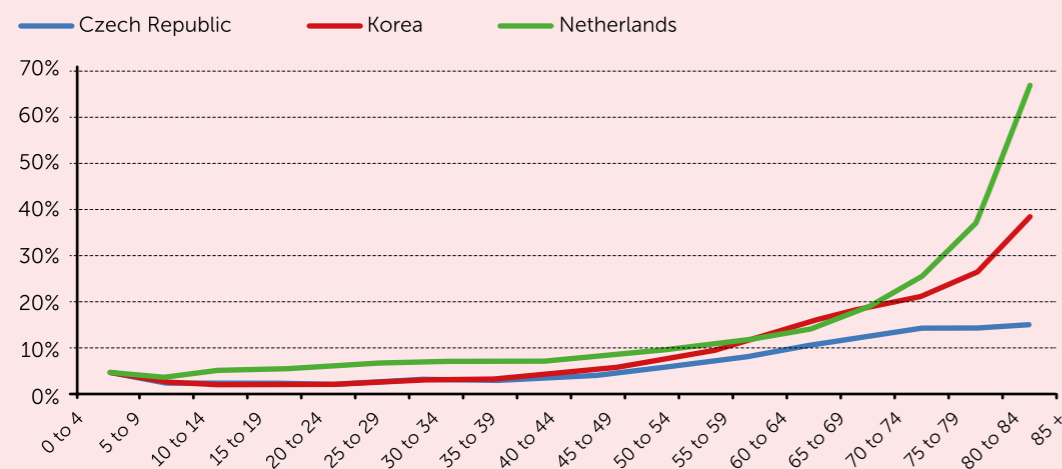




It is also reported⁸ that public spending on healthcare is increasing in relation to age, whereby expenditure on people over 85 years old is equivalent to 12% of the national healthcare spending, whereas expenditure on people aged up to 45 will never exceed 6% in each age category.

Of course, if these projections are true, the healthcare system in Europe will have to face the biggest reform since its development, for sustainability. In most European countries, there is a focus on treating diseases when diagnosed, while the effort and resources on prevention of the diseases are really low.

Figure 12. Per capita health spending by age group as a share of GDP per capita, 2011 (or nearest year).



Source: "Health expenditure and financing: Health expenditure indicators", OECD Health Statistics (database).

Key definitions in Healthcare

Disease prevention refers to specific, population-based and individual-based interventions for primary and secondary (early detection) prevention, aimed at minimising the burden of diseases and associated risk factors.

Primary prevention refers to actions aimed at avoiding the manifestation of a disease (this may include actions to improve health through changing the impact of social and economic determinants on health; the provision of information on behavioural and medical health risks, alongside consultation and measures to decrease them at the personal and community level; nutritional and food supplementation; oral and dental hygiene education; and clinical preventative services such as immunization and vaccination of children, adults and the elderly, as well as vaccination or post-exposure prophylaxis for people exposed to a communicable disease).

Secondary prevention deals with early detection when this improves the chances for positive health outcomes (this comprises activities such as evidence-based screening programmes for early detection of diseases or for prevention of congenital malformations; and preventive drug therapies of proven effectiveness when administered at an early stage of the disease).

Healthcare systems in Europe will have to significantly increase their public spending on Disease, Primary and Secondary preventative strategies, backed up by Health and Sport policies targeted at improving survival, instead of focusing on expenditure on prevention through treatment of diseases.

⁸ <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20191105-1> (last check on September 14, 2020)



PART 3

A. FUTURE PLANS: HOW COACHES WILL IMPLEMENT WHAT THEY HAVE LEARNED IN THEIR SESSIONS

Group discussions around the future plans on the HEPA Guidelines.

QUESTIONS

Has this subject been interesting for you?

How would you implement this information within your activities as a trainer?

Is there any information not addressed according to you?

What's your overall impression on this seminar?

B. EVALUATION – ANNEX 2

Aim: To evaluate what the participants have learned during the activity.



THEME 2: ADDRESSING ASYLUM SEEKERS' AND REFUGEES' ISSUES

PART 1

A. PRESENTATION OF THE THEME – (can also be done via a PowerPoint or different interactive methods).

Inclusion of asylum seekers/ refugees in sport- with a focus on refugee women

ORGANISING ACTIVITIES FOR REFUGEES

Data collected by REWINS partners in 2019 from 25 coaches in Greece, Denmark and Italy, revealed that the reason coaches had limited to no experience in training women's teams was due to a lack of opportunity. One of the barriers to organising training sessions for women's teams mentioned by coaches was the difficulty in approach and communication. Six of the coaches mentioned that they encountered difficulties in adjusting the training sessions to the women's needs.

When developing and implementing activities for refugee participants it is recommended to organise the training classes according to the "classical structure", which divides the training into three sections: warm-up, main section and final section. The warm-up and final section give coaches the opportunity to include preparation and reflection time.

The notes below are meant to offer guidance to coaches that are interested in coaching refugee women's teams and to coaches that are already working on the topic but wish to develop their knowledge.

GUIDANCE NOTES FOR ORGANISING ACTIVITIES FOR REFUGEE WOMEN ⁹

- Speak clearly and use simple words and short sentences;
- Explain any sports terms you use. Jargon or slang can be confusing for someone learning the language of the host country, but helping the refugees understand the sport's language can help them learn about the game and feel included;
- Make sure that the refugee women have access to women-only facilities;
- Ensure that families and relatives can attend the practices;
- If it is the wish of the family to meet you, please make time to talk with them and explain the sport activities that are being organised;
- Pick up and drop off refugees from the refugee centres to the location of the sport activities – speak with the organisation managing the programmes and the refugee centres;
- Make your training schedule clear and accessible;
- Take into account when planning the training schedule that the female participants may be responsible for the domestic duties in the evenings, and that girls, in particular, are often not allowed to return home late;
- Where possible, you should make available childcare facilities during the training;
- Promote the sport sessions and trainings by organising "Trial" sessions or days or "Bring a friend" sessions or days;
- Help new participants learn the rules by asking for support from refugees or migrants that have been part of the team for some time;
- Be aware of religious celebrations or observances that may affect players' ability to participate in activities, such as fasting or interactions between males and females. Check this calendar for religious holidays;
- Provide the refugees with a list of useful contacts, for instance: coaches, other team members, organisation managing the programme.

INTERCULTURAL ASPECT OF SPORT

Organising sport activities that offer opportunities to female refugees involves not only being aware of language differences, but also being aware of the religious and cultural needs of the participants.

It is not expected for the coaches to be experts in all aspects of culture and religion; however, they should keep in mind that people may behave differently than expected in some situations.

B. GOOD PRACTICE EXAMPLES:

Intercultural Football Programme of the Football Association of Ireland ¹⁰.

This programme delivers a nationwide after-school club linked programme with a focus on football and life skills development. The programme has 2 phases:

A. INTRODUCTION:

Get to Know Each other games

Aim: Getting to know each other and promoting group bonding.

Materials needed:

Large ball of strings

Video instructions:

https://www.youtube.com/watch?time_continue=41&v=mBGRQ1bXL3U

In this icebreaker, ask the participants to form a circle (either sitting or standing) and emphasize that they must remain in their place. The game starts with one of the participants or the facilitator pronouncing the name of someone else in the circle and holding on to the end of the ball of strings while throwing the ball to the person they named. The receiver calls out the name of another participant and throws the ball of string to them, while keeping hold of their bit of string. As this continues, a web of string begins to form. The fun really starts when the group has to undo the web by calling names and throwing the ball of string, which is rewound by the receiver before sending it on.

B. PRE-EVALUATION- ANNEX 1

Aim: To evaluate what the participants have learned at the end of the activity by comparing the results of the pre- and post- evaluation.

The facilitator should print the pre-evaluation form prior to the activity and give to the participants.

C. EXPECTATIONS FROM THE TRAINING

The facilitator should ask the participants to write their expectations from the seminar on post-it notes and share their expectations in small groups (maximum 5 participants each) and finally in the large group (all participants).

D. PRESENTATION OF THE AGENDA

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⁹ Centre for multicultural youth, Game Plan Resource Kit, 2015

¹⁰ SPIN, Inclusion of Migrants in and through Sport: A guide to good practice, 2012, p.22



Phase 1 sees the delivery of a 6-week after-school programme in primary schools with more than 20% of the student population originating from diverse ethnic, cultural, or religious minority backgrounds/origins. To ensure female participation in 2010/2011, half the programmes were offered to girls only.

In **phase 2**, after the 6 weeks after-school programme ends, children and volunteers are invited to a Club Open Day or Session at a local club. 120 local club open sessions/days have been arranged for both children and adults to provide follow-on opportunities to join a club at the end of phase 2.

KISAKESKUS SPORT INSTITUTE¹¹ - PEER INSTRUCTOR TRAINING FOR IMMIGRANT WOMEN

The project is aimed at training migrant and ethnic minority women (e.g. Somali, Iraqi, Kurdish, Russian, Afghan) from the Helsinki region (Finland) as peer instructors to make the women aware of the importance of a physically active lifestyle for overall health, and empower those that have received the training to support a physically active lifestyle in their families and communities. They also engage in health-enhancing sport activities. The project recognises the importance of getting the women to engage with other people to avoid exclusion and loneliness.

¹¹ Creating a level playing field, Social inclusion of migrants and ethnic minorities in Europe, p 20

EXAMPLES OF GAMES INTEGRATING LANGUAGE ELEMENTS, DIFFERENT ABILITIES AND CULTURAL AND DIVERSITY AWARENESS

The examples below can be given to the coaches to incorporate the games as part of their training sessions.

1. MATCHING PAIRS¹²

Life skill/Goal: Concentration; Observation; Cooperation; Team work.
Time: 20 minutes

You will need: Matching images which describe a situation of discrimination in or out of the football context and min. of 10 cones.

The game preparation: In a circle distribute the images randomly face down and on opposite sides of the circle place 5 cones in a row.

- Rules:**
- Divide the group in 2 teams.
 - Place both groups in front of the row of cones, facing each other and with the circle and the images between them.
 - Give 1 ball to each group.
 - Now the first person from the first group needs to dribble with the ball around the cones and try to find the matching pair among the images. If he finds a pair he can try to find another one and then comes back with the pair to his group and passes the ball to the next person.
 - Now the first person from the other group can go and try the same.
 - The game ends when all the pairs have been uncovered.
 - At the end proceed with a debriefing and discussion about the images.

Variations: The images can be identical or can be also representing the same theme but not necessarily the exact same image.

- Reflection:**
- Was it difficult to find the pairs?
 - Did you help each other to find the pairs?
 - What is represented in the images?
 - What does it mean?
 - Why do you think this is happening?

Key Messages: Make sure the participants have identified correctly what is represented in the images and are able to identify to what type of discrimination it belongs to.

Tips for the facilitator: Make sure you keep a bit of competition between the teams by limiting the exercise in time. For ex. : they only have 1 min to dribble and also find a pair, as soon as the minute has passed they have to pass the ball back.

¹² Designed by Ansley Hofmann for the Football Makes History Toolkit

¹³ Designed by Ernie: Brennan " Can football shape identity" for the Football Makes History Toolkit

¹⁴ DKJS, All different-all the same? Developing training sessions for groups of refugees, 2017

¹⁵ DKJS, All different-all the same? Developing training sessions for groups of refugees, 2017

2. TRUST¹³

Age group: 7+ **Time:** 10 mins approx.

CONTEXT: ENVIRONMENT. SENSES

PITCH / AREA: Flexible

PRIOR KNOWLEDGE: Mixed ability / mixed gender / mixed ages / mixed cultures

ASSESSMENT: Q&A

RESOURCES: Research your environment, community, players.

OBJECTIVE: To trust other senses

OUTCOME: Demonstrate how you trust

Number of participants/group size: 10 to 40

List of main materials/equipment needed: Flipcharts/White board; Balls; Bibs; Cones

- Description of the activity:**
- Each player finds a partner. A partner that is opposite to them in terms of physicality, gender, culture or a new friend. They must not be familiar with one another
 - They have two minutes to introduce themselves. Shake hands – get to know each other – communicate
 - Then one partner blindfolds the other. The blindfolded partner stands at one end of the grid with a ball at their feet while the other partner goes to the opposite side of the grid.
 - On the sound of a whistle the partner will guide their blindfolded partner to them using their voice for guidance

- Progressions/variations :**
- Use cones / flats as markers to guide your partner round for extra points
 - Stand all blindfolded participants in a designated area to add confusion and further heighten the senses.

- Blindfolded partner carries a ball and on instruction throw the ball in the air and catch it. They can do this 2 or 3 times before they get to the other side of the grid
- Blindfolded partner heads the ball before they get to the other side of the grid Aim :
- The first blindfolded participant that reaches their partner on the other side of the grid before anyone else is the winner.
- The first blindfolded partner to perform a skill and reach their partner on the other side of the grid before anyone else is the winner.

- Evaluation :**
- Ask the players did they trust their partner?
 - Ask the players how and why did they trust their partner or not trust their partner?
 - How does the game of trust challenge identity?

Reiterate that some elements of our identity are visible but that a lot are invisible?

- Does our identity change when we are denied a sense?
- Using the flipchart / white board for inspiration, ask the players to write one word that described their identity in the game of trust?
- With the aid of the players the facilitator can then add the words to the following chart:.

- Tips to educator:**
- Size of play area / grids; adaptable to number of participants / ability / indoor / outdoor
 - Keep it fun – brief introduction
 - Every player actively involved
 - Switch roles of participants after two constants

Methodological games - Perspective Strengthening team spirit, building up confidence and mutual respect and improving communication are all important issues for teams and their individual members. There are several examples of small games that can be played to strengthen communication and cooperation within the team.

SEQUENCE OF NAMES¹⁴

All players line up in a row and one after the other say their names clearly and loudly. Next, each player says the name of the person standing to their left.

Each player should remember the names of the persons to their left and their right.

Everyone then moves around in a marked field. A ball enters the game (initially by throwing it to them): the ball is thrown in sequence while the players continue to move around the field. First the ball is played to the left: the player throws the ball to the person who was originally to their left. As everyone is moving around, it is important to say the name of the respective person loudly. This is a great game to do when there are new players in a team.

TEAM CIRCLE¹⁵

Two to three small teams are formed. Each team forms its own circle (all players touch each other on the shoulder). A ball is placed in the circle. The aim is to cross a line on the other side of the marked field as team while keeping the ball in the middle of the circle. If the ball is lost, the team has to return to the starting point and start again.

Tip: First play with a football in the middle. Then use smaller balls (e.g. a tennis ball).

Variation: Players form a row behind each other in their teams. They jam a ball between their bodies. The aim is to cross the line without the ball falling down.

FOOTBALL LUDO / BADGING IDENTITY¹⁶

Life skill/Goal:
Cooperating as a Team

Time:
10-15 minutes

You will need:

A simple score sheet drawn out to award teams points for each of the activities.

The game preparation:

Students are put into groups of 5. Each team is given bibs and will complete the challenges as these teams. Each team has a team zone denoted.

Rules:

- All team members must complete all activities in order to win points for the team.
- After completing a challenge, all teams must return to their Home Zone in order to win the challenge.
- One of the challenges is to create a Team Badge – a Team Badge must represent everyone in the Team in order to win point

Variations:

These challenges don't have to be football related. They could involve a Water Challenge – the team that moves a bucket of water using a cup the fastest from point A to point B etc.

In a non-football scenario – students can just create a badge that best displays the characteristics of their team. Students could create a song that represents their team or present a skit that presents all of the characters and characteristics that make up the team

Reflection:

- Why is it important for team members to work together?
- How do we foster cooperation and teamwork?
- What are the positives and negatives of Badging Identity?
- What messages do we give when we wear a football shirt?
- What makes up a Football Team Identity?
- Students may mention: SHIRT/COLOURS /BADGE / SONGS /SHARED CULTURAL ENVIRONMENT
- What does wearing a Football Team shirt have to do with personal identity?
- What messages do we give when we wear a football shirt?
- Should this be the case? Does personal identity really equate to wearing a football shirt?
- Which is more important – the game or the shirt/badge?

Key messages:

The team must work together.
The positives and negatives of badging identity and 'wearing the shirt.'



A. TRAINING OTHER REFUGEES TO BECOME COACHES OR PEER INSTRUCTORS

Sport has the power to transform attitudes about asylum seekers and refugees and therefore break down some of the barriers that create exclusion in other spaces in society. Sport sessions can be created as recreational training, as support for those suffering from trauma, and to facilitate exchange with locals and other refugees in a safe environment. Through sport sessions, experienced coaches can help refugees interested in becoming coaches themselves to prepare for this role.

Sport coaching also offers the opportunity to develop formal skills. Coaches that support the development of individuals' skills do so by presenting them with the opportunity to manage teams and take coaching badges.

Guidance notes for getting refugees involved in training and coaching

- Pay attention to the skills of the players and their interest in becoming coaches;
- Motivate and support the players with information and advice on how to be a coach for female players;
- Organise an introductory course to discuss the differences between coaching in the host country and coaching in the home country;
- Translate the curriculum for the course into different languages;
- Although the theoretical part of coaching is important, put emphasis on the practical part too;
- Offer the opportunity to the refugees to participate in training sessions under the supervision of a coach;
- Offer the opportunity for the interested refugees to lead a coaching session;
- Support with information on preparing and delivering a training session;

Young migrant women interested in becoming coaches should be provided with advice and guidance on gaining the necessary set of skills and techniques, and should also be introduced to role models.

1. Hel Say¹⁷ is a young woman from Burma, who came to Oakland after leaving a refugee camp in Thailand in 2010. On entry into the U.S., she joined **Soccer Without Borders** (SWB) – an international organisation that uses the sport of soccer as a vehicle for positive change, providing under-served youth with a toolkit to overcome obstacles to growth, inclusion, and personal success. Three years after joining SWB, Hel Say became the first Karen (ethnic group within Burma) female soccer coach in Oakland and, to our knowledge, in all of the USA.
2. Somali refugee Jawahir Roble¹⁸ became the first female Muslim football referee in England. Unable to speak English, she formed her own football team, making new friends as her passion for the game made it easier for her to grasp the language. Roble went on to do a coaching course, earning FA qualifications and then taking a professional refereeing course with the Middlesex FA, and quickly progressing from youth to adult games.

B. GOOD PRACTICES EXAMPLES:

Irish Football Association (IFA)- Peace IV – Mentor Scheme¹⁹

The IFA has established a mentoring scheme for Syrian refugees through its Peace IV project. IFA coaches mentor the refugees over a ten-week period to equip them with the skills they need to begin coaching younger refugees and lead them along the pathway into local clubs.

Lessons learned: Club coaches normally need a background check before being assigned to a club. This is not, however, possible with refugee coaches, so they tend to be partnered with an existing vetted coach to enable them to join clubs as an assistant coach.

Malta Football Association (MFA)- Include Me and I Will Understand... All In²⁰

The MFA gives refugees the opportunity to participate as coaches or volunteers in football clubs alongside Maltese nationals, in order to foster their integration into society. Courses focusing on football coaching and club administration are provided by football clubs – where they can demonstrate a need for those position(s) in their clubs – and funded by the MFA.

¹⁷ <https://www.facebook.com/watch/?v=10154433901852913>
<https://www.acgov.org/whof/industees/2017/say.htm>

¹⁸ <https://www.theguardian.com/global-development/2019/jun/20/from-somali-refugee-to-englands-first-female-muslim-football-referee-jawahir-roble-jj>

¹⁹ Football and Refugees| Addressing key challenges| A collection of good practices shared by UEFA member associations

²⁰ idem



¹⁶ Designed by Charles Denver for the Football Makes History Toolkit.

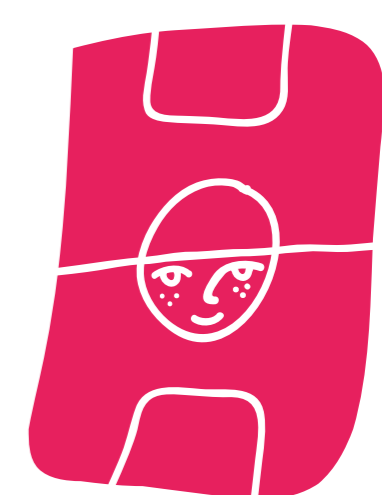
PART 3

A. FUTURE PLANS: HOW WILL THE COACHES IMPLEMENT WHAT THEY HAVE LEARNED IN THEIR SESSIONS?

Split the participants into smaller groups and ask them to work on one activity per group that they could implement in their context. The facilitator will support each group to identify the best activities. After 30-40 min the participants should be asked to share to their ideas to the group at large.

B. EVALUATION – ANNEX 2

Aim: To evaluate what the participants have learned during the activity.



THEME 3: HOW TO APPROACH WOMEN PARTICIPANTS / GENDER EQUALITY ISSUES?

PART 1

A. INTRODUCTION:

Get to Know Each other games

Aim: To break the "ice" that limits the people from participating fully, to know the group.

To start, have the participants stand or sit in circle. Each person in the circle should give three statements about themselves, two of them should be true, and one should be a lie.

For example: I have two brothers, I was born in Australia, I have a motorcycle. Once one person makes their statements, the rest of the group must guess which statement is a lie. You could play as a team, or individually. Participants could keep track of their answers and guesses to see who gets the most correct answers and who knows the other participants best.

B. PRE-EVALUATION- ANNEX 1

Aim: To evaluate what the participants have learned at the end of the activity by comparing the results of the pre- and post-evaluation.

The facilitator should print the pre-evaluation form prior to the activity to give to the participants.

C. EXPECTATIONS FROM THE TRAINING

Aim: To understand what the participants expect from the Training.

D. PRESENTATION OF THE AGENDA

Aim: To introduce the participants to the topic and present the sessions.



A. GENDER AND SEX – DIFFERENCES AND CLICHÉS

It is often believed that the sex of a person necessarily determines their behaviour and their choices. From an early age we are led to think that girls and boys behave differently based on sex, without assessing individual characteristics, character predispositions, society of origin, personal tastes. As a result, each of us risks becoming the mirror of a model imposed arbitrarily from birth.

But sex is not gender. Sex is the set of biological and genetic characteristics of a person. Gender meanwhile indicates the social and cultural traits that give 'meaning' to sex.

Gender, in short, is a social construction. This is why the link between sport and gender differences (gender, not sex!) can tell us many things about the way in which the socio-cultural imagination influences our lives.

Gender differences are decoded through the use of stereotypes which convey a rigid and simplified image of reality. The content of stereotypes is anchored in the division of roles and depicts, for example, women as loving, sensitive beings, capable of deep feelings, and men as sure and determined, rational beings, suited to leadership. The word "stereotype" was coined by a journalist, Lippmann, in 1922, to indicate the fixed and waterproof knowledge that organizes our social representations.

Many of the decisions people make are based on these classification systems, which produce two fundamental consequences:

1. Concepts are over-simplified as they aim to represent groups as one homogenous block and not the individuals.
2. Individuals are misinterpreted and misrepresented.

B. CASE STUDIES ON GENDER IN SPORT IN EUROPE

The European Union proposes gender equality as one of its fundamental principles. Article 23 of the Charter of Fundamental Rights of the European Union states that "equality between men and women must be guaranteed in all areas, including employment, work and pay. The principle of equality does not prevent the maintenance or the adoption of measures that provide specific advantages in favour of the under- represented sex." ²¹

The European strategy for equality between men and women has encouraged people to tackle the issue in all areas, including sports. In the EU Work Plan for Sport 2014-2017 the key priority is the integrity of sport, including gender equality.

The European Commission, within the 2014-2020 strategic actions, on gender equality in sport, has encouraged sports governing bodies to develop and implement national and international strategies on gender equality. Despite numerous EU interventions on the subject, research shows that there are still great obstacles for women at an individual, interpersonal, organisational and socio-cultural level.

At a theoretical level, there is a broad acceptance of the idea that women trainers can be a model to encourage girls and women to take part in sport and at the same time support their participation. It also happens more and more often that, due to cultural traditions or religious beliefs, some women feel more at ease with women coaches, this also brings women from underrepresented backgrounds closer to sport.

Coaching at the highest levels is represented almost entirely by men. Research by Finance Football, for example, has shown that the 20 highest paid football coaches in Europe are all men.

Unfortunately, women's representation is not only low at the highest levels, but throughout the sport.

Data from European Countries reveal the following ²²:

- In Finland 30% of coaches are women and in Northern Ireland 20%.
- In the Czech Republic, 72% of athletes were trained by a man and only 28% by a woman.
- In the United Kingdom 17% of qualified coaches are women.

²¹ Mapping and analysis of education schemes for coaches from a gender perspective. A report to the European Commission July 2017, Directorate-General for Education, Youth, Sports and Culture Directorate C - Innovation, International Cooperation and Sport Unit C.4 - Sport

²² https://ec.europa.eu/assets/eac/sport/events/2013/documents/20131203-gender/final-proposal-1802_en.pdf (Last Check on January 18, 2021)

- In Denmark female coaches dominated gymnastics (73%) but were largely under-represented in handball (28%), tennis (20%), athletics (14%) and football (7%).
- About 11% of Olympic level coaches in 2016 were women.
- In Germany about 10% of the 500 national coaches are women and in elite and professional sports 13% of coaches are women (who with few exceptions were responsible for women athletes).
- In Sweden 11% of national coaches in 34 different sports were women.
- In Slovenia 15% of the national and junior national team coaches were women.

Specific data on the number of female coaches was not found in the case of Italy, however, it is important to emphasize that no Italian female athlete is considered legally a professional, but only amateur, due to a law of 1981 (law 91/81). This law delegates the decision of selecting which sports are to be considered professional, to CONI²³ (Italian National Olympic Committee) in collaboration with the single Sports Federations.

As a result of the 1981 law there are only 4 professional sports in Italy: football, basketball (only in the A1 category), golf and cycling, all and only in the male sector. All Italian non-professional athletes (so all female athletes and all male athletes that do not practice the 4 abovementioned sports) are denied access to the State law that regulates relations with companies, social security, health care, pension treatment and maternity.

The Commission on Gender Equality in sport has published a summary of the barriers that women coaches face in Europe.²⁴

²³ Comitato Olimpico Nazionale Italiano

²⁴ Mapping and analysis of education schemes for coaches from a gender perspective. A report to the European Commission July 2017

PART 2

A. INFLUENCE OF STEREOTYPES IN THE CHOICE OF SPORT - GAMES AS PRECURSORS OF THE SPORTING BEHAVIOUR OF MEN AND WOMEN

Gender identity, as we have said, consists not only of a biological component, but also of messages, indications, rules of daily behaviour, which are gradually absorbed by children and girls, and are often transmitted unconsciously. It is still not clear enough how these messages can produce effects on the personality structure of boys and girls.

From an early age, girls are receiving direct and indirect messages that require them to be conscious about the manner in which they move, not exhibiting too much strength, being calm and moderate rather than aggressive. According to these messages, girls must be delicate, restrained and composed: a behaviour which, although not explicitly suggested, is silently approved as the most suitable one.

In contrast, when it concerns boys the attitude is very different: male games and war toys are encouraged; one is tolerant (if not pleased) towards strong and brusque behaviours, towards the brazenly expressed aggression, towards raising one's voice exaggeratedly; more freedom and much broader permits are granted.

As one can understand, for women a characteristic of fragility and passivity may gradually develop, and this characteristic takes on the aspect of a real role that is attributed to her as if it were natural.

Instead, the aggressive aspect, the strength and oppression are given as positive values for men, rewarding the intense movement, the externalization of the aggression, the

kicks, the fight, the violent games. Often within the family there is a real pride for the aggressive boys, with a clear incentive for these aspects.

At the same time, the experience of tenderness and fragility is inhibited by males from a certain age; being able to feel small and the need to be looked after. There is a forced differentiation between males and females, an early distinction of the characteristics that both must possess in relation to strength, aggression and tenderness.

In the case of girls and women the concept of positive aggression is discouraged, although positive aggression is useful in dangerous situations as it allows women to defend themselves. In males the opposite happens. Strength is emphasised as a masculine endowment, but at the same time the male loses his share of tenderness, sensitivity and calmness, which, seen as feminine qualities, are often diminished in male children. Because of this, the reinforced strength of the male is in danger of becoming arrogance and power-seeking and loses the connotation of healthy and useful strength.) But let us start talking about sports.

We assume that sport is a very important medium for personality formation, and we ask ourselves: how much can the social models described above negatively affect a person's development?

Sport not only helps to improve one's physical potential or health, but also helps shape one's social and relational identity with others. It is not just a comparison with your teammate but also with your opponent.

Stereotypes do not spare the relationship between sport and gender differences. Sport provides fertile ground for false myths. For example, we are convinced that due to their low aggressiveness and their soft nature, women are less inclined to practice certain sports.

Just as there are games for girls and games for children, there are sports for boys and sports for girls. We will therefore have male players, female volleyball players, female dancers, and male rugby players. Each of us is directed to a sport not based on our own inclinations, but on the basis of social standards.

In reality, there are no sports for girls and sports for boys, there are simply sports. The fact that the physical performances of women are not comparable to those of men does not exclude them a priori from any sporting discipline.

The diffusion of female sport is marked by a constant struggle against the symbolic barriers that relegate women to the domestic sphere: At the London Olympics in 2012, women for the first time in history, were allowed to participate in the same men's competitions.

Sport remains a fundamentally masculine terrain: most men practice it, they are almost all men who represent institutional leaders, and languages are masculine.

The choice of sport by the children and youth is therefore not only due to the individual preference for that particular sport, but it is also influenced by the educational style of their families of origin and by the social environment in which one is introduced. But let's start with the children and youth: the game is a precursor of sports behavior.

Many scholars since the mid-1970s have focused on the differences in the characteristics of the game of boys and girls. In particular Level (1976)²⁵, thanks to his studies, has shown that already at the age of 10-11 years there are substantial differences between males and females.

Males prefer:

- Outdoor games
- Medium-large gaming group
- Heterogeneous age of the play group
- They usually choose typical masculine sports, discarding those considered feminine

²⁵ (Sex Differences in the Games Children Play, Lever, Janet, Social Problems, 23, 4, 479-488, Apr 1976)





The above listed sport preferences suggest that men have a greater participating in sport in general and being part of team sports. This suggests also that men are more predisposed to movement, to have a competitive nature and to take part in challenges.

Females instead prefer:

- Activities in the home environment
- Small to medium gaming group (in pairs or alone)
- Homogeneous age of the gaming group
- They are more oriented to practice sports that are considered masculine

A common characteristic of the two genders in choosing sports orientation is belonging to a sports family, in this case in fact, the children of sports parents are more likely to play sports.

These studies²⁶ thus confirm the continuity between play and sport, and that childhood games, together with the effects of other socialization factors (such as family, peer group and coach), influence the future interest and participation of women in sport.

An interesting research (Giuliano, Popp and Knight, 2000²⁷) examined the extent to which childhood play activities e.g. favorite toys and social games predict future female participation in adult sports (Footballs Versus Barbies: Childhood Play Activities as Predictors of Sport Participation by Women).

The results of this research revealed that playing with masculine, rather than feminine, toys and games, playing in mixed or predominantly male groups and having been considered a "tomboy" in childhood, distinguished between women who later became athletes and those who did not.

In a study with boys and girls aged 9 to 11 years, Lewko and Ewing (Lewko, J. H., & Ewing, M. E. (1980). Sex differences and parental influence in sport involvement of children. *Journal of Sport Psychology*, 2(1), 62-68.²⁸) found that girls who participate in sport receive more encouragement from family members, particularly their father. This is an important factor that enables girls to take up sport and continue to do so throughout their lives. The authors interpreted these results as suggesting that in order for girls to participate in sport, there must be many sources of influence, presumably to counteract the years of exposure to gender stereotypes that portray sport as more appropriate for boys than for girls.

Even Coakley and White (1992)²⁹ found widespread gender differences: they conducted in-depth interviews with British teenagers and found that, compared to boys (for whom sports serve to reaffirm their virility), girls often perceived participation in sports as incompatible with "becoming a woman"; therefore, they were more likely to give sports a low priority in their lives. The girls also reported they felt more limited by the parental rules concerning their programmes and their activity choices than boys.

Progress in female participation and gender equality in sport has been noted. In Sweden, there is a substantially equal participation of males and females in sporting activity³⁰. In August/September 2020 the Brazilian Football Association proposed equal pay to male and female athletes playing for the National team. In Italy from 2020 there has been some movement but we are still far from a decent compromise. The government approved the constitution of a grant for helping female athletes that are being fired by sport teams due to maternity. But still there is no recognition of female athletes as professionals.

B. GOOD PRACTICE EXAMPLES

In recent years, numerous initiatives have been implemented with the aim of tackling the barriers faced by women in occupational sports integration. A noteworthy EU initiative is the project " Strengthening Coaching with the Objective to Raise Equality - SCORE "³¹. Supported by the Erasmus + Sports programme and led by the European Organisation for Non- Governmental Sports (ENGSO), this initiative

focused on increasing the number of women coaches at all levels of sport, collecting and simultaneously disseminating information on gender equality in coaching.

SCORE trained 24 mentors to support women coaches and organise of national training sessions in Croatia, Cyprus, Finland, Germany, Lithuania, Portugal, Sweden and the United Kingdom, between 2015 and 2016.

Since then, the programme published a kit of educational tools aimed at supporting both sports organisations and individual coaches. SCORE's broad focus was on tackling the barriers to engage and advance women through the development of coaching paths.

This great work ³² proposed by the European Commission on gender equality in sport shows that in Europe there is limited attention to gender-specific issues in coaching training programmes.

A notable exception is provided by UEFA, with a Coach Development Project for Women ³³, which aims to increase the number of qualified coaches, as well as to increase the number of women and national team coaches.

Support provided for coaches includes: a scholarship programme for coaches for the UEFA A and Pro diploma; UEFA C and B diploma courses (women only); and seminars for women coaches (led by a UEFA technical instructor).

Improving gender equality in sport has been a key objective of the Council of Europe since the beginning of its sport programme. The importance attached to "sport for all" policies is reflected in the European Charter³⁴ for Sport for All, adopted by the Committee of Ministers in 1975. The Charter, together with a series of recommendations, provided a reference for government policies in sport and allowed people to exercise their "right to participate in sport".

Despite the many and varied efforts of public authorities to promote equality, obstacles remain in everyday life. As highlighted by the ministers responsible for equality between women and men at the seventh ministerial conference held in Baku in 2010: equality exists by right but does not always exist in fact.

This is no less true in the field of sport, often considered an area dominated by "male" values. Despite the relevant initiatives and recommendations of Council of Europe bodies, public authorities and the sports movement, the status quo of gender equality in sport must be improved through firm commitments at all levels, in all age groups and in both sexes.

Sport can make a positive contribution to society: sporting practice promotes mutual respect, tolerance and understanding by bringing together people of different genres, races, religions, ages and economic backgrounds. Sports activities, properly managed, can be a tool to combat discrimination, prejudices and stereotypes. If the positive contribution of sport to society is universally accepted, the fact that women and girls are even less likely to participate in sport or physical activities is a serious concern. The time has come to do it, and improving access for women and girls to sport is just one of the many steps needed.

A. FUTURE PLANS: HOW WILL THE COACHES IMPLEMENT WHAT THEY HAVE LEARNED IN THEIR SESSIONS?

Split the participants into smaller groups and ask them to work on one activity per group that they could implement in their context. The facilitator will support each group in identifying the best activities. After 30-40 min the participants are asked to share to the large group their ideas.

B. EVALUATION—ANNEX 2

Aim: To evaluate what the participants have learned during the activity.

³² http://www.score-coaching.eu/programm_and_activities

³³ https://pjp-eu.coe.int/en/web/gender-equality-in-sport/online-library-all-practices/-/asset_publisher/Cnz5IGXRqnUL/content/uefa-s-women-football-development-programme-national-associations-projects?inheritRedirect=false&redirect=https%3A%2F%2Fpjp-eu.coe.int%2Fen%2Fweb%2Fgender-equality-in-sport%2Fonline-library-all-practices%3Fp_p_id%3D101_INSTANCE_Cnz5IGXRqnUL%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-1%26p_p_col_pos%3D1%26p_p_col_count%3D2 (Last Check on Jan 18, 2021)

³⁴ COUNCIL OF EUROPE, COMMITTEE OF MINISTERS, RECOMMENDATION No. R (92) 13 REV. OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON THE REVISED EUROPEAN SPORTS CHARTER; <https://rm.coe.int/16804c9dbb> (Last check on January 18, 2021)



²⁶ Cfr. Note 21

²⁷ Traci A. Giuliano, Kathryn E. Popp e Jennifer L. Knight, *Ruoli sessuali* volume 42, pag. 159 - 181 (2000)

²⁸ <https://psycnet.apa.org/record/1981-25567-001> (Last check 18 January 2020)

²⁹ (Making decision: gender and sport participation among British adolescents. J.Coakley, A. White (1992), *Sociology of Sport Journal*, 9, 20-35)

³⁰ (Participation patterns in Swedish youth sport. A longitudinal study of participants aged 10-19 years. B. Thedin Jakobsson, G. Brun Sundblad, S. Lundvall and K. Redelius (2019). *The Swedish School of Sport and Health Sciences*)

³¹ <https://www.engso.eu/post/strengthening-coaching-with-the-objective-to-raise-equality-score-2015-2016> (Last check on January 18, 2021)

THEME 4: STRATEGIES AND METHODOLOGIES TO INCLUDE PEOPLE FROM DIFFERENT CULTURES IN SPORT ACTIVITIES

PART 1

A. PRESENTATION OF THE TOPIC – (can also be done via a power point or different interactive methods, the important part should be the contained information).
Strategies and methodologies of inclusion

Pierre de Coubertin – “father” of the modern Olympic Games – believed that sport events were important tools for the promotion of human rights: “sports should have the explicit function to encourage active peace, international understanding in a spirit of mutual respect between people from different origins, ideologies and creeds”.³⁵

Sport enhances social and cultural life by bringing together individuals and communities. Sport can help to overcome difference and encourages dialogue, and thereby helps to break down prejudice, stereotypes, cultural differences, ignorance, intolerance and discrimination.

Sport is an important medium for creating an effective dialogue between players from different cultures. It is easier to achieve intercultural dialogue without a principle of competitiveness. Space, time, fun, inviting new people, moving together with pre-existing or newly created rules, can loosen people up and initiate encounters. People get new and different impressions of people with different cultural backgrounds and have the chance to adjust their attitudes towards them.³⁶

Certain groups, including women and girls, older people, disabled people and those from lower socio-economic groups are significantly less likely to play sport and be physically active than the population in general. For example, recent research on the relationship between poverty and access to sport for young people highlighted, not just practical barriers like cost and availability of the right informal activities, but also emotional barriers around perceptions of safety and ownership of local space as well as wider social circumstances.³⁷

³⁵ <https://www.coe.int/en/web/compass/culture-and-sport#18>

³⁶ Invitation for integration – Sports associations and their chances, Invitation for integration – Sports associations and their chances, Sport facing the test of cultural diversity, CoE, 2010, p.44

³⁷ Sporting Future: A New Strategy for an Active Nation, Cabinet Office, UK, 2015

³⁸ <https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-can-you-do/opportunity>



A. INTRODUCTION:

Get to Know Each other games

Aim: To break the “ice” that limits the people from participating fully, to know the group.

Have the group form a circle. Have the group hold hands around the circle. Ask them to send a pulse signal through the group. Time it. Challenge the group to do it faster. Note: If you allow them several opportunities to try this, make sure you have a timer that will display hundredths of a second.

B. PRE-EVALUATION-ANNEX 1

Aim: To evaluate what the participants have learned at the end of the activity by comparing the results of the pre- and post- evaluation.

The facilitator should print the pre-evaluation form prior to the activity and give each participant one form.

C. EXPECTATIONS FROM THE TRAINING

The facilitator requests the participants to write their expectations on a post-it; then they will share their expectations, initially, in small groups (maximum of 5 participants each) and, finally, in the large group (all participants).

D. PRESENTATION OF THE AGENDA

The facilitator can choose to show the Agenda, prepare a poster with the sessions and the programme of the day or print in the Agenda on a A4 paper.

Play by the rules³⁸ programme of the Australian government identified the TREE model – a practical tool to modify and adapt activities or programmes to be more inclusive. The TREE model includes four elements:

1) TEACHING/COACHING STYLE

Teaching/ coaching style refers to the way the sport or activity is communicated to the participants. The way an activity is delivered can have a significant impact on how inclusive it is. Strategies to use may include:

- being aware of all the participants in your group;
- ensuring participants are correctly positioned (for example, within visual range);
- using appropriate language for the group;
- using visual aids and demonstrations;
- using a buddy system;
- using appropriate physical assistance – guide a participant's body parts through a movement;
- keeping instructions short and to the point;
- checking for understanding.

2) RULES

Rules may be simplified or changed and then reintroduced as skill levels increase. Strategies to use may include:

- allowing for multiple hits in a sport such as volleyball;
- having a greater number of players on a team to reduce the amount of activity required by each player;
- reducing the number of players to allow greater freedom of movement;
- regularly substituting players;
- allowing substitute runners in sports such as softball and cricket or shortening the distance the hitter needs to run to be safe;
- reducing or extending the time to perform actions;
- allowing different point scoring systems;
- varying passing styles: try bouncing, rolling or underarm toss, instead of overarm throw;
- reducing competitive elements.

3) EQUIPMENT

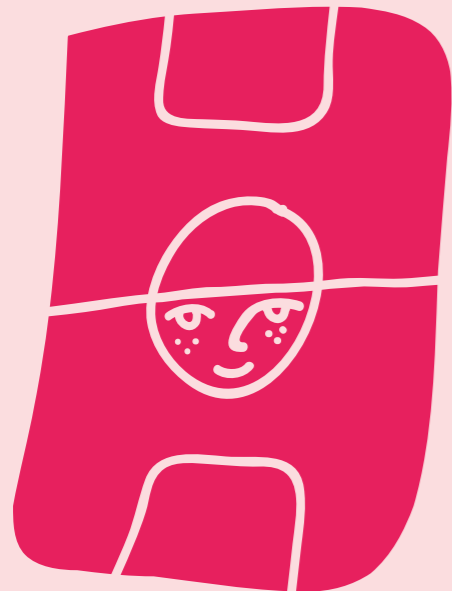
Strategies to use may include:

- using lighter, bigger and/or slower bouncing balls, or balls with bells inside;
- using equipment that contrasts with the playing area – white markers on grass, fluorescent balls.

4) ENVIRONMENTS

Strategies to use may include:

- reducing the size of the court or playing area;
- using a smooth or indoor surface rather than grass;
- lowering net heights in sports such as volleyball or tennis;
- using zones within the playing area;
- minimising distractions in the surrounding area.



B. EXAMPLES OF GAMES INTEGRATING LANGUAGE ELEMENTS, DIFFERENT ABILITIES AND CULTURAL AND DIVERSITY AWARENESS

Organisation Earth, partner of the REWINS project, has identified traditional games from Greece. These traditional games can be used as a warm-up during sport sessions. The traditional games offer the opportunity to discover and discuss the different games from different cultures.

Game : Abariza- Description

The players are divided in two teams. Each team has a base (that can be anywhere such as a tree). The main objective of the game is to reach the other team's base without being caught (like doing a touchdown in American Football but without a ball).

The game starts with a player saying "abariza" and starting from his/her own team's base, trying to reach the other team's base.

The other team can defend its base by catching the opponent. The only condition about that is that the "defender" will have left his/her base after the "attacker" did, again by saying abariza. Also, each player can return to his/her team's base in order to

"renew" his/her abariza and start again (so that he/she can act as a defender).

When a player gets caught, he/she has to start again from the team's base. In order to start again, one of his/her teammates must "set him/her free".

When a player manages to reach the other team's base, a point is added to his/her team's score. There is not a specific score that ends the game but the teams can agree beforehand.

The game is much more interesting and funny with a good number of players at each team so that there is not only one "attacker" and one "defender", each team tries to attack and defend at the same time with multiple players.

Game: Eftapetro (Seven Rocks)- Description

Materials needed: One ball, one pile of seven rocks placed on top of each other

Players: two teams (3-6 players per team).

The first team throws the ball towards the pile of rocks in order to knock them. If the team actually knocks the rocks, then they have to try and fix them into a pile again without being hit from the opponent team with the ball. If they achieve that, they take a point and play again. If not, the teams change roles.

Game: To Mantilaki (The Small Tissue)- Description

Materials needed: 1 scarf and 1 chalk

Players: min 6 players

With the chalk, you draw a circle in the middle and two lines, one to the right and one to the left of the circle. The goal of this game is to try and take the scarf from the centre. The players will be divided in two teams. Each player from each team has a number. The player tries to take the scarf from the centre without being touched by his/ her opponent. If the opponent actually touches him or her, the opponent gets a point. If the opponent crosses his line, the point belongs to the other team. The team that scores the most points wins the game.



A. FUTURE PLANS: HOW WILL THE COACHES IMPLEMENT WHAT THEY HAVE LEARNED IN THEIR SESSIONS?

Divide the participants in smaller groups (4-5 persons) and ask them to develop an activity plan that would facilitate cultural diversity in their team or in their own work context.

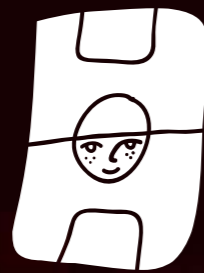
Offer support to the participants while they work in small groups and guide them in identifying the best activities.

Allow 30-40 minutes group work before asking all the participants to return to the large group. Ask each group to present their activities to the rest of the participants. Give each group 5-7 minutes to present their activity.

B. EVALUATION ANNEX 2

Aim: To evaluate what the participants have learned during the activity.

ANNEX 1: PRE-EVALUATION



REWINS
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INCLUSION THROUGH SPORTS



This pre-evaluation form will allow us to analyse the impact that the Training course has had in terms of expectations, knowledge improvement on the topics and the capacity of implementing the acquired knowledge.

1. How long have you been coaching?

2. Have you worked/ are you working with refugees?

 Yes No

3. Have you attended Training Courses or Seminars focused on coaching refugees before?

 Yes No

4. Have you heard about the HEPA Guidelines?

 Yes No

5. If yes, how have you implemented the HEPA Guidelines in your training?

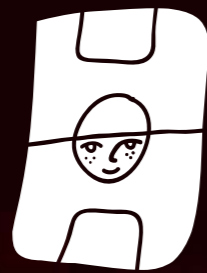
6. Have you struggled in reaching refugees to join sport teams?

7. What are some of the cultural barriers that you have encountered as a coach?

8. I am aware of the gender dimension in sport and know how to coach gender mixed teams.

 Strongly Agree Agree Slightly Agree Disagree

ANNEX 2: POST-EVALUATION



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1. Which topic did you find the most interesting?
 - a. HEPA Guidelines
 - b. Addressing refugees' issues
 - c. Women participation and gender issues
 - d. Cultural inclusion in sport activities

2. Looking back at the Training Course content what would you like to implement/ adapt to your daily coaching?

3. On a scale from 1 to 5 (1 being the lowest and 5 the highest), how would you rate the delivered information and ideas regarding the inclusion of refugee women in sport activities?

1 2 3 4 5

4. How would you include the HEPA guidelines in your coaching sessions?

5. Did this Training Course meet your expectations?

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**TRAINING COURSE
FOR COACHES WORKING WITH
REFUGEE WOMEN**