



Toolkit with  
practical guidance  
**Sport for promotion of Tolerance**

Project "SPORTolerance" /613067-EPP-1-2019-1-BG-SPO-SSCP/

[www.sportolerance.com](http://www.sportolerance.com)





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### Official project name

SPORTolerance



### Project acronym

#SPORTolerance



### Project lifetime

30/06/2022



### Project number

613067-EPP-1-2019-1-BG-SPO-SSCP



### Project webpage

<https://sportolerance.com/>



### Project Facebook page

<https://www.facebook.com/SPORTolerance/>





## Introduction

**#SPORTolerance** project “comes at a time when Europe is faced with economic hardship, migratory flows, terrorism, dangerous rise of populism, xenophobic rhetoric, extremism, and other phenomena, which test our democracies and shake public trust in state and international institutions”. Although radicalization can happen at any age, young people in search of a sense of belonging, a purpose in life, or identity, may be particularly exposed. Young people are also one of the most mobile and dynamic population groups, offering them various opportunities for interaction with persons from diverse cultural backgrounds.

**#SPORTolerance** project aims to contribute to further human capacity development in sport through development of a set of mobilities for sport coaches that will include both modules for education, and also exchange of good practices in the field of using sport for prevention of radicalization and building tolerance and solidarity. The project will use and further develop in the field of tolerance and solidarity the non-formal educational methodology Education Through Sport /ETS/ that is an illustration of using **sport as learning tool** and thereby taking steps to stretch sport beyond the activity itself. ETS approach in the context of education, on the basis of non-formal education, experiential learning and active participation, is a conceptual model and a practical learning tool. The activities of this methodology assist and **enrich the non-formal learning processes in the youth sector and will equip participating sport coaches with new skills and instruments to be used on a daily basis**. ETS methodology [official Salto resource] is a structured pedagogical non-formal educational approach that works with sport and physical activity and refers to the development of **key competences** of individuals and groups, in order to contribute to personal development and sustainable social transformation with a main goal - active citizenship.

The practical focus of the project is to develop skills and knowledge through educational mobility of sport coaches in order to empower them to work with young people from disadvantaged backgrounds who are at risk of radicalization. Through providing innovative methods, #SPORTolerance project would make positive change in Belgium, Bosnia and Herzegovina, Bulgaria and Cyprus.

The current collaborative partnership will implement various activities on local, national and international level; will focus in transfer on knowledge through educational mobilities of sport coaches, promotion and

sharing good practices in the field of preventing radicalization and promoting tolerance and solidarity through sport. #SPORTolerance will add to the existing knowledge, know-how and practices of participating directly and indirectly sport organizations and persons involved in project activities and outputs. All activities we will hold by this project will be available and can be used as OER (open educational resources) to interested stakeholders.

### The following Outputs will be developed to achieve the project aims mentioned above:

- Edition Education Through Sport edition “Sport for promotion of Tolerance” with new non-formal educational activities, focused on fight with radicalization through sport and promotion of tolerance and solidarity;
- Empowered sport coaches in 3 EU and 1 Western Balkans countries to work focusedly against radicalization and for promotion of tolerance and solidarity;
- Young people from disadvantage background at risk of radicalization involved in different and innovative sport activities with educational impact;

#SPORTolerance project is co-funded by ErasmusPlus Programme of the European Union and will be implemented by a consortium of:

#### Coordinator

Bulgaria, Bulgarian sports development association

[www.bulsport.bg](http://www.bulsport.bg)

#### Partner 1

Bulgaria, Darko Athletics team

<https://darkoteam.com/>

#### Partner 2

Belgium, The Charity Game [TCG asbl]

[www.thecharitygame.be](http://www.thecharitygame.be)

#### Partner 3

Bosnia and Herzegovina, Bosnian Representative Association for Valuable Opportunities [BRAVO]

<https://bravo-bih.com/>

#### Partner 4

Cyprus, Social Policy and Action Organization

[www.socialpolicyaction.org](http://www.socialpolicyaction.org)



**Education Through Sport edition “Sport for promotion of Tolerance”**

**Target groups:** Participating organizations (project team) in terms of development, sport clubs and organizations in EU in terms of end users

**Main milestones:** Research activities, collecting and documenting new non-formal educational activities, further developing and enriching the methodology Education through sport, elaboration of the edition

**Result:** Elaborated edition Education through sport “Sport for promotion of Tolerance”

Project Coordinator is actively using the Education through sport methodology since 2014 and the activities are providing possibility to engage young people in sport activities, that empower non-formal learning in the field of active citizenship. Based on this experience on the field and on the adaptation of and testing of the described in Move and Learn manual (2012, Salto official resource), and as well testing the method with various groups by BSDA, has been born the idea that the methodology can be further developed to build on the young people’s understanding of the European values and in particular to tolerance, peace, democracy, responsibility, family, solidarity, freedom, all of which if are not understood and accepted as way of behavior and believing, might lead to challenging opportunities of proper integration of young people from disadvantage background in our societies. During the transnational mobilities participating sport trainers were able to understand and test themselves the ETS methodology. In between and after the transnational trainings, when back at local reality, sport coaches were able to co-create and develop new activities, with a focus on tolerance and solidarity. This experience has been recorded in a practical edition, published as Open Educational Recourse.

Partner organizations has also implemented a desk research for good practices and case studies of using sport as tool for promotion of tolerance and solidarity that gathered in the present Toolkit might inspire sport experts in different European and World realities to use them. Partners has exchanged regularly information about what in the processes have worked well and what might be further improved by sharing regular updates. The edition includes the following information:

- Education through sport concept;
- Sport as tool for prevention of Violent Extremism and promoter of tolerance and solidarity – good practices/ case studies;
- ETS activities for promotion of tolerance and solidarity – description of the newly developed NFE activities, using sport as educational tool;
- Tips and tricks in work with youth target groups with disadvantage background;

After the practical testing and documenting of the experience gained partners teams has focused on the creation of the present edition “Sport for promotion of Tolerance” in which are documented the experience and contribution of sport coaches during the 24 months of #SPOR-Tolerance lifetime, including newly developed activities and inspirational practices. Having in mind that the five partners are situated in the four “corners” of the EU and one of them is from European, but not Member state reality, they will try to find similarities and differences on the way the processes has occurred and this will bring the added value of multi-realities applicability of the product and will ensure the best way of their transfer at national, regional and local levels.





## Education through sport concept

The benefits that come from practicing any type of sport are unquestioned. Confidence, discipline social integration and networking are several which come to mind but probably the most important one is health. Health is wealth and even though we know this, there is still an alarming statistic which shows that physical inactivity is the 6th leading risk factor for health in Europe. Approximately 63% of Europeans do not reach the minimum recommended level of physical activity per week. Only 40% say that they exercise regularly. The risk for people with less income is even higher. There is a lot of room for improvement and promotion of sport should be a priority. Any sport group can turn into a learning community and coaches can become teachers. That is why the approach of education through sports is needed.

**Education through sport** is a type of methodology which uses sports and physical activity to unlock and develop key competences. Sport will be used as sort of a vehicle in order to spread those values and competences with the goal to improve different aspect of the life of participants. Changes on personal and professional level will be enhanced through the development of cultural, ethical and moral competences. The goal is to introduce education through sport as a type of non-formal education. This type of education is any planned programme targeting younger people and designed to improve a range of skills outside the formal educational system. It does not result in any type of certification but it is rather practiced voluntary. Participation in such events can also have economic benefits. Integration through sports can combat poverty,

prevent crime and reduce unemployment. Social networking can be enhanced and important relationships can be formed. Education **THROUGH** sport must not be mistaken as education **FOR** or **BY** sport. While the latter two focus more on improving skills in a particular sport or focus predominantly on health benefits, which are of course very important, education through sport is a deeper, more complex and holistic methodology. Here, the educational element comes first and, as mentioned, sports is the vehicle which introduces physical activity as an educational tool that combats social issues and provokes long lasting social transformation. In ETS, sport is secondary to the educational purpose. First, the educational needs are determined, then the educational sessions are introduced by using sports and then an analysis is conducted on the personal developments of the participants after the session. ETS covers topics such as communication skills, social inclusion, motivation, teamwork, entrepreneurial skills, active citizenship, health and safety, raising the culture, combating anti-social behaviour. Education through sport first entered on the horizon in 2004 during the European Year of Education through Sport. Introduced by the European Union, the goal was the same as mentioned; to promote the **better use of sport as an educational and social inclusive tool**. Member states took notice and started working together to spread values - teamwork, fair play, tolerance, through sporting activities. Financial budget from the ranks of 12,1 million euros was released, around 167 projects co-financed from nearly 1643 applications received. Ever since then, ETS is a main priority of the European Union and the Erasmus + programme.





## National legislation in the field of prevention of radicalization and promotion of solidarity and tolerance (through sport) - Belgium

In order to prevent radicalisation and violent extremism, an 'Actieplan Radicalisme' (Plan R) was drawn up in 2005 and revised in 2015. Its summary<sup>1</sup> is available online. Local task forces develop individualized pathways, in coordination with a national task force. The Brussels Region, the Flemish Community and the French Community have drawn up their own action plans which are carried out in coordination with Plan R.

Moreover, specific action plans were developed for addressing radicalisation in prisons and for combating violent extremism in the Brussels Canal District.

It should be noted that with regard to prevention, the local level plays a big role, because the phenomena of "radicalization", violent extremism and terrorism are, in each Belgium municipality, determined by a context, local, social and psychological variables and group dynamics. In this perspective of prevention, inscribed in a complex institutional and legislative landscape with various fields of competence attributed to each level of power, it has recently become necessary to develop an integral and integrated approach to radicalism and violent extremism.

In Brussels, many municipalities have decided to work with schools, educators, sports centers, all professionals in contact with young people. Groups have been formed to work with the police as well. Projects are carried out with charismatic leaders working with children or reconverted former jihadists.

At national level, the fight against terrorism was recently further reinforced. In 2015, the Federal Government announced a number of counter-terrorism measures. In 2017, 28 additional security measures were taken. Furthermore, in 2015 the National Security Council was established, a body responsible for ensuring coordination between competent services and for setting general priorities.

The overall approach of radicalisation, violent extremism and terrorism has been described in the federal Framework Memorandum on Integral Security<sup>2</sup> (note-cadre de Sécurité intégrale/Kadernota Integrale Veiligheid) and in the National Security Plan<sup>3</sup>



1 [http://besafe.jdbi.eu/sites/besafe.localhost/files/u3051/planr\\_en.pdf](http://besafe.jdbi.eu/sites/besafe.localhost/files/u3051/planr_en.pdf)

2 <https://www.besafe.be/fr/legislation/note-cadre-de-securite-integrale-2016-2019>

3 <https://www.police.be/5998/fr/a-propos/police-integree/le-plan-national-de-securite>



## National legislation in the field of prevention of radicalization and promotion of solidarity and tolerance (through sport) – Bosnia and Herzegovina

Thus, sport, which is a kind of universal language of human communication, can become a powerful means of strengthening peace, tolerance and mutual understanding. Due to its ability to unite people, regardless of frontiers, cultures and religions, it can promote tolerance and reconciliation.

Law on sports in BiH, as a basic principle for organization of sports, defines the right of all citizens to play sports under the same conditions, regardless of their national, religious, political, racial, social affiliation and sex. Law on sports in RS stipulates that practicing of sports in RS is voluntary, unrestricted and available to all citizens under the equal terms, regardless of their race, national, religious or political affiliation and sex. It shall also take place under professional supervision.

### ● Legislation on sports

Law on Sports of BiH defines sports as sport activities and games organized with the aim to improve health and recreation (sport recreation, sports for all), as sport activities organized for disabled persons and as organized school and university sport. The Law notes that sport belongs to public interest and that goals of BiH in the area of sports are:

- raising awareness in the public, especially by the youth about sport and its values;
- contribution to upbringing, education and development of children and youth;
- enhancement and promotion of sport and its values as a part of culture and of the total material and spiritual values of society;
- protection of health as the basic human activity, work production, creative expression and human beings living with one another.

In FBiH sports are, similar like education, placed under the responsibility of cantons, since it is the responsibility which is not explicitly part of the competence of FBiH. In this regard the Law on Sports in BiH defined decentralization of sport in BiH, so that sport activities are organized in the way prescribed by rules and

responsibilities of BiH, entities, Brčko District BiH and other levels of administrative authority. Based on entity constitutions and other levels of the administration, laws on sports regulate issues which are not regulated by the state law. Law on Sports in RS prescribes that school sport competitions are mass competitions of pupils and students within the school system and that the organization, conditions and rules of those competitions are defined by the responsible minister of sports, school sport unions and student sport unions. In primary and secondary schools and at universities school i.e. student sports organizations can be formed, which can merge into sport unions. Activities of school sport organizations as well as sport competitions are financed from the budget funds of RS, city and municipality, allocated for financing of primary, secondary and higher education.

Recreational, mass and traditional sport activities of citizens of all ages contribute the improvement and progress of their physical and mental development, promotion of human life values and nourishing of traditions and traits of RS citizens, which is realized through various sport and recreational activities.

In BiH there is no comprehensive analysis about the possibilities for the children to exercise their right to rest and recreation. It seems that a minimum of realizing this right is granted only through educational system, while the legislation on sports invests very little to introduce sports on a large scale among the population, especially through the support to sports clubs. It is important to note the lack of standard to promote talented athletes and the children are discriminated against in the procedure of choosing the competition candidates based on social origin of the child. This was stressed by the pupils to the Ombudsmen of BiH who noted this observation in their recommendations. There is also a problem of realizing rights to education according to special conditions for children active in sports, although the law regulated this possibility.

### ● Combating hate speech and promoting diversity in sport

The issue of hate speech in sport and misuse of supporter groups to express discriminatory messages was





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addressed in the latest Evaluation report 13 on the compliance of BiH with the European Sport Charter. At the request of the authorities, this report was completed by an evaluation of the compliance with recommendation Rec(2001) 6 of the Committee of Ministers to member States on the prevention of racism, xenophobia and racial intolerance in sport.

BiH has actively taken part in the activities of the Council of Europe's Enlarged Partial Agreement on Sport (EPAS) on the promotion of diversity in and through sport. Due to the topical nature of the subject, and its regional impact, a workshop was organised on 21-22 November 2018 on hate speech in sport, by EPAS in co-operation with the Youth Department of the Council of Europe and the Ministry of Civil Affairs of BiH in Sarajevo. The workshop results highlighted the manifestation of the persisting ethnic tensions through hate speech, leading to violent incidents at sport events targeting athletes, ethnic groups and fans. Relevant stakeholder organisations such as public authorities responsible for sport, clubs and fan groups, lack strategic and operational expertise to combat hate speech and violent incidents in sport. The Council of Europe would provide technical assistance and capacity building measures allowing stakeholders on the ground to develop and implement adequate policies, procedures and projects. Concretely, the Council of Europe would be involved in:

Sport-specific awareness-raising activities:

- Providing technical assistance to developing policies and tools to combat hate speech in sport;
- Organising youth training courses to support a grassroots movement for respectful speech;
- Implementing a cross-ethnic sport campaign promoting hate-free and violent-free sport.

The institutions' commitment, capacities, knowledge and skills in working for Roma inclusion is improved and the Roma community in the municipalities is further empowered.

The institutional and policy framework relating to the promotion and protection of national minorities is improved while the capacities of relevant authorities, institutions and minority representation bodies to address the issues of minority protection and promotion are enhanced.

Capacities and know-how to promote respectful behaviour and to combat hate speech and violent incidents at sport events are strengthened.

The application of European human rights standards governing the prevention and protection of women from violence, by legal professionals is increased and the capacities of the Gender Agency of BiH and the Entities' Gender Centres to prevent and combat gender discrimination are strengthened.

The amended Law on Sports in Bosnia and Herzegovina came into force in September 2016. The Law introduced the obligation to form the BiH Sports Council, advisory body to the Council of Ministers in the area



of sports. By adopting these amendments BiH has, for the first time, regulated the equal participation of women in the Sports Council (it can be formed if both sexes are represented with minimum 40%).

During 2016, Sarajevo Open Centre had been actively working on the Proposal of the Law on Sports that was adopted in September 2016, after the initiative of the representative Maja Gasal Vražalica. Besides the equal participation of both sexes, the Law regulates equal availability of sports regardless of the sex, as well as gender responsive budgeting that becomes an obligation for the Ministry of Civil Affairs, and also the prohibition of discrimination on all grounds, including disability, age, sexual orientation, gender identity and sex characteristics, in accordance with the Law on Prohibition of Discrimination and Law on Gender Equality.

However, a year and a half after the adoption of the amendments to the Law on Sports, the Sports Council has not yet been formed.

The representative Maja Gasal Vražalica, on this occasion, says: "By adopting the amendments to the Law on Sports, where it is clearly prescribed that the Sports Council should be equally represented (in terms of both sexes), and by adopting the amendment that introduces gender responsive budget-



ing, from that moment on, there have not been any changes, except on paper. That is a classical example of dividing ruling positions to “party obedient”, while women within the ruling parties are not rebelling against such practices, to their colleagues in the political parties nor to their colleagues in the Parliament, but stay silent and vote according to agreements between men in the parties and coalition circles”.

We remind that the Sports Council is an advisory body to the Ministry of Civil Affairs whose members are nominated by the BiH Council of Ministers. The Council has 17 members that are elected from prominent athletes and workers in the sports sector, and its mandate is four years. Members are being suggested by: Ministry of Civil Affairs (seven members), BiH Olympic Committee and Para-Olympic Committee (three members), three members from the entities, in consultations with the entity and cantonal ministries in charge of sports, and Brčko District (one member).

- All people should be free to practice sport and to feel a part of society, and different sectors related to sport can do what is in their capacity to foster integration as well as to provide equal opportunities to engage in sport, avoiding discrimination and social exclusion.
- Sport can contribute to building and developing a more civil society and promote social sustainabil-

ity. There is a need to foster a common sense of belonging among Europeans – political as well as cultural. Since sport is an universal language understood by all, communicating and emphasising common values through sport, using innovative methods of non-formal and informal learning, can contribute to preventing intolerance, social exclusion, including gender stereotyping and misogyny, racism, xenophobia and marginalisation.

- Sport can reinforce values in a natural way and in a positive atmosphere. Values such as mutual respect, fair play, friendship, solidarity, tolerance and equality should be natural to all those involved in sport in clubs, schools, in recreational sport and in professional sport.
- Sport’s contribution to social cohesion and building inclusive, strong communities, if infused with the values of equality, can also contribute to the development of an efficient, democratic and just society. Sport instructors and coaches can play a role to reinforce the common values of the EU through sport.
- There are already existing positive initiatives at EU level that contribute to better understanding of the common values of the EU as sport projects developed and supported by the European Structural Fund and the Erasmus+ Programme.





## National legislation in the field of prevention of radicalization and promotion of solidarity and tolerance (through sport) – Bulgaria

### One of the main legislative initiatives in the field of prevention of radicalization in Bulgaria is the Strategy for Counteracting Radicalization and Terrorism (2015–2020)<sup>4</sup>

The strategy highlights some of the most important challenges and has also defined the potential treats. Some of the relevant texts of the document are highlighted in the present research:

The current strategy reflects the will and views of the Bulgarian government on policies to counter radicalization and terrorism, with a stronger focus on prevention, without underestimating the importance and role of reactive measures. The document brings together the current strategic and conceptual documents in this area. The Strategy for Counteracting Radicalization and Terrorism (SPRT) has a horizon until 2020, with a mid-term review and update by mid-2018. The strategy is an open document that can be supplemented with new elements in the event of sudden and significant changes in the environment.

The strategy for counteracting radicalization and terrorism is based on the Bulgarian national interests, determined in accordance with the Constitution, the laws of the country and the National Security Strategy of the Republic of Bulgaria. This is in line with the United Nations Global Counter-Terrorism Strategy, the relevant UN Security Council resolutions, the relevant UN conventions, as well as the European Union's Internal Security Strategy, the European Union's Counter-Terrorism Strategy, The EU Strategy to Combat Radicalization and the Recruitment of Terrorists, the Decisions of the Summit on Countering Violent Extremism and the Action Plans adopted. The FTA takes into account the objectives of the National Strategy for Migration, Asylum and Integration, the National Strategy for Integration of Persons,

received international protection in the Republic of Bulgaria, the National Strategy of the Republic of Bulgaria for Roma Integration, the Strategy for Educational Integration of Children and Students from Ethnic Minorities.

The set of measures for counteraction to radicalization and terrorism unites the activities of the state bodies, institutions, organizations and citizens for building and using capabilities to detect, deter, prevent and actively counter the risks, threats and consequences posed by violent radicalization and terrorism.

The counteraction to radicalization and terrorism is a comprehensive, nationwide, nationwide and multi-layered activity with unified leadership, planning, financial and resource provision and decentralized implementation, in which the individual structures have a relatively large freedom of action with constant and effective horizontal coordination.

Radicalization is a complex and dynamic process that poses threats to national security. It is associated with polarization and disruption of social cohesion in society and should be countered at an early stage through a multidisciplinary approach. In the earlier stages, radicalization is reversible and preventable. This makes it possible to implement a wide range of measures under prevention of radicalization based on ideological and religious beliefs, thwarting the attraction of radicalized persons to terrorist structures, and deradicalization and social reintegration of former adherents of anti-democratic doctrines using violence as a method and / or participants in terrorist activities.

The number of terrorist attacks or attempted terrorist attacks has continued to rise in Africa, Asia and the Middle East over the last decade. There is an increase in terrorist activity in neighboring countries of the Republic of Bulgaria. In the European Union, despite the relatively small number of terrorist attacks and casualties, the threat to the security of citizens remains constant. In this sense, terrorism poses a serious danger to Bulgarian society and state interests.

The current state of the security environment requires the taking of adequate measures for effective counteraction to radicalization and terrorism as the main threats to the security and interests of the Republic of Bulgaria.

<sup>4</sup> file:///C:/Users/diana/Downloads/15RH1039\_strategy%20(1).pdf



The state institutions carry out continuous and decisive actions for identification and counteraction of all forms and manifestations of radicalization. The main structures that perform functions to counter radicalization and terrorism are the Ministry of Interior, the State Agency for National Security, and the Ministry of Defense.

The Bulgarian Government, through its law enforcement and special services, resolutely opposes any kind of terrorist activity, including the preparation for the implementation of such activity.

Countering the phenomena associated with extremism, radicalization and terrorist activities requires the unification of all available and relevant national or European and international solidarity resources. In counteracting the above negative phenomena is essential interaction with European Union countries, NATO allies and other strategic partners.

**The Strategy for Counteracting Radicalization and Terrorism (2015–2020) defines several definitions of key concepts and terms:**

**Radicalization** is a process during which the opinions, views, beliefs and ideologies are reached to the extreme to the point of fierce rejection of alternatives to the preached ideas. Radicalization is characterized by a resolute willingness to impose one’s views and principles on those of the rest of society by rejecting the constitutional foundations of democracy and not recognizing fundamental human rights. Very often this leads to the sharing of the ideology of violence.

**Radicalization**, which leads to violence (violent radicalization), is a phenomenon in which individuals or groups adopt opinions, views and ideas that may lead to acts of terrorism.

**Violent extremism** is a phenomenon in which individuals or groups support or commit ideologically motivated violence in order to achieve their ideological goals.

**Extremism and radicalization**, which lead to violence, are phenomena that threaten the fundamental values of the European Union - democracy, human rights, freedom and the rule of law.

**Deradicalisation** is a process most often carried out through a system of programs and measures aimed at reducing the extremes of views and reintegrating into society people who are already radicalized.

**Disengagement** is a process in which a person refuses to participate in a radical group or radical activity. This process of change does not necessarily mean that the person concerned has given up his or her political or ideological views.

**Terrorism** is any act of a criminal nature, accompanied by an act of violence, which, by deliberately endangering the safety and life of citizens, as well as important infrastructure sites, aims to create fear and insecurity in society and destabilize institutions as a means to achieve specific policy and ideological goals.

**Terrorism** is a global threat and is not linked to a specific religion, ideology, ethnicity or civilization. It is



carried out by individuals or groups of people who, in essence, commit serious crimes against the individual and society. These criminal acts cannot be justified in any way or for any reason. Foreign fighters are people who travel to a country other than the country of origin or in which they reside for the purpose of preparing, planning, carrying out, providing or participating in training for committing terrorist acts.

**According to the strategy to counter the, above mentioned, terms and concepts, there are several principles used:**

- Rule of law and respect for the fundamental rights and freedoms of citizens;
- Compliance with international norms and cooperation with the UN, EU, NATO, OSCE and CoE;
- Coordination in the activity of the bodies of the executive, judicial and local authorities;
- Synergy between the individual elements of the national security system;
- Openness and transparency in the implementation of the policy for counteraction to radicalization and terrorism;
- Cooperation with citizens and non-governmental organizations.

**The main objectives of the Strategy are:**

- Prevention of forced radicalization of individuals or groups in Bulgarian society;
- Counteraction of the spreaders of terrorist and radical propaganda and recruiters of terrorist organizations;
- Prevention and suppression of terrorist activity on and from the territory of Republic of Bulgaria;
- Ensuring through legal and institutional mechanisms of effective criminal prosecution of the organizers, perpetrators and helpers of actions, related to radicalization or terrorism in the Republic of Bulgaria and in other countries;
- Minimizing the consequences of terrorist activity;
- Building trust in citizens and society, as well as activity in countering radicalization and terrorism.

Regarding promotion of solidarity and tolerance, there is very limited information in the legislative overview of the country such as ethical codes of behaviour of various state institutions and other internal acts. Specific policies for development of solidarity and tolerance as attitudes are not found in the current legislation of Bulgaria.





## National legislation in the field of prevention of radicalization and promotion of solidarity and tolerance (through sport) - Cyprus

**The main legislation on the topic the country of Cyprus is the law on the Prevention and Suppression of Violence in Sports Venues of 2008 (48(I)/2008)<sup>5</sup>**

In Cyprus, the House of Parliament voted for the “Law on the Prevention and Suppression of Violence in Sports Venues of 2008”. The law provides specific policies, directives and regulations on what measures sport organizers should undertake to prevent and suppress violence. These measures include from obtaining security certificates, to establishing Stadium Licensing Authorities with specific responsibilities, removal of construction or other useless materials, check for suspicious objects or dangerous mechanisms before, during and after sport events, protection of the playing field, players or athletes, referees and their escorts, providing facilities to the Chief of Police, installation of protective mesh, separation of support-

ers of the contestants, sufficient exit points, stand and exit markings, stands for seated fans, creation of doctor’s offices and doping control and hygiene measures and special facilities. Collaboration with the Chief of Police and cooperation of involved bodies is required, including inspection, security services and supervisors, providing information to the Chief of Police in case it is required, control of spectators’ movements, audio-visual warning system and CCTV system. At the same time medical and firefighting competence is required, as well as prohibition of sale of specific items, physical control of spectators or fans, seizure and safekeeping of dangerous objects, control of the public upon its arrival, entry ban, guiding staff, accompaniment of players or athletes and their escorts and referees or Greek judges, surveillance of fans or supporters, crisis Management Team and overall preventive and intervention measures.



<sup>5</sup> [http://www.cylaw.org/nomoi/enop/non-ind/2008\\_1\\_48/full.html](http://www.cylaw.org/nomoi/enop/non-ind/2008_1_48/full.html)



## Sport as tool for prevention of Violent Extremism and promoter of tolerance and solidarity

### Good practices/case studies – Belgium

In the present section, you will find out some practical examples from good practices and case studies from the project partner countries. We will dive deep into these examples and see how sport can really be used as a tool to prevent violence and promote the values of tolerance and solidarity. The first examples are from Belgium.



#### Good practice name

Encadrement d'un projet de mini-foot par le Terrain d'Aventure de Hodimont.



#### Country of implementation

Belgium, Verviers.



#### Short description

The project involves the organization of a mini-football tournament (once a week) with young people from neighborhoods, with significant socio-economic problems. The meetings are supervised by a sports leader from the Adventure Field and by a person from SAFER.

At the end of these preparations, organization of a big tournament followed by an end of season meal with presentation of the cups by an Alderman.



#### Organization that has implemented the good practice

Radicalism Support Service for Families and Friends (SAFER) and "Le Terrain d'Aventure d'Hodimont" Asbl.



#### Website

<https://www.codef.be/asbl/terrains-daventures-hodimont/>



#### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

Young people referee the matches themselves, with the aim of making them responsible and sensitizing them to the values advocated by sport (fair play, respect for others and equipment, team spirit, etc.). Particular work is done on learning to work in a team, regardless of the origins and differences of the other (the Hodimont Adventure Park welcomes many young people from different backgrounds).



#### Why can be considered as good practice and adopted by other sport entities

Some young people are less accessible than others: they go to school or work in their neighborhood, go to public places, shops in their neighborhood, etc. It is therefore sometimes complicated to forge links between the public authority and these citizens, to start a discussion, to understand the difficulties experienced, to hear their point of view on social phenomena, etc., this collaboration made it possible to resolve this encountered difficulty.



#### Picture





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



**Good practice name**

Malmedy: Le sport comme facteur d'intégration sociale



**Country of implementation**

Belgium, Malmedy



**Short description**

A fourth provincial football club in Liège, had the idea of integrating into the club young refugees hosted at the center for unaccompanied minors installed by the Red Cross in a former hotel in the village of Ligneuville.



**Organization that has implemented the good practice**

CS Bellevaux-Ligneuville



**Website**

n/a



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

Integration of young refugees within a sports club. Promotion of tolerance and solidarity towards a minority population.



**Why can be considered as good practice and adopted by other sport entities**

By acting in such way, the club gives both an opportunity to the young refugees to be integrated in the wider society through sport, but also sensitize its community to the issue of immigration. This is important within the club to help understand better other cultures and promote tolerance.



**Picture**



A Malmedy, le CS Bellevaux-Ligneuville, club de football de 4ème provinciale liégeoise, a eu l'idée d'intégrer dans le club des jeunes réfugiés. - © RTBF - Martial Girot





## Sport as tool for prevention of Violent Extremism and promoter of tolerance and solidarity

### Good practices/case studies – Bosnia and Herzegovina

The next examples of case studies and good practices come from Bosnia and Herzegovina. A country which strives to implement all the European values and in many cases use sport in order to reach the required results.



#### Good practice name

Youth Sports Games



#### Country of implementation

Bosnia and Herzegovina



#### Short description

Enabling all primary and secondary school students to participate in organized sports competitions and other free activities during the summer was the main goal when, for the first time, in 1996, the Youth Sports Games were organized in Croatia. The goal of the Games is for our future generations to get to know themselves and others through sports, gain self-confidence, develop a personality, show virtues, adopt proper life habits and make lifelong friends.



#### Organization that has implemented the good practice

Association for sport and recreation of youth: BH Telecom Youth Sports Games



#### Website

<https://www.igremladih.ba>

<https://www.facebook.com/sportske.igre.mladih.bih>



#### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

Youth sports games promote a way of life based on understanding, friendship, solidarity and fair play, as an alternative to all possible negative trends of today that are clearly reflected in the population of children and youth.



#### Why can be considered as good practice and adopted by other sport entities

Because the mission of Youth Sport Games is to promote tolerance, friendship, solidarity, social inclusion, fair play and to educate on all aspects of sustainable development.

The aim of the project is to identify, develop and compile best practices related to sport that optimally contribute to spreading messages of respect, combating discrimination and racism, and preventing all forms of violence in sport.

The project will also promote sports values as a key element in the fight against intolerance, racism and other forms of discrimination, and draw attention to the importance of sports for the integrated development of young people.

The Games are organized under the auspices of the International Olympic Committee and the World Football Federation. The Games are supported by eminent names from sports and political life, so the honorary presidents of the Young People's Sports Games, Sir Dave Richards, are the president of the Premier League and Ivica Osim. The ambassadors of the Games are Predrag Mijatović, David Beckham, Jose Mourinho, Sven-Goran Eriksson, Franz Beckenbauer, Edin Džeko, Vedad Ibisević, Miralem Pjanić, Mirza Teletović, Džanan Musa, Johannes Hahn and many others.

The special partner of the Games is the Olympic Committee of BiH. The partners of the Games are the Football / Soccer Federation of Bosnia and Herzegovina and the Basketball Federation of Bosnia and Herzegovina.



#### Picture







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### Good practice name

Start with love, start with basketball



### Country of implementation

Bosnia and Herzegovina



### Short description

The two-year project involved more than 200 girls from Mostar (KK Lokomotiva), Banja Luka (KK Fenix), Gračanica (KK G-Stars), Srebrenik (KK Silver Kings), Teslić (KK WBS) and Brčko (KK Brčanka). Each of these cities was hosted by hosting girls from other cities in their homes.



### Organization that has implemented the good practice

Udruženje za sport, edukaciju i rekreaciju Start - Tuzla



### Website

<https://sportsport.ba/fudbal/završen-projekat-quot-start-with-love-start-with-basketballquot/240875>



### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

There were a lot of time that girls spent together when they were sleeping at each others home and they had a chance to meet girls from different parts of BiH and different nationalities so they can find that they are similar in a lot of aspects.



### Why can be considered as good practice and adopted by other sport entities

In addition to sports activities, workshops, gatherings, city tours, parties were organized and basketball tournaments where the participants got even closer.



### Picture





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



**Good practice name**

WBS BASKETBALL FAIR PLAY LEAGUE



**Country of implementation**

Bosnia and Herzegovina



**Short description**

BC WBS TESLIC have organized WBS Basketball fair play league for their youngest members who are eight to eleven years old, both boys and girls.

Main aim beside playing basketball is to get together boys and girls and to teach them fair play, gender equality and solidarity in the young age.



**Organization that has implemented the good practice**

BC „WBS BASKETBALL SCHOOL - TESLIC“



**Website**

<https://www.facebook.com/Košarkaški-klub-WBS-Teslić-1393414947592310>



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

The mentioned practice is covering the aspect of gender equality and solidarity.



**Why can be considered as good practice and adopted by other sport entities**

Due to a lack of basketball competitions for the youngest players, you can very easily make your own league which is not expensive. When you organize that kind of league and you get together kids of that young age, you have a much-secured place for them to teach them importance of solidarity and tolerance for others. You will be able to teach them the important life lessons from a young age.



**Picture**





### Good practice name

Two cities marathon



### Country of implementation

Bosnia and Herzegovina



### Short description

Sarajevo and East Sarajevo. These two cities were one city before the war. After the war they were divided into two cities. Even today, there is tension and division between them. There are no frequent gatherings. That is why the organizers of this project came up with the idea to organize a marathon which route passes through both cities, which is why the marathon is called "Two cities marathon". Both cities participate in the organization and the financing is organised by both as well.



### Organization that has implemented the good practice

Association "Dečki u plavom"



### Website

<https://www.deckiuplavom.org/utrke-i-cr-387/two-cities-marathon-2020/>



### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

Community. An idea that a lot more can be done together and that these two cities deserve a world marathon in them.



### Why can be considered as good practice and adopted by other sport entities

Because division decreases strength. Togetherness gives a whole that gives much better results than division.



### Picture





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





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



**Good practice name**

Quickie children's athletics league



**Country of implementation**

Bosnia and Herzegovina



**Short description**

Sarajevo is the capital of BiH. In its environment, there are many villages from Republika Srpska whose children have nowhere to train athletics except in Sarajevo. With this project, we tried to attract as many children from these areas to athletics and to present them with the opportunity to train athletics in Sarajevo. In East Sarajevo, there is an athletic club called "East Sarajevo" that does not have an athletics track, so we agreed with them to gather together as many children from both cities.



**Organization that has implemented the good practice**

Athletic club "Novi Grad Sarajevo"



**Website**

<https://atleta.ba/quickie-djecija-atletaska-liga/>



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

The most important category, in which tolerance should be promoted, is the child population. In this

project, it was mostly promoted equally, so that children from an early age could learn that they should not be divided.



**Why can be considered as good practice and adopted by other sport entities**

If we manage to raise children with a high degree of tolerance for differences and true values, our future will be much better.



**Picture**





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



**Good practice name**

EYOF



**Country of implementation**

Bosnia and Herzegovina



**Short description**

The European Youth Olympic Festival is a biennial multi-sport event for youth athletes from the 50 member countries of the association of European Olympic Committees. Every other year, it is held in different countries of Europe, with which the youth are enabled to compete at the top level and are given an opportunity to meet and socialize.



**Organization that has implemented the good practice**

Privredno društvo EYOF 2019



**Website**

[https://en.wikipedia.org/wiki/2019\\_European\\_Youth\\_Olympic\\_Winter\\_Festival](https://en.wikipedia.org/wiki/2019_European_Youth_Olympic_Winter_Festival), <http://eyof2019.net/>



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

Togetherness



**Why can be considered as good practice and adopted by other sport entities**

For politically divided countries such as BiH, such projects can be of great importance because they can be organized only if everyone unites together and harnesses their capacities to the maximum. That is why the motto of these sports games is "We create together!".



**Picture**







**Good practice name**

Free football school for all children



**Country of implementation**

Bosnia and Herzegovina



**Short description**

The first in region, Football School "Respekt" opened its doors to all children, giving them equality.

Football School is free for every child, no matter where they come from or what their background is.



**Organization that has implemented the good practice**

Football School "Respekt"



**Website**

<https://fkrespekt.ba/>



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

They give equality for all and together in the spirit of sports "erase" the differences between children.



**Why can be considered as good practice and adopted by other sport entities**

They are the winners of the UEFA Children Award.



**Picture**





# Sport as tool for prevention of Violent Extremism and promoter of tolerance and solidarity

## Good practices/case studies – Bulgaria

Bulgaria is a country in which Education through sport (ETS) is a non-formal educational method that grows larger with every project connected with promoting sport values, cultural and social inclusion. The following examples are implemented in several countries including Bulgaria, we will also see an example from Japan which will give us a different point of view. We will find out how can these case studies and good practices be used and applied in a different continent and a country and prove that sport really does unite people.



### Good practice name

MiSport - Migrants Inclusion Through Sports project



### Country of implementation

France, Bulgaria, Italy, Greece and Romania



### Short description

Through this project, the partners are aiming to promote innovative sport initiatives for social inclusion and equal opportunities for immigrants in Europe. Sport is also one of the means through which values as solidarity, diversity, inclusion, cultural awareness and peace are promoted. MI SPORT aims to follow the European Commission commitment that sport can offer to immigrants opportunities for social inclusion, and promote the exchange of good practice between partners and between regions (with special emphasis in remote EU territories as Reunion Island), and the mutual learning about how contribute to the immigrant integration through sports.



### Organization that has implemented the good practice

Au Carrefour de l'Europe, Bulgarian sports development association, Afro Napoli United, Asociatia Umanista Romana, Orama Neon Youthorama



### Website

<https://sportandlife.net/migranti-s-vazmozhnost-za-sotsialno-priobshchavane-chrez-sport/>



### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

The mentioned practice covers the following aspects of promotion of solidarity/tolerance: to motivate migrants to be more active through sport initiatives for social inclusion, to promote values as solidarity, diversity, inclusion, cultural awareness and peace, everyone who has been involved in the initiative is determined to continue to develop it in the future.



### Why can be considered as good practice and adopted by other sport entities

Through the aims and activities of this project, participants strive to propose solutions. They can be considered as good practice because:

- Need to tackle the social inclusion of immigrants, and in particular young immigrants and children
- The need for more public awareness of the strategic potential of sport in social inclusion.



### Picture





**Good practice name**

Discussion on integration of minority groups through sport



**Country of implementation**

Bulgaria



**Short description**

The purpose of the forum was to identify problems and share successful practices in integrating ethnic groups through sports activities. The recommendations and the mechanism for the effective use of sport as a tool for the successful implementation of the policies for the integration of migrants and minority groups in Bulgarian society were presented and discussed. Attendees shared their experience of working with minority groups and highlighted the low status of families, the lack of sufficient resources to support sports, and the lack of confidence in coaches and educators as a major problem in integrating them.



**Organization that has implemented the good practice**

Karate Club Levski



**Website**

<https://www.eufunds.bg/bg/node/2945>



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

The mentioned practice covers the following aspects of promotion of solidarity/tolerance: to motivate migrants to be more active with initiatives for social inclusion, to promote values as solidarity, diversity, inclusion and peace, sport as a tool for social inclusion, everyone who has been involved in the initiative is determined to continue to develop it in the future.



**Why can be considered as good practice and adopted by other sport entities**

This forum can be considered as a good practice because it aims:

- to integrate ethnic groups through sports activities-sharing successful practices;
- to integrate migrants and minority groups in the society;
- to identify the lack of tools and resources for their integration



**Picture**





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**Good practice name**

Sport against radicalization Project



**Country of implementation**

Bulgaria, Greece, Italy, Portugal and Turkey



**Short description**

From the beginning of 2018 Association "Chance and Protection", Haskovo has started work on the project "Sport against radicalization", which is implemented in cooperation with organizations from Greece, Italy, Portugal and Turkey. The aim of the project is to increase the role of sport in preventing the radicalization of young people by developing an innovative approach to tackling intolerance and discrimination leading to extremism.



**Organization that has implemented the good practice**

Chance and Protection Association



**Website**

<https://www.ngobg.info/bg/news/113754-%D0%B-F%D0%BE%D0%BA%D0%B0%D0%B-D%D0%B0-%D0%B7%D0%B0-%D1%81%D0%B-F%D0%BE%D0%B4%D0%B5%D0%B-B%D1%8F%D0%BD%D0%B5-%D0%BD%D0%B0-%D0%B8%D1%81%D1->

%82%D0%BE%D1%80%D0%B8%D0%B8-%D0%BF%D0%BE-%D0%B-F%D1%80%D0%BE%D0%B5%D0%BA%D1%82-%D1%81%D0%B-F%D0%BE%D1%80%D1%82%D1%8A%D1%82-%D1%81%D1%80%D0%B5%D1%89%D1%83.html



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

The mentioned practice covers the following aspects of promotion of solidarity/tolerance: to motivate migrants to be more active through sport initiatives for social inclusion, to promote values as solidarity, diversity, inclusion, cultural awareness and peace, everyone who has been involved in the initiative is determined to continue to develop it in the future.



**Why can be considered as good practice and adopted by other sport entities**

One of the activities of the project is the creation of a Catalog of good practices from the partner countries, which will include real stories of radicalization and ways to deal with them, described by coaches, sports figures and teachers.

The catalog will be distributed at European level and will present approaches to counter extremism in sport.



**Picture**



COunter  
RAdicalization  
PLAY sport



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



**Good practice name**

SportIgration



**Country of implementation**

Bulgaria



**Short description**

The idea for the project "SportIgration" was born from young people who were trained in recent years to use the methodology Education through sport, which is observing the problems, expressed a desire to share their experiences on the problem and reach more people, with a focus on those, who have the necessary tools to implement such practices at national level. By presenting good practices and preparing a list of integration measures, using the universal language of sport, discussing the possibilities for integration - culture, language, religion using sports activities. In the discussions during the project, it became clear that the integration of refugees in our societies can be helped, as this will reduce the burden of social systems, the adaptation of the labor market, their difficult acceptance by society, crime.



**Organization that has implemented the good practice**

Bulgarian Sports Development Association



**Website**

www.bulsport.bg/sportIgration/view.html?nid=10770



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

The mentioned practice covers the following aspects of promotion of solidarity/tolerance: to motivate migrants to be more active through sport initiatives for social inclusion, to promote values as solidarity, diversity, inclusion, cultural awareness and peace, everyone who has been involved in the initiative is determined to continue to develop it in the future.



**Why can be considered as good practice and adopted by other sport entities**

The event will provide an opportunity for young people who participate to give suggestions and ideas for integration

through sports, culture, art, which will increase their civic activity and make them empathetic to current issues in the European Community. On the other hand, decision-makers at different levels in Bulgaria will be able to discuss, together with their colleagues and young people, possible integration solutions.

Our goal through this project is to influence and innovate in the policies for integration of refugees through sports, with an emphasis on young people among this group. As a result, the project will broadcast a list of measures to be provided to decision makers so that they can be implemented in practice.

The target group that will be work with, will be young people aged between 16 and 30 with different interests, experience and education who have a civic position on the topic of integration and / or integration through sport, including representatives of the refugee community. "SportIgration" will also include policy managers from various departments related to the topic, civil society organizations, local authorities.



**Picture**





### Good practice name

Refugee team at the Olympics



### Country of implementation

Japan



### Short description

A refugee team will participate in the 2020 Tokyo Olympics. Delegates decided that during an IOC session in Buenos Aires. This initiative was first introduced at the 2016 Rio de Janeiro Olympics. At that time, ten athletes participated in the refugee team in three sports - athletics, swimming and judo. To join this team, athletes must have high athletic performance and UN-approved refugee status.



### Organization that has implemented the good practice

IOC



### Website

<https://gong.bg/oshte-sport/drugi-sportove/i-prez-2020-shte-ima-otbor-na-bezhanci-na-olimpiadata-509323>



### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

The mentioned practice covers the following aspects of promotion of solidarity/tolerance: to motivate migrants to be more active with initiatives for social inclusion, to promote values as solidarity, diversity, inclusion and peace, sport as a tool for social inclusion, everyone who has been involved in the initiative is determined to continue to develop it in the future.



### Why can be considered as good practice and adopted by other sport entities

This event is a good practice because:

- it is given the opportunity for disadvantaged people to make a team;
- disadvantaged people can participate in and compete in a high-profile sports event;
- it helps disadvantaged people feel significant.



### Picture





# Sport as tool for prevention of Violent Extremism and promoter of tolerance and solidarity

## Good practices/case studies – Cyprus

In Cyprus there are not a lot of programmes or good practices for prevention of violence extremism and promoter of tolerance and solidarity through sports. It is a field which needs to be enhanced. Nevertheless, several organizations aim and strive to contribute with good practices and examples of how sport can be properly used as a tool to promote values which unite and include people. Most importantly, prevent violence and enhance solidarity.



### Good practice name

Sport Fan Registrar and the Fan Card



### Country of implementation

Cyprus



### Short description

The Cyprus Sports Organization [CSO] developed a Fan Registrar for sport fans to be able to get a Fan Card to attend Football fields for their favorite matches. This is a government measure and practice to combat violence in sport venues.



### Organization that has implemented the good practice

Cyprus Sports Organization [CSO]



### Website

<https://theasis.cy.net/koa/el/application-status/>



### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

This practice has been developed to combat violence in football fields, by taking all necessary practical safety measures to protect the fans.



### Why can be considered as good practice and adopted by other sport entities

The registrar and fan card could be considered a good practice for other sport entities, since maintaining records of fans facilitates identification of perpetrators in extremism and violent cases.



### Picture





### Good practice name

National Committee Against Violence And Promotion Of Fair Games



### Country of implementation

Cyprus



### Short description

Cyprus Sports Organization (CSO), on 24 October 1995, decided to set up the National Committee against Violence in order to implement the Council of Europe Conventions, which provided for measures to suppress violence in sport venues. The Committee is consisted by members of the Board of Directors and the General Manager of KOA, the Police, the Cyprus Football Federation, the Cyprus Referees Association, PASP, the Coaches Association and EAK, chaired by the President of KOA. The Committee's main aim is to implement Council of Europe Conventions 1/93 and 1/94. In order to achieve these some actions need to be undertaken. These refer to the specific measures that each player should undertake so that the matches both in open fields and indoor fields are conducted smoothly, under conditions of complete safety of the contestants and the fans. For the adoption of the measures, consultations have already begun with the competent bodies and it is estimated that before the start of the new season, each body will be aware of the necessary measures that it is obliged to implement before, during and after a race.



### Organization that has implemented the good practice

Cyprus Sports Organization (CSO)



### Website

<https://cyprussports.org/gr/%CE%B1%CE%B4%CE%B5%CE%B1/41-committees-cso/186-national-committee-against-violence.html>



### What aspect of promotion of solidarity/tolerance is covering the mentioned practice

Respect to human rights, by taking all those necessary measures to create the conditions for safely watching and enjoying sport events.



### Why can be considered as good practice and adopted by other sport entities

A National Committee Against Violence can be promoted and adopted by other sport entities for presentation of good practices and policy making in combating violence and extremism.



### Picture







**Good practice name**

Prevention, Information And Awareness Centre "React Act Prevent Sexual Violence"



**Country of implementation**

Cyprus



**Short description**

The Social Policy and Action Organization through the Prevention, Information and Awareness Centre "React Act Prevent Sexual Violence" is promoting primary prevention programmes against sexual violence, in sport organizations and clubs all over Cyprus. Services provided for free to sport organizations and clubs include a) provision of training and education of youth workers, coaches and sport managers, b) provision of consultancy services on how to design and enforce a prevention programme, c) provision of peer-to-peer support and mentoring services to children or young people requesting support or advice by workers or coaches working in these sport organizations.



**Organization that has implemented the good practice**

Social Policy And Action Organization



**Website**

www.socialpolicyaction.org



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

Combating sexual violence in the sport sector.



**Why can be considered as good practice and adopted by other sport entities**

All sport organizations and clubs should adopt sexual violence prevention strategies, procedures and programmes to protect people from victimization.



**Picture**





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**Good practice name**

Social Intervention Programs In Collaboration With Cyprus Sports Organization (CSO)



**Country of implementation**

Cyprus



**Short description**

Social intervention programs in collaboration with Cyprus Sports Organization (CSO) such as the promotion of fan training programs, public awareness campaigns on the subject with the aim of cultivating a healthy fan base and the responsibility that each of must have during visits of sport venues to avoid any form of violent or indecent behavior.

Some events organized under these programmes:

- a. Conference: Tolerance and difference between physical fitness and sport (19 – 20 November 2015). The conference focused on raising awareness of the role of physical education and sport in promoting diversity, tolerance and intercultural dialogue in European societies and in developing a democratic culture.
- b. Football matches between youth sport clubs



**Organization that has implemented the good practice**

Cyprus Sports Organization (CSO)



**Website**

<https://cyprussports.org/>



**What aspect of promotion of solidarity/tolerance is covering the mentioned practice**

Involvement of sport youth NGOs in promoting solidarity and tolerance and combating violence.

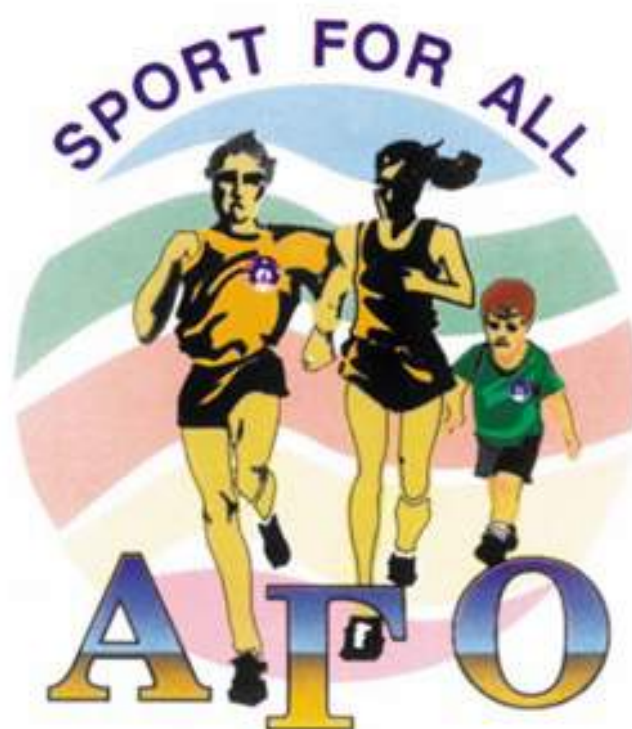


**Why can be considered as good practice and adopted by other sport entities**

The role of youth NGOs in approaching and affecting young people in tremendous and youth initiatives should be supported.



**Picture**





**SPORTolerance**

Education  
through sport

**#SPORTolerance educational activities**

[www.sportolerance.com](http://www.sportolerance.com)

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## ETS activities for promotion of tolerance and solidarity – newly developed in the #SPORTolerance project framework NFE activities, using sport as an educational tool

The present chapter of #SPORTolerance edition provides detailed information on Education through sport activities. It will present what these activities are, why they are important and how can they be implemented step by step. Every single practice has been created by proven sport experts who are part of the project. The

activities have been tested and polished in real life scenarios. We will learn where can we apply these activities, what equipment we need and what the target group is. Through these examples you will get inspired to learn, try and hopefully create your own versions of activities formed by the methodology of Education through sport.





## In Someone Else's Shoes

### Overview

During this educational activity the participants are going to understand how the children with obesity feel physically and mentally. They will play basketball "in their own shoes" during the first part of the activity. During the second part, the par-

ticipants will continue playing the game but this time wearing weight vests, wrist, leg and other weights (for example backpack full of water bottles).

### Main topic addressed

**Solidarity**

### Group size

**15-25 participants**

### Group age

**15-20 years old**

### Preparation

**10 min**

### Implementation

**10 min**

### Debriefing

**30 min or more**

### Total

**From 45 min to 1h**

### Objectives

- To teach participants solidarity;
- To make them feel the way others feel;
- To teach them to respect the differences;
- To bring more empathy in their hearts;
- To teach them that everybody is different and have his good and bad sides.

### Materials

- Basketball court;
- Basketball ball;
- Weight vests, wrist and leg weights;
- Other weights;
- Backpack;
- Color markers.

### Preparation

- Explaining the concept of the game;
- Introducing the equipment;
- Placing the weights on each participant (make sure that they are placed correctly in order to prevent injuries);
- Dividing the participants in two teams;
- Safety instructions;
- Warming up;
- Start the game.

### Instructions for participants, participating in the session

The rules are the same as in the traditional basketball. The participants have to take care of their own and the other players safety.

### Instructions for coaches, implementing the session

The trainer has to:

- Help each player put the weights correctly;
- Make sure that there is no pain/injuries in any part of the bodies of the participants before the game;
- Be aware of safety;
- Observe the players while they are playing. The trainer has to watch out for respiratory problems or other difficulties;
- Try the game with well-trained players;
- Observe the players reactions.

### Debriefing and evaluation

After the activity, the trainer is going to ask the players how did they feel during the game. Was it hard for them in physical and mental way? What was the purpose of the game?

After this discussion, the trainer is going to ask the participants how do they think children with obesity feel when they perform physical activities.

The trainer is going to explain to the participants that sometimes there are medical conditions (or mental disabilities), which cause obesity and overweight in children and that we have to respect their good qualities because in other games they are going to be better than them. We have to respect the others!

### Comments, any other relevant information

You can change the game depending on what materials you have on hand and what results you want to achieve. For example, you can cover the players' ears or eyes. Of course, the rules and the conclusions of the game are going to be different.

### Authors

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# The Ball of Tolerance

### Overview

The main idea of the activity is to teach participants to accept the choices made by their teammates.

The activity helps developing the skill of detecting different

types of players (collective or individual).

The last standing player (if any) is the winner.

### Main topic addressed

**Tolerance**

### Group size

**At least 12 participants**

### Group age

**6-66 years old**

### Preparation

**5 min**

### Implementation

**Information in instructions**

### Debriefing

**10-15 min**

### Total

**40 min**

### Objectives

To detect the personality of each player by the choices they make during the game.

### Materials

- Playing field: basketball court;
- One or two foam balls.

### Preparation

Outline the field (cones or other objects can be used if there is no straight lines).

### Instructions for participants, participating in the session

Implementation: Depends on the choices made by the participants during the game.

For example: when someone decides to play individually and wins, the game ends.

When someone decides to play collectively, the game goes on.

To start the game: the trainer throws the foam ball and the person that catches it is the first chaser.

The chaser (the one that has the foam ball) should throw the ball and touch any other player.

Now there are two options:

If the chaser manages to touch another player with the ball, that player should sit on the floor.

The player sitting on the floor is not eliminated from the game but is temporarily frozen.

If the chaser misses and the ball doesn't touch any other player, then the game goes like this:

The first one who catches the foam ball is the next chaser.

Important: The players can't take the ball out of someone's hands.

The player that is frozen can also catch the ball if it comes close to him (without standing up or running).

If the frozen player catches the ball, he has 2 choices:

1. Individualistic choice: he stands up and becomes the chaser.

2. Collective choice: he can choose to throw the ball to another sitting player. In order to free him. (Standing players may try to steal the ball in order to become the chaser).

The game ends when there is only 1 player standing.

Adding a second ball is optional.

### Instructions for coaches, implementing the session

The coaches shouldn't judge the choices made by the players. This game is about detecting the 2 types of people:

1. Individual ones (they want to win the game);
2. Collective ones (they want to make the game last longer in order to play with their friends).

### Debriefing and evaluation

Evaluation of the game.

The trainer asks each player:

- What did you experience during the game?
- Do you have any idea of the roles you were playing?

The winner (if there is any) is always going to be the individual type, because if you decide to play collectively, the game will go on.

The main purpose of the activity is to avoid judging the others' choices.

The different roles can be discussed afterwards in a respectful way, because this is what the sport is about.

### Comments, any other relevant information

This game is adapted to the youth. The trainer can add or adjust it to older players. For example, use different kind of ball.

Players should avoid hitting the head of the other participants and only throw the ball below the waist.

### Authors

- |                 |                        |
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## Tower of Peace

### Overview

Participants are going to experience group pressure.  
The group that achieves their goal first wins.

The main goal of this activity is to debrief about radicalism after the end of the game.

### Main topic addressed

**Radicalism**

### Group size

**10 participants or more**

### Group age

**10–18 years old**

### Preparation

**5 min**

### Implementation

**20 min**

### Debriefing

**15 min**

### Total

**40 min**

### Objectives

The main objective of the activity is participants to realize how important the different roles are.

The participants decide in which group they want to be.

During the game they are going to find out that the group pressure is hard.

### Materials

- Blocks, cubes or any other materials to build a tower with;
- A ball.

### Preparation

The participants are divided in two groups. The first group contains 70% of the participants and the second – 30%.

The trainer informs the first group (the 70%) that their goal is to build a tower out of blocks. They need to do everything possible to build it.

The trainer explains to the participants that they can change their group if they want or if the others are able to convince them.

The trainer tells the second group (the 30%) that they need to do everything possible to stop the other group from building their tower. They are going to use a ball to destroy the tower.

The trainer informs the attackers that the participants can change their group and that they can recruit defensive players in order to increase their chance to destroy the tower.

### Instructions for participants, participating in the session

The game is about creating awareness of radicalism. Yet the participants shouldn't use that word.

The attacking team may scream (e.g. "Let's blow the tower") and be aggressive. When more players join the attacking team, the coach can give them more foam balls to attack the tower – more people = more means (coach may relate it to radicalism).

It's easier to give assignments to each group:

Defending the tower:

1. One player is the "tower builder" (if he manages to build the tower, he may join his teammates to defend it);

2. Assign a few defensive players that will become attackers. The coach will give them an order and they will know who is going to change the group when the attackers recruit them.

Attacking the tower:

The coach can give the participants a signal (e.g. a whistle or a clap) in order to inform them when they can recruit a new attacker from the defensive team.

### Instructions for coaches, implementing the session

It's important that the group takes time for debriefing.

The trainer should ask the participant how they felt during the game.

For example:

- If one of the group participants went to the other group, how did his/her teammates feel about that?
- What made someone change the group?

Link it to radicalism.

### Debriefing and evaluation

After the activity, the trainer is going to ask the players how did they feel during the game. Was it hard for them in physical and mental way? What was the purpose of the game?

After this discussion, the trainer is going to ask the participants how do they think children with obesity feel when they perform physical activities.

The trainer is going to explain to the participants that sometimes there are medical conditions (or mental disabilities), which cause obesity and overweight in children and that we have to respect their good qualities because in other games they are going to be better than them. We have to respect the others!

### Comments, any other relevant information

More balls can be added to the game.

### Authors

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## The Road to the Olympic Games

### Overview

Participants are divided in five groups, representing the five continents. The objective of the activity is to reply to 3 questions in order to reach the Olympic games.

The questions have to address topics that are the values of the Olympic movement such as: solidarity, gender equality, inclusion, sustainability and integrity.

Before being able to reply to a certain question, each group will have to complete a challenge (for ex. run a distance, do a number of pushups or squats, etc.) in the form of a relay race.

The most important thing is to teach the participants to respect every culture, to know the values of the game and of course, to cross the final line by discussing the main topics (no religion or political questions).

### Main topic addressed

**Radicalization**

### Group size

**5 participants or more**

### Group age

**12 years old or older**

### Preparation

**10 min**

### Implementation

**30-45 min**

### Debriefing

**15-20 min**

### Total

**More than 1h**

### Objectives

Participants to:

- Be open minded;
- Respect each other;
- Prevent radicalization.

### Materials

The materials should be adjusted according to the environment, for example: chairs and tables could be used for the challenges for indoor activities.

If possible, different colors can be assigned to each continent.

### Preparation

Trainers have to adjust the questions to the target group and prepare them before the game.

### Instructions for participants, participating in the session

The participants are going to be divided in 5 groups, in this way representing each continent. Each group needs to complete challenges in order to reply to questions, with the objective of reaching the Olympic games.

### Instructions for coaches, implementing the session

The trainer has to:

- Explain the rules of the activity;
- Avoid polarizing, political or religious topics;
- Prepare at least 10 questions accordingly to the target group.

### Debriefing and evaluation

The participants are going to reflect on questions and values shared by the Olympic movement.

### Comments, any other relevant information

-

### Authors

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## Human Survivor Islands

### Overview

The game aims at teaching children the importance of solidarity. Participants will take part in a race, going through 4 "islands", each representing a different target group with fewer opportunities: the poor, the blind, the disabled ones and the obese ones.

While going through the obstacles on each island, participants will have to work together and figure out how solidarity is provided to the children with fewer opportunities.

### Main topic addressed

**Solidarity**

### Group size

**A minimum of 20 players**

### Group age

**10-15 years old**

### Preparation

**15 min**

### Implementation

**120 min**

### Debriefing

**15 min**

### Total

**150 min**

### Objectives

The main aim of this activity is to teach children the importance of solidarity, empathy and why providing help to the people in need is important, through sport games/activities.

Specific objectives:

- To educate the participants and raise awareness on the topic of solidarity;
- To make participants realize that there are children and young people with fewer opportunities, including poor, blind, disabled and obese.

### Materials

- 4 flipcharts;
- Pens, markers;
- Cones;
- Obstacles;
- 30 foam balls (or less/more, depending on the number of participants)
- 20 scarfs;
- Back-packs (participants can use their own);
- Flag to mark the end of the game.

### Preparation

The coach is going to divide the venue into 4 "islands", one at each corner of the room and divided into lines according to the number of the groups.

Each island will have the following obstacles:

- Island 1: At the end of the lines, the coach is going to place 1 cone to mark the end and a pile of marbles or stones;
- Island 2: The cones are placed in zig-zag form.
- Island 3: Foam balls are placed at 3 different points of each line;
- Island 4: 3 obstacles are placed within each line. At the end – 6 cones are placed on the floor.

### Instructions for participants, participating in the session

The coach explains to participants that the game is called "Human Survivor Islands". This is a race and it is comprised by 4 islands, each comprised by different obstacles. Participants will be divided into equal groups and their task will be to finish first. The coach gives the instructions for the obstacles of each island at the beginning, so that the participants will know exactly how to play the game.

The groups are given 5 minutes to discuss and come up with a name for each island. The names are written on flipchart and placed at each island.

Then the groups are asked to line up and the coach gives a signal to start the race.

Instructions for each Island:

Island 1: Participants have to take one of their shoes off, before the game starts. They have to stand one behind the other. Each person has to run with only one shoe on, towards the cone at the end of the line, pick up 1 bag with marbles and then come back to their team. The other players repeat the same until all players run and pick up the marbles. Then the group moves to the next island.

Island 2: Each group is divided into couples. One person of each couple covers their eyes with a scarf. Each couple is asked to hold hands and run together through the line, with the cones placed in zig-zag form. The goal is the couple to reach the cone at the end of the line and then return back to their team mates. When all couples finish, the group moves to Island 3.

Island 3: Each group is divided into couples. One person is asked to place 1 hand behind their back and the other person – to hold one leg up. They are asked to run along the line, pick up 3 foam balls and bring them back to their teammates at the beginning of the line. When all couples finish, the group moves to Island 4.

Island 4: Each group is divided into couples. One person is asked to put on their back-pack. They are asked to run together along the line, overcoming all of the obstacles, take one cone, put it on top of another cone, creating a pile, and then return back to their teammates. This is repeated by all of the couples until all cones are placed on the pile.

The winner is the group which finishes the race first.



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**Instructions for coaches, implementing the session**

Coaches need to have in mind that each Island, and its obstacles, represent one group of people with fewer opportunities, which receive solidarity by volunteers/participants.

- Island 1 represents Poor Young People;
- Island 2 represents Blind Young People;
- Island 3 represents Disabled Young People ;
- Island 4 represents Obese Young People.

**Debriefing and evaluation**

At the end of the race, the Coach asks the participants to sit in a circle and initiates a discussion. The coach states that this activity tackles the issue of solidarity and asks the participants:

- What is Solidarity? Please give an example.

The coach provides the following definition: "Solidarity is an awareness of shared interests, objectives, standards, and sympathies creating a psychological sense of unity of groups or classes, which rejects the class conflict".

Then the Coach continues the discussion with the following debriefing questions (the Coach can add more questions)

1. How did you feel about the game? The obstacles? Did you find them difficult or easy and why?
2. What do you think Island 1 is all about and why?
3. What do you think Island 2 is all about and why?
4. What do you think Island 3 is all about and why?
5. What do you think Island 4 is all about and why?
6. Why do you think it is important to help others in need?

**Comments, any other relevant information**

-

**Authors**

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# The sheep got Blind!

### Overview

The goal of this activity is to include the blind people or visually impaired ones in the society and show to the kids how a blind person feels during their daily life.

### Main topic addressed

**Tolerance towards blind people**

### Group size

**12 participants**

### Group age

**6 to 18 years old**

### Preparation

**2 min**

### Implementation

**10 min**

### Debriefing

**10 to 15 min**

### Total

**30 min**

### Objectives

- The main goal is to promote tolerance towards blind people and accept their difficulties and differences;
- To include blind people;
- To help each other.

### Materials

- Towels;
- Blindfolds.

### Preparation

The coach makes sure that all of the participants had closed their eyes.

The coach explains the game to the participants and gives them towels and blindfolds. Then goes quietly to inform the wolves that they can open their eyes.

The coach must give the towels to the sheep, make couples and tell one of the participants in each pair to open their eyes.

### Instructions for participants, participating in the session

The wolves are randomly placed inside the field, blindfolded. Once the game starts, they open their eyes and get down on their fours (walking mode of a wolf). They can't communicate and are not allowed to talk or run (at the beginning of the game they can howl). The sheep are in couples, holding a towel/shirt and one kid in each pair is blindfolded. They can only communicate using instructions (go straight, go back, turn left or right, touch now). The goal of the wolves is to catch all the sheep by

taking their towel/shirt. The goal of the sheep is to touch/find the wolves and immobilize them. The sheep with open eyes only navigate the blindfolded, they can't touch the wolves.

### Instructions for coaches, implementing the session

The coach(es) must pay attention to the participants while they have their eyes closed. Make sure that kids don't run as it is not allowed. Keep the game fair, make sure to point the wolves without other kids (the sheep with blindfolds) noticing and try to make all of them a wolf at least once.

### Debriefing and evaluation

Coach(es) will ask the participants if they have any idea of what they just did, what was their role and how did they feel about being blind.

Ask the participants about their feelings during the game.

Ask them about the difficulties.

### Comments, any other relevant information

This game is designed for youngsters to make them understand the concept of tolerance and how everyone can be accepted. It is intended for Ages 6-18 but the game can be adapted for adults too.

### Authors

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## Fair PlayME

### Overview

The game represents the migrations, where participants can understand the whole process, although they may not understand the political and economic background.

### Main topic addressed

**Radicalization**

### Group size

**7 participants or more**

### Group age

**7 years or older**

### Preparation

**5-7 min**

### Implementation

**30 min**

### Debriefing

**5-10 min**

### Total

**50 min**

### Objectives

- Fair play;
- Following the rules;
- Fight against radicalism;
- Teamwork;
- Deliberation process.

### Materials

- Cons
- Small balls
- Small towel or a shirt
- Bandana or something similar
- Hoop or some kind of a basket

### Preparation

Set up a two-part field with an obstacle in the middle. Place one hoop on one side of the room/field and another hoop in the middle.

### Instructions for participants, participating in the session

Divide the children into two groups: **Hunters**, who are in the middle of the field – a special zone in which one of the baskets is located.

**Prey** is the second group, and is located in the part of the room without a hoop.

Prey have the task to pass the safety zone in which the hunters are located without touching them. If they touch a hunter, they

return to their zone. Each prey has an object that have to be transferred across the danger zone where the basket is located. The goal of the hunter is to prevent the prey from crossing and to take its object. The minimum number of the hunters is 2 and 5 of the prey.

### Instructions for coaches, implementing the session

The coach divides the participants into two groups and explains the roles.

It is very important to take care of the safety. The hunters and the prey shouldn't push each other.

The course of the game depends on the coach – whether he wants to play for time, until one of the baskets is filled with preys' items or until all of the prey are on the safety side.

### Debriefing and evaluation

Individual analysis of each participant with expected indicators of radicalization: anger, dissatisfaction, fair play, compliance with the rules, active participation in the game.

### Comments, any other relevant information

-

### Authors

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## Building together

### Overview

#### Step 1

Two groups with equal numbers of participants are formed. The goal of the game is to build the highest mountain of bodies possible.

#### Step 2

Before the game starts, the teams select their captains. The trainer then calls each captain separately, and explains the game. The groups don't know that they have different starting positions.

One team can only use their bodies, while the other team can use boxes, stairs or ladders to help them with the task.

#### Step 3

After the first round, the groups change, and the first group can now use boxes, while the other one can't. In the third round both groups work together in order to build the highest mountain possible, using tools. The safety of the participants is very important.

### Main topic addressed

**Radicalization**

### Group size

**From 10 to 30**

### Group age

**12-18 years old**

### Preparation

**5 min**

### Implementation

**20 min**

### Debriefing

**5 min**

### Total

**30 min**

### Objectives

- To teach both teams to work together;
- To make sure both teams don't argue because of their advantages and starting positions;
- To use the maximum of each team's abilities, without comparing them to the other team;
- To show the impact of the disadvantage to the participants;
- To make sure that the groups understand their positions.

### Materials

- Blocks;
- Steps;
- Ladders;
- Boxes;
- Protective mats;
- Anything that can be used.

### Preparation

- Protective mats are placed on the ground;
- A warmup session to prevent injuries;
- Participants are divided into groups;
- The trainer explains the game to the captains.

### Instructions for participants, participating in the session

The participants are acquainted with the rules of the game by the captains. Only the captains can make the decisions within the team.

### Instructions for coaches, implementing the session

- Safety first;
- Don't tell the groups about their starting positions (except the captains);
- Only the captain can make decisions for the team;
- Both groups need to be in both positions;
- Don't push too much. If a participant can't do something, respect that;
- Implement a warmup session before the activity starts.

### Debriefing and evaluation

- How did you feel when you were in the disadvantaged group?
- How did you feel when you were all working together?
- What do you think about the decision to have different starting positions?

### Comments, any other relevant information

This activity can be implemented, regardless of the country or the circumstances.

The activity shows us with whom the participants would argue first – their teammates or the other team.

### Authors

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## Ten to Win

### Overview

Developing the tolerance of the teenagers towards:

- People with physical disabilities;
- Gender;
- Other teenagers with less abilities/fewer opportunities.

### Main topic addressed

**Tolerance**

### Group size

**2 teams of 4-6 players**

### Group age

**12-18 years old**

### Preparation

**5 min**

### Implementation

**20 min**

### Debriefing

**10-15 min**

### Total

**30-40 min**

### Objectives

Encourage the teenagers to accept the differences of the others and make them reflect about how they felt during the game (before and after the coach adds the restrictions).

### Materials

- Any kind of ball (basketball, handball, softball);
- Any kind of court (basketball, handball, football);
- Color jerseys/bibs for both teams;
- 4 cones if you don't have an outlined field.

### Preparation

If you don't have a proper field, outline the field with 4 cones (the more players you have, the bigger should the field be).

### Instructions for participants, participating in the session

The group is divided in 2 gender balanced teams (ex: for a team of 6 players, you should have 3 girls and 3 boys);

- Each team wears a jersey of color (ex: blue against red);
- Explain the limitation of the field.

### Instructions for coaches, implementing the session

The main goal of the game is a team to reach 10 passes in a row:

- Without any participants going out of the field;
- Without any players of the other teams touching the ball;
- Without letting the ball drop on the floor.

When you reach 10 passes, the team gets 1 point. In order to win the game, a team has to reach 3 points.

Both teams play against each other on the same field with the same ball (Attack vs Defense).

If the team in offense drops the ball on the floor or throws it outside the field, the ball goes to the defense and they become the attack. If a defender touches or steals the ball, the defense becomes the attack.

If the attack reaches 10 passes, they receive 1 point and the ball goes to the defensive team and it becomes the offense.

If an offensive player catches the ball outside the field, the ball goes to the defense and it becomes the offense.

The coach will make 4 different versions of the game:

1. No restrictions. First team with 3 points wins;

Restrictions:

2. Half of the players of each team have to play with one hand behind the back (tolerance towards people with physical disabilities): Every "impaired" player MUST touch the ball at least once to complete the 10 passes;
3. Girls MUST pass the ball to boys only and boys MUST pass to girls only (gender tolerance);
4. The coach tells to one player in each team that he must make a mistake every time he touches the ball (ex. he can't catch the ball or has to make bad passes on purpose). The other players of both teams must not know the instructions.

In that last version, the coach has to tell to every kid, that has to make mistakes, that he/she have to touch the ball at least once, knowing that team will never reach the 10 passes. The coach must anticipate the frustration that can be created by the player who is missing the catch or the pass. The coach STOPS the game when he detects frustration gestures or words by the other players ex: a player yelling at his teammate because he misses every time (tolerance against players with less sport abilities).

### Debriefing and evaluation

The coach will discuss with the players how they felt during the different versions of the game.

The main goal of the different versions is to increase the tolerance towards physical disabilities, different genders and towards players with less abilities.

### Comments, any other relevant information

In the last part of the game, the coach should take care of the change of the participants' attitude. If he sees that the frustration is too high or that the players make comments about the others, he has to stop the game and start the discussion with the players.

### Authors

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## Run Relay Game – RRTogether

### Overview

This activity is a race for 2 or 3 teams.

Also they need to start, run and finish the race together.

From start to finish – this means that the participants support and help each other throughout the race.

The participants need to give examples of solidarity.

### Main topic addressed

**Solidarity**

### Group size

**8 to 20 participants**

### Group age

**7-14 years old**

### Preparation

**10-15 min**

### Implementation

**20 min**

### Debriefing

**10 min**

### Total

**40-45 min**

### Objectives

The participants need to learn to support each other in order to cross the finish line as fast as possible.

They will learn how to work together, how to build a strong team spirit and smooth collaboration.

The participant will also enhance their leadership skills.

### Materials

- All participants should wear the same outfit or bibs;
- Cones for outlining;
- A start line;
- A finish line;
- Medals for participants.

### Preparation

- Any indoor or outdoor field (a basketball field for example);
- Simple warm-up session;
- Discussion with the participants about the rules.
- Placing obstacles for the race, marking the start and finish line.

### Instructions for participants, participating in the session

Make sure that the teams start, run and finish the race together.

They need to support and help each other throughout the whole race.

### Instructions for coaches, implementing the session

The coaches need to support and help their team throughout the whole race.

Emphasize on solidarity within a team.

### Debriefing and evaluation

After the race, the coach asks the participants how they felt and what they think of the game.

### Questions:

- How are you?
- How did you feel?
- What do you think?
- What is your opinion on solidarity?
- What can we improve?

### Comments, any other relevant information

This game is suitable for indoor or outdoor environment.

### Authors

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## Tips and tricks in work with youth target groups with disadvantage background

Young people aged between 16 and 25 years old are one of the most vulnerable groups experiencing social exclusion. Therefore, many strategies and programs exist and are focused on this particular group. The term used by the European Commission is **young people with fewer opportunities** and they are defined as: "young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles which prevent young people from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, empowerment and inclusion in society at large."

### Types of obstacles:

There are several categories of obstacles within which young people with fewer opportunities can fall into:

#### SOCIAL OBSTACLES

- **Discrimination;**

Young people facing discrimination or under-representation because of gender, ethnicity, religion, sexual orientation, disability, etc.

- **Risk Behaviours;**

Young people with limited social skills or anti-social or risky sexual behaviours, (ex)offenders, (ex)drug or alcohol abusers;

- **Situation of Risk or Distress;**

Young and/or single parents, orphans, young people from broken families; victims of abandonment, domestic violence, bullying or sexual abuse; young people living in very precarious situations or homeless.

#### ECONOMIC OBSTACLES

- **Economical Issues;**

Young people with a very low standard of living, very low income, strong dependence on social welfare system, poverty, young people who are homeless due economic issues, young people in debt or with financial problems.

- **Employment Issues;**

Young people not studying or working (NEET) or individuals in long-term unemployment (more than a year).

#### DISABILITIES AND HEALTH PROBLEMS

- **Mental disabilities;**

Intellectual, cognitive, learning.

- **Physical and sensory disabilities or other disabilities;**

- **Light Health Problems;**

Intolerances, health issues, chronic health problems and mental conditions that may affect their daily life.

- **Severe Health Problems;**

Young people with chronic health problems, severe illnesses, psychiatric conditions, mental health problems, suicide, etc.

#### EDUCATIONAL DIFFICULTIES

- **Learning issues;**

Young people with learning difficulties or poor school performance;

- **Lack of compulsory education;**

Adult young people that did not finish the compulsory education, early school-leavers or school dropouts (based on the school-leaving age and from compulsory secondary education).

#### CULTURAL DIFFERENCES

- **Immigrant/Refugee;**

Young immigrants or refugees or descendants from immigrant or refugee families, cultural inclusion problems, etc.





• **Minorities;**

Young people belonging to [under-represented] a minority because of gender, ethnicity, religion, sexual orientation, etc.

**GEOGRAPHICAL OBSTACLES**

• **Geographic isolation;**

Young people from remote or rural areas, living on small islands, abandoned villages or peripheral regions [far away from urban areas].

• **Problematic areas;**

Young people from urban problem zones or from less serviced areas [limited public transport, poor facilities].

**How to work and support with young people in vulnerable situations**

Engaging young people who are furthest from the labour market as early as possible is crucial in order to avoid long-term inactivity. It often requires pro-active, intensive interventions with a broader range of partners to address the different barriers they face, including behavioural, social, educational and health-related barriers.

Four main elements are essential to effectively supporting young people facing multiple obstacles:

- Building strong multi-stakeholder partnerships;
- Ensuring pro-active engagement with vulnerable groups;
- Adopting holistic approaches;
- Improving monitoring.

**Multi-stakeholder partnerships** are key in supporting young people facing multiple barriers. They enable the provision of well-rounded support services that can tackle the variety of obstacles that a young person may have to employment/education. They also ensure that the individual is supported at all stages of their pathway into education/employment, helping to maintain trust in the system, and motivation. To be successful, such partnerships must bring together not only public employment services (PES), the education sector and local employers, but must also involve youth organisations, non-governmental organisations (NGOs), and social and health services.

**Proactive engagement with vulnerable young people** is key to avoid drop-out and long-term inactivity, which can further damage their individual prospects and is costly to society as a whole. This requires preventative measures, and pro-active, intensive interventions to address the barriers young people are facing. One of the common approaches to reaching disenfranchised or marginalised young people is through developing trusted relationships with youth workers and NGO representatives who can provide valuable advice and knowledge on how to approach this target group.

**Holistic approaches** are another way of broadening and differentiating the range of Youth Guarantee support, according to the specific needs of different categories of NEETs. Such approaches include developing personalised pathways, offering income support [based on the principle of mutual obligation] and access to services, and providing counselling, mentoring and post placement follow-up to avoid drop-out. For vulnerable young people, the four-month time limit for an offer may be too short as they may need to receive other additional individualised interventions before being able to take up and benefit from a Youth Guarantee offer.

**Monitoring** is important to fully understand the profile of young people and the extent to which they have moved further towards education or employment. Ideally, it entails the collection of participation data on NEET groups based on vulnerability. Beyond gender, there is currently no such breakdown in the Indicator Framework for Monitoring the Youth Guarantee at EU level. Moreover, it involves tracking young people’s progress in overcoming specific barriers through the Youth Guarantee.





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