

# “CREATING A LEVEL PLAYING FIELD”

## SOCIAL INCLUSION OF MIGRANTS AND ETHNIC MINORITIES IN SPORT

KEY ELEMENTS

GOOD PRACTICES

PRACTICAL RECOMMENDATIONS

A GUIDE FOR EUROPEAN SPORTS ORGANISATIONS AND CLUBS



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# FOREWORD

Although sport is regarded as one of the most open social subsystems, there is no doubt that discrimination and unequal access continue to be challenges in the realm of sports. Nevertheless, in the past few decades, sport has become increasingly recognised as an important tool for the social inclusion of marginalised groups, including migrants and ethnic minorities.

Within the framework of the **EU Preparatory Actions in the Field of Sport 2010**, one of the key objectives of the European Commission is to attain evidence for European-level policy actions on how sport contributes to **social inclusion of migrants and minority groups**. The **European Non-Governmental Sports Organisation (ENGSO)**, funded by the Preparatory Actions, has been running the project: **“Creating a Level Playing Field”** in cooperation with a network of 11 partner organisations, dispersed throughout Europe, representing a wide array of sports and including two of the biggest anti-racist networks in Europe. ENGSO’s work in the field of sport and social inclusion continues to be promoted in this project. In its Manifesto on a Truly Inclusive Sport (2010), ENGSO encouraged sport organisations, in cooperation with public authorities on both national and European levels, to take further action in social inclusion. At the 13th ENGSO Forum in October 2010, ENGSO reaffirmed and strengthened this view and provided the platform to its member organisations to present their good practice examples linking sport and social inclusion. As a result, these practices were collated into a booklet, entitled “Social Inclusion and Education through Sport”.

One of the aims of the “Creating a Level Playing Field” project was to collect and exchange good practices on the inclusion of migrants and ethnic minorities in sporting activities, ranging from sport organisations, public authorities and/or organisations working in the field of social inclusion and anti-discrimination. Project activities included study visits, enabling the exchange of good practices between project partners, as well as conferences to evaluate the main findings. The study visits’ programme was based on a combination of practical field work and meetings, allowing learning experiences from both sides. In addition, an analysis of good practice examples was completed with the objective of identifying successful key elements of these examples and how they could be transferred to other settings. These key elements advocate the basics to be taken into account and to which elements an actor should pay particular attention when organising sporting activities with the aim of achieving equal participation of migrants and ethnic minorities.

Birgitta Kervinen  
*ENGSO President*



# CONTRIBUTORS AND COOPERATING PARTNERS

Representing a wide array of expertise in social inclusion in sports across Europe, the following partners have contributed to “Creating a Level Playing Field”:

## Lead Organisation

- > ENGSO – European Non-Governmental Sports Organisation: <http://www.engso.eu/>

## Sports Organisations

- > Bulgarian Ski Federation: [http://ski.bg/index\\_bg.php](http://ski.bg/index_bg.php)
- > Finnish Sports Federation: [http://www.slu.fi/eng/finnish\\_sports\\_federation/](http://www.slu.fi/eng/finnish_sports_federation/)
- > German Olympic Sports Confederation: <http://www.dosb.de/en/organisation/philosophie/dosb-profile/>
- > Norwegian Olympic and Paralympic Committee and Confederation of Sports: <http://www.idrett.no/english/Sider/english.aspx>
- > Olympic Committee of Slovenia – Association of Sport Federations: <http://www.olympic.si/index.php?id=275>

## Public Authorities

- > Regional Government of Styria, Austria – Department of Sports: <http://www.steiermark.at/>
- > Directorate General for Sports - Presidency - Regional Government of Extremadura, Spain: <http://www.deportextremadura.org/>; <http://www.fundacionid.es/>

## Specialist Organisations

- > European Network Against Racism (ENAR): <http://www.enar-eu.org/>
- > UNITED for Intercultural Action: <http://www.unitedagainstracism.org/>

## Research Partners

- > Semmelweis University, Faculty of Physical Education and Sport Sciences, Hungary: <http://english.tfhu/>
- > LIKES Foundation for Sport and Health Sciences, Finland: <http://www.likes.fi/Index.aspx>
- > Vrije Universiteit Brussel, Faculty of Physical Education and Physiotherapy, Department of Sports Policy and Management (SBMA), Belgium: <http://www.vub.ac.be/english/index.php>

Appointed key witnesses from the project partners’ member organisations and member organisations themselves have enriched conferences and study visits by their know-how, bringing forward the findings of this booklet. The links to the websites of our partners, contributors and reference sources are provided in the Appendix.

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# GLOSSARY

**Discrimination** - Different treatment of individuals or groups based on arbitrary ascriptive or acquired criteria, such as sex, race, religion, age, disability and sexual orientation. <sup>1</sup>

*Direct discrimination* occurs when a person is treated less favourably than another in a comparable situation based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

*Indirect discrimination* occurs when an apparently neutral provision, criterion or practice would disadvantage a person on grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, unless that practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary.

*Institutional or structural discrimination* occurs when rules, norms, routines, patterns or attitudes and behaviour in institutions such as schools, work places, public authorities and other societal structures represent obstacles to certain people in achieving the same rights and opportunities that are available to the majority of the population.

**Ethnic minorities** - Throughout the booklet the term 'ethnic' minorities is used to define the broad category to which the booklet refers. Whilst

no universally accepted definition of 'minority' exists, the definition used by the International Organization for Migration will be used for this booklet. This definition provides that: "a minority may be considered to be a group which is numerically inferior to the rest of the population of a State and in a non-dominant position, whose members possess ethnic, religious or linguistic characteristics which differ from the rest of the population and who, if only implicitly, maintain a sense of solidarity directed towards preserving their culture, traditions, religion or language."

**Mainstream sport organisations** - Throughout the booklet mainstream sport is used to define the organised sport under registered associations e.g. organisations, federations or clubs. This means all the activities under European umbrella organisations (e.g. ENGSO), national sport umbrella organisations (e.g. national sport confederation or Olympic committee) as members of European umbrellas, sport federations and other organisations as members of the national umbrellas and all the way until grassroots level sport clubs.

**Migrant** - A migrant is a person who moves from his or her home country to another country. "The term migrant may include long-term and short-term migrant workers, asylum seekers and refugees, stateless persons, spousal and family dependants, women migrants and children and undocumented migrants."<sup>2</sup>

1 Eurofound, <http://www.eurofound.europa.eu/areas/industrialrelations/dictionary/definitions/discrimination.htm> accessed on 31.01.2012.

2 ENAR Shadow Report 2009-2010, p.33.

**Social exclusion** - A multi-dimensional process, which involves the lack or denial of resources, rights, goods and services, and the inability to participate in activities available to the majority of people in a society, whether in economic, social, cultural or political arenas.<sup>3</sup>

**Social inclusion** - The long-standing social inclusion objective of the EU is that all EU citizens participate in the benefits of economic integration and economic growth, with appropriate account being taken of Europe's responsibilities in the world as a whole. The EU cannot be successful if significant groups are left behind as prosperity rises. Social inclusion is intertwined with anti-discrimination as both aim to create a more inclusive society and ensure equal participation in society for all.<sup>4</sup>

It should be noted that in the European Union context, 'integration' is mostly used to refer to persons who are not a national of an EU Member State (so-called third country nationals) while 'inclusion' is used for ethnic minorities. Moreover, integration is far too often associated with assimilation. Inclusion is a less 'damaged' term since the concept of an inclusive society is to attain the same possibilities for all in the society. We understand inclusion to refer to a wide range of policies with active participation of the target groups as a key element. Inclusion covers both civic rights and socio economic rights with the aim to achieve equal participation in all areas of life.



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3 Levitas, R., Pantazis, C., Fahmy, E., Gordon, D., Lloyd, E., Patsios, D. 2007. The multi-dimensional analysis of social exclusion. University of Bristol.

4 Marlier, E., Atkinson A.B., Cantillon, B., Nolan, B., The EU and Social Inclusion, Facing the Challenges, University of Bristol, 2007, p.3.

# CHAPTER 1

## INTRODUCTION

During the past few decades, the social significance of sport has increased distinctly. More than ever, sport is intertwined with society and has developed into an approachable life sphere that is accessible to many people. Much has already been speculated about the potential of sport in confronting major challenges of late modern societies in relation to themes, such as health enhancement, personal development and social inclusion. Nevertheless, there is a widespread belief in the power of sport. In this perspective, reference is often made to the 'dual nature of sport'. Firstly, as sport is generally regarded to contribute to a healthy lifestyle, it is often endorsed as a part of a wider health policy. Secondly, it is believed that participation in sport can generate a social added value. In general, it is assumed that sporting outcomes, such as skills and knowledge development, produced by organised sport involvement, might eventually lead to personal pro-social development and broader societal inclusion and cohesion.<sup>5</sup> Through intermediate processes, sport can be viewed as a social phenomenon and as a vehicle for larger social impacts.

Over the past years, sport policy makers have become increasingly interested in the use of the positive role of sport. Today, a variety of initiatives make use of sport, not merely as an end in itself, but also as a means to serve various social purposes, often with regard to specific target groups (e.g., youth, elderly, disabled persons, and socially deprived people). In particular, sport has been increasingly regarded as a means to improve the situation of deprived groups in society (e.g.,

with regard to social integration and participation of socially vulnerable groups, promotion of social cohesion, prevention of delinquency and criminal behaviour among socially deprived youth, etc.). More specifically, policy makers have expressed high expectations with relation to sport and the social inclusion of ethnic minorities.

**In this publication, key elements are described that are considered to be important to enable equal access and regular participation of migrants and ethnic minorities in mainstream sport clubs and programmes.** The focus on mainstream sport can be explained by the fact that, as a European umbrella organisation of sport organisations, ENGSO focuses primarily on mainstream sport. To date, migrants and ethnic minorities are to a lesser extent regarded as specific target groups for traditionally organised sport in comparison with more 'alternative' or non-organised sport settings. In addition, these **key elements will be illustrated through a selection of good practices within mainstream sport organisations** in Europe with the intention of inspiring relevant stakeholders within the field of sport to actively support and facilitate an all-inclusive sport participation of migrants and ethnic minorities.

### POLICY BACKGROUND

According to the Council of Europe, sport «*means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining re-*

5 Coalter, F. (2007). A wider role for sport: who's keeping the score? London: Routledge

sults in competition at all levels".<sup>6</sup> Enabling every individual to participate in sport was raised by the Council in the 1992 European Sports Charter as a primary task of governments. The Charter also states that "*measures shall be taken to ensure that all citizens have opportunities to take part in sport and where necessary, additional measures shall be taken aimed at enabling [...] disadvantaged or disabled individuals or groups to be able to exercise such opportunities effectively*".<sup>7</sup> De-

fenders of this social (counter) movement, which originated in the sixties, shifted the long-standing focus of 'performance' (competition and competence) in sport involvement towards a broader 'participation' dimension. It is based on the ideology that sport belongs to everyone. According to this 'Sport for All movement', sport is "*a human right for all individuals regardless of race, social class, sex and age*".<sup>8</sup> The more inclusive and democratic participation in sport was viewed in relation to its

6 Council of Europe (1992, 2001). European Sports Charter: [https://wcd.coe.int/wcd/ViewDoc.jsp?Ref=Rec\(92\)13&Sector=seccm&Language=lanEnglish&Ver=rev&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75](https://wcd.coe.int/wcd/ViewDoc.jsp?Ref=Rec(92)13&Sector=seccm&Language=lanEnglish&Ver=rev&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75).

7 European Sports Charter, art. 1.i and art. 4.2.

8 Olympic Movement (2011). The Sport for all Commission: <http://www.olympic.org/sport-for-all-commission>.

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generating health benefits and social integrating effects for both the individual and society.<sup>9</sup> While the Sport for All movement has existed for several decades now, it still needs to deliver a real change for making sport truly inclusive.

More recently, inclusion in sport has become visible by means of the Lisbon Treaty, providing competence to the European Council in the field of sport. The European Commission's White Paper on Sport<sup>10</sup> highlights sport as a tool to promote social inclusion of socially excluded groups (e.g., persons of foreign origin and/or with a migrant background), as well as to support inter-cultural dialogue. The idea is repeated in the 'Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions' entitled «Developing the European Dimension in Sport».<sup>11</sup>

## **SOCIAL INCLUSION OF MIGRANTS AND ETHNIC MINORITIES**

Regarding the social inclusion of ethnic minorities, findings of several studies illustrated that ethnic minorities participate to a lesser extent in important social areas, such as education, labour, health, housing, civic participation and leisure compared to the majority population.<sup>12</sup>

This is attributed to social exclusionary trends, which continues to undermine the everyday experiences of millions of ethnic minorities and migrants across Europe. Their often stark level of disadvantage demonstrates the need to improve the situation of migrants and ethnic minorities as a matter of priority. In times of economic crisis, vulnerable people, including, among others, the Roma, migrant communities, asylum seekers, ethnic minorities and diverse Muslim communities, are most likely to be deeply affected by the consequences of the economic downturn. To enable these groups to participate fully in society, governments require a policy framework that supports migrants and ethnic minorities to develop their competences, as well as having their existing competences recognised, which creates a society that capitalises on the benefits of a diverse population. However, despite increasing recognition of the need for interventions that enable those most disadvantaged to escape social exclusionary practices, structural inequalities and discrimination nonetheless contribute to the social exclusion of many migrants and ethnic minorities. This reality often remains invisible and therefore unaddressed.

Also within sport, a lower participation among ethnic minorities has been noted, which is partly attributed to racism and discrimination.<sup>13</sup> A rela-

9 Theeboom, M., Haudenhuyse, R. & De Knop, P. (2010). Community sports development for socially deprived groups: a wider role for the commercial sports sector? A look at the Flemish situation, *Sport in Society*, 13(9), 1392-1410.

10 European Commission (2007). White paper on sport: [http://ec.europa.eu/sport/white-paper/whitepaper8\\_en.htm#1](http://ec.europa.eu/sport/white-paper/whitepaper8_en.htm#1).

11 Council of the European Union (2010). Council conclusions on the role of sport as a source of and a driver for active social inclusion. *Official Journal of the European Union* C326, 5-8.

12 Alesina, A. & La Ferrara, E. (2000). Participation in heterogeneous communities. *The Quarterly Journal of Economics*, 115(3), 847-904; Gowricharn, R. (2002). Integration and social cohesion: the case of the Netherlands. *Journal of Ethnic and Migration Studies*, 28(2), 259-274; Walseth, K. (2006a). Sport and belonging. *International Review for the Sociology of Sport*, 41(3-4), 447-464; ENAR 2009-2010 Shadow Report on Racism in Europe.

13 De Haan, J. & Breedveld, K. (2000). Trends en determinanten in de sport. Eerste resultaten van het AVO 1999. Den Haag: Sociaal Cultureel Planbureau; European Union Agency for Fundamental Rights (2011). Racism, ethnic discrimination and exclusion of migrants and minorities in sport. A comparative overview of the situation in the European Union. European Union, p.63.

ted challenge is the monitoring and analysis of data regarding the participation of various actors in sports. For instance, there is a lack of comparable and unambiguous information on the general sport participation between, and even within, different EU-countries. It is also problematic, however, to dispose of available and comparable data on the sport participation of migrants and ethnic minorities in different EU-countries for a number of reasons. For one, counting, classifying and/or identifying ethnic minorities is delicate, and, secondly, data on (sport) participation often does not include ethnicity. In its 2007 White Paper on Sport, the European Commission noted this lack of comparable EU-wide information in the sport sector as a basis for evidence-based policies. Because

of the growing interest for benchmarking data on sport participation, there is a strong demand for a standardised definition of sport and an objective approach for sport participation research. For example, a new initiative was launched in order to create a better understanding of differences in sport participation throughout Europe. This succeeds the former COMPASS project, established at the end of the last century, and reports based on the Eurobarometer survey. This new initiative is called MEASURE, which stands for Meeting for European Sport Participation and Sport Culture Research. This aims, amongst others, *“to improve the understanding of differences in sport participation between countries and social groups”*.<sup>14</sup>

14 <http://www.measuresport.eu/news>.

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Despite the fact that migrants and ethnic minorities generally have a lower participation rate in sport activities, there is evidence suggesting that sport can be an important tool for the social inclusion of migrants and ethnic minorities.<sup>15</sup> As a result, sport policy has been identified as a means by which to promote intercultural understanding and mutual respect within and between communities.

## **SOCIAL INCLUSION IN AND THROUGH SPORT**

The social inclusion of migrants and ethnic minorities has enormous consequences both for the excluded individuals themselves and for society as a whole. Sport has been identified as one approach to counter the social exclusion of migrants and ethnic minorities. This is reflected in mainstream sports, as well as other sports activities. An inclusive sports club should be a reflection of the local community on a small scale. It should compose members and participants of both genders, various ethnic backgrounds, physical abilities, ages, as well as persons with different sexual orientations. An inclusive sports club places value on diversity and also serves as a platform for successful inclusion.

However, although a blind trust in 'the good of sport' can often be noticed amongst sports policy makers, the belief that participation in sport can

automatically foster social inclusion is keenly contested.<sup>16</sup> Sport participation in itself does not inherently lead to the desired impacts and outcomes, the so-called inclusion 'through' sport. In this regard, more attention should be paid to the structural components managing sport activities and programmes to give greater insight into the underlying processes that are presumed to generate social benefits.<sup>17</sup> Sport cannot simply be considered a universally applicable treatment for social problems.<sup>18</sup> Specific social outcomes can only be achieved if certain conditions are present and successful processes realised. More research is needed in order to gain further insight with regard to the participation of migrants and ethnic minorities in sport.

Policy makers request research to back up choices to be made, relying on gathered data, detected mechanisms, and effective interventions that have been proven as such. The EU policy makers depend on the European research community to provide them with this necessary information to attain a better understanding of participation in sport. The purpose of this publication is to explore the key elements considered to be vital in facilitating the participation of migrants and ethnic minorities in mainstream sport. These key elements will be exemplified by using good practices within mainstream sports organisations in Europe.

15 De Knop, P. & Elling, A. (2000). *Gelijkheid van kansen en sport*. Brussels: Koning Boudewijnstichting.

16 Elling, A., (2004). *We zijn vrienden in het veld. Grenzen aan sociale binding en verbroedering door sport*. *Pedagogiek*, 24(4), 342-360.

17 Coalter, F. (2007). *A wider role for sport: who's keeping the score?* London: Routledge.

18 Sugden, J. (2010). Critical left-realism and sport interventions in divided societies. *International Review for the Sociology of Sport*, 45(3) 258-272; Van Sterkenburg, J. (2011). The values and limits of sport-based social interventions in post-conflict societies. In Dorokhina, O., Hosta, M. & Van Sterkenburg, J. (eds.): *Sport in Post-Conflict Societies*, 11-17. Council of Europe.

# CHAPTER 2

## METHODS OF DATA COLLECTION

### **SURVEY: CASE STUDY COLLECTION**

As a first step to data collection, a survey was conducted to gather in-depth information about existing examples of sports-related programmes targeting migrants and ethnic minorities. The questionnaires were prepared in two versions, one designed for the partner organisations of *Creating a Level Playing Field* (27 mostly open-ended questions), and another one for key witnesses, i.e. national experts in the field with experience and knowledge of sports-based social interventions targeting minorities (17 mostly open-ended questions). The topics included basic information, objectives, funding, location, targeting, outcomes, and evaluation. During the period of case study collection (2011 Aug-Nov), a total of 26 completed questionnaires were received.

### **INTERACTIVE WORKSHOPS: KEY CHALLENGES, KEY ELEMENTS**

At the mid-term conference of the project in El Anillo, Spain (4-5 Oct, 2011), interactive workshops were held with project partners (n=12) and key witnesses (n=9) of project partners, where the most important challenges to multicultural sport were discussed, as well as some key elements, which might contribute to the success of sport programmes delivered for migrants and ethnic minorities. On the second day of the meeting, individual in-depth interviews were conducted and moderated group discussions were organised (in groups of 6) to provide an open space for the participants to share their everyday work experience with each other and their ideas, which may contribute to overcoming the challenges, identified on the first day.

The results of the case study collection and the workshops were then combined and structured into areas of key elements, which are to be presented in the following chapter.

# CHAPTER 3

## ANALYSIS OF KEY ELEMENTS AND GOOD PRACTICES

The analysis aims to identify and explore which key elements are necessary for successful **diversity management** in sports organisations, leading to social inclusion of migrants and ethnic minorities in sport. Diversity management originated in the economic and business sector and is aimed at the inclusion of diverse social groups in organisations. At the same time, diversity management focuses on implementing a culture of appreciating social and cultural diversity. A number of surveys and two European Commission research publications<sup>19</sup> outline the benefits associated with diversity in organisations, including the recruitment and retention of high quality staff, provided that diversity is well managed. Diversity management can also be a strategic resource and an advantage for **sports clubs or sports programmes** if they are accessible, fully involve migrants and ethnic minorities in designing their diversity strategies, and include a number of specified key elements. There is a wide range of reasons for applying a systematic management of diversity in sport.<sup>20</sup> Firstly, many sports clubs have undergone a radical change in the age structure of their members. Previously, many sports clubs were mainly a place for young people. Many have meanwhile developed into organisations that attract a wide range of age cohorts, as sports organisations face the challenge of demographic changes. Sports clubs have thus become familiar and well-advised with needed membership restructuring to respond to societal changes. Previous male-dominated traditions in the sports

arena have expanded to meet the interests of other target groups, such as women, disabled, migrants and ethnic minorities. Secondly, ethnic diversity in European sports has become more visible due to processes of migration and globalisation. When it comes to good practices of including migrants and ethnic minorities in sports, a number of key elements have been identified. These include:

- > funding;
- > planning;
- > communication and awareness raising;
- > recruitment and reaching;
- > collaboration; and
- > evaluation.

Since good practices cannot be copied or transferred, the practices collected through the survey have been used to analyse the different contexts in which the practices are delivered. Good practices should be seen as a 'market' where customers 'buy' **key elements, which are applicable to and inspirational for their implementation and practice**. In this respect, our analytical framework explains how these key elements relate to the different contexts.

### FUNDING

Funding is a central theme in planning any sports-based intervention. This is especially evident in regard to programmes targeting **social groups, which are not able to finance their own sporting activities**.

19 European Commission (2005). *The Business Case for Diversity, Good practices in the Workplace*; and European Commission (2008). *Continuing the Diversity Journey, Business Practices, Perspectives and Benefits*.

20 Steinbach, D. and Hartmann, S. (2007). Demographischer Wandel und organisierter Sport. Projektionen der Mitgliederentwicklung des DOSB für den Zeitraum bis 2030, in *Sport und Gesellschaft*, 4, 3, 223-242.

Depending on the level of the programme (local, regional or national) and the number of participants, financing can take many shapes; however, challenges at various levels of activities are rather similar. Besides the amount of funding, problems may also emerge in connection with its timing, duration and continuity, or the adequate allocation of resources.

At the group discussions it was mentioned that these problems may also arise from the fact that authorities do not always have a long term vision of what they would like to achieve with sports-based interventions. Naturally, this lack of vision may mean that quick results are expected and it may also make it difficult to identify those successful programmes which should be continuously funded. Another important hindrance is that in some countries, less money is channelled to regional governments, which at the same time have been responsible for the physical activity of the population in several EU member states. **In Central and Eastern European countries opportunities are narrower due to the limited resources available for sports** (and the social inclusion of migrants and ethnic minorities). Therefore, NGOs usually can only apply for European Union grants to fund their sports inclusion initiatives. The above mentioned tendencies result in increased competition between various projects for funding at a European level. In this competitive environment, civil society organisations are often at a disadvantage, as public or private organisations can only apply for funding which tend not to include the costs for salaries. Another remark at the group discussion was that some projects do not actually need European funding, but are interested in being involved in the pol-

icy agenda discussions, but in order to be involved, they have to apply for EU grants.

The data from the case study collection suggests that there are diverse ways of how the financial background of a certain project is provided. These range from single-channel funding by a national-level (umbrella) sports organisation, a governmental agency, or a municipal sports department to multi-sectoral and multi-channel funding, which involve national, regional or local-level stakeholders of the public, the business and the civil sectors, although the latter in most cases allow for volunteers to be in-kind contributions. Business partners of social inclusion projects may also support initiatives with goods, such as sporting equipment, in addition to direct support through funding. The recent economic crisis has narrowed the sponsorship opportunities of companies, however. With limited finances, the **need for volunteer work**, which is an important element of any sports-based programme, has become even more important. In countries where the crisis has also had an adverse effect on the financial security of households, and where volunteering has fewer traditions, finding volunteers is often more problematic. Relying on European volunteer networks may be a solution to overcome local barriers to volunteering.

In countries with policies, action plans, and budgets dedicated especially to sports-based social inclusion interventions, the continuity of financing seems to be less of an issue. Even so, a tender-based framework can pose challenges to the maintenance of programmes in the long run, especially if previous winners of tenders are not allowed to

apply again. **Multi-channel financing reflects the resourcefulness of programme managers and may be a good solution to avoid strong dependence on tendering.** On the other hand, it might also indicate that the resources from one end are not sufficient, requiring the inevitable search for additional funding. Countries where national-level policies, action plans, or normative budgets for sports-based social inclusion programmes are missing can be characterised by strong dependence on EU funding, mainly owing to the insecurity of state support.

In order to overcome the challenges related to funding, **continuity and long-term maintenance**

**definitely needs to be ensured.** In some member states the financial background for a number of programmes is provided for at least a two-year period by national sports organisations or public bodies, which also act as initiators of the programmes (top-down initiatives). With these projects, it is crucial to what extent they are sustainable, or to what extent the initiators are willing to continue providing their support. In the case of campaign-like events, involving business partners is perhaps easier, since publicity and a higher number of participants are essential objectives, which are often shared with the interests of potential supporting firms.

|  |  |
|--|--|
| <b>NAME OF THE PROJECT</b>                   | <b>Ece Junior Bulls</b>  |
| <b>ORGANISATION</b>                          | Ece Bulls Kapfenberg   |
| <b>COUNTRY</b>                               | Austria  |
| <b>SHORT DESCRIPTION</b>                     |  <p>An after-school programme was identified for kids (aged 6 to 8, from different ethnic groups, and with especially difficult backgrounds), located in a small city in the process of developing from an old industrial city (steel) into a modern town. The children are guided by “coaches” through the different times of the year with special topics, connected with movement and sports. With this, the aim is to include kids with all kinds of backgrounds into the club and the society as young of an age as possible. The biggest partner of the after-school programme is a big shopping mall, since many kids spend their time “hanging around” shopping malls. Shopping malls were identified as the “third homes” of the children, which is important for the next generations. The owner of the mall strives to offer an educational and sports programme to these children, who will later grow up into potential shopping mall customers.</p> |
| <b>BUDGET / FUNDING</b>                      | 150.000 € / season   |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <p><b>Combined long-term funding:</b> The funding of the programme is now set for 5 years, between 2010 and 2015, from the combined contribution of ‘Ece Bulls Kapfenberg’ (the sports club, which also provides 3 paid part-time workers) and ‘Einkaufszentrum Europaplatz Kapfenberg’ (the shopping mall).</p> <p><b>Local-level collaboration:</b> In addition to connections with the local shopping mall, the Regional Government of Styria also acts as a partner in the project. Local schools are also involved in order to spread information about the programme and recruit participants. External experts for learning, nutrition, etc. are also invited to run workshops for kids and parents.</p>  |

Commercial assistance is often more difficult to arrange for local, low-key initiatives, involving fewer participants for a longer period of time. A positive example for the involvement of commercial partners is the Austrian project 'Ece Junior Bulls' from the city of Kapfenberg, which has been able to maintain a long-term relationship with a local enterprise (see case box). The project demonstrates that companies with strong local

identity can be easier to involve. In cases with a lack of sponsorship, local, bottom-up programmes delivered for undefined periods of time, such as to migrant sports clubs, may need specialists for fundraising purposes, completing tender applications and managing finances from supporting organisations. In this case, for the sustainability of the clubs, the gradual involvement of migrant club members in management matters is required.

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| <b>NAME OF THE PROJECT</b> | FEFA Asbl  |
| <b>ORGANISATION</b>        | FEFA Asbl.   |
| <b>COUNTRY</b>             | Belgium  |
| <b>SHORT DESCRIPTION</b>   | FEFA (Football-Studies-Family-Anderlecht), winner of the Belgian Security and Crime Prevention Award 2011, is a comprehensive project combining playing soccer, studying, balancing family, and becoming good citizens. The project focuses on the integration and cohabitation of youths, who play football and are supported in homework classes. In «at risk» neighbourhoods (Cureghem in Brussels), where the majority of people are socioeconomically disadvantaged and of foreign origin, young people face serious risks of having school and social problems. The FEFA association brings young people (145 members between ages of 6 and 19) together by offering football trainings (2 training practice sessions per week with one match during the weekend). In exchange, the youth involved are expected to complete their school homework and perform in school, e.g. they have to provide a copy of their school report). Youth with problems in school participate in a «homework school» (with the help of teachers), which is organised three times a semester (for about 100 children and youth). To improve «family balance», psychosocial help is offered to the youth and their family members. (This includes help with administrative problems, behavioural problems, school problems or housing, job search concerns, etc.). The programme seeks to give those youth (and their family) who are disadvantaged due to socioeconomics and exclusionary societal trends the possibility to enjoy a good school path with the possibility to find a future job. |
| <b>BUDGET / FUNDING</b>    | 200.000 € / year   |

## LIST OF KEY ELEMENTS IN THE PROGRAMME

**Multi-channel funding and project support:** The salaries of the four employees and operating costs are provided by the Prevention Service of the Municipality of Anderlecht, the administrative costs (for the Belgian Football Federation) are granted by RSC Anderlecht Football Club; the “Homework school” is supported and organised by Athénée Royal “Leonardo da Vinci” school and the operating costs of the “Homework school” (teachers volunteers, material, books, etc.) are provided by COCOF.

**Clear vision:** The objectives of the project are manifold: the aim is to decrease school failures and dropouts, to encourage children to respect rules, partners, opponents and authorities, to provide psychosocial support to families, and to provide positive examples to disadvantaged youth.

**Evaluation using internal and external data:** In addition to self-evaluation, the project relies on school reports, which constitute a pre-condition for participating in the programme. External evaluations are also provided by the Department of Criminology and Sociology of Vrije Universiteit Brussels.

## PLANNING

The map of problems related to the situation of migrants and ethnic minorities is very complex; therefore, planning sport-based interventions can have diverse goals. These depend on the characteristics of the target groups and the setting, and also on the particular situation they aim to address. Enhancing the sports participation of migrants and ethnic minorities (*inclusion in sport*) is a goal in all cases, but there may also be several different expectations from these programmes (*sport plus*), as illustrated by the case studies and which often include:

- > education / labour market integration
- > improving social skills
- > increasing participation in social life
- > building a network for participants
- > reducing school drop-outs / early school leaving
- > crime prevention / offering meaningful leisure activity
- > raising the awareness of the majority population of social issues related to migrants and ethnic minorities
- > raising the awareness of migrants and ethnic minorities of the benefits of sport

The diversity of motivations behind sport-based initiatives shows how much sport is recognised as a remedy for social problems. Nevertheless, the vision behind these goals may often be more difficult to specify; since social inclusion is a process, it is never easy to say *what exactly we want to achieve* with our intervention, and how we actually see the point in the future, when *our idea actually works*.

During the interviews, it was an important remark that project designs need to be flexible. **Planning has to be adjusted to the environment** of the programme. Progress takes more time according to certain conditions, and patience with programmes is a definite requirement. The problem with this is that usually these interventions are funded for a couple of years and this period might not be long enough to demonstrate success or progress. Moreover, since programmes devoted to the social inclusion of migrants and ethnic minorities always get special political, public, and media attention, quick results are often expected, often quite unrealistically.

During the group discussions, the **lack of strategic policy** vision was something that was labelled as the biggest challenge to multicultural sport programmes. However, if this vision is unclear at

the strategic level, then decisions and actions at the operational level may also lack coherence. In addition, it must also be underlined that even if strategic policy vision is defined as clearly as possible, **for those working at the local level experience, social inclusion transpires differently in their daily work**; what they see is the **individual**

**personal development** of the migrants and ethnic minorities, or the positive changes in the communities with whom they work. This challenge may be overcome if policy vision elements are translated into the daily work expectations and realities. It would be even better if everyday experience could also influence long-term policy visions.

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| <b>NAME OF THE PROJECT</b>                   | Get2Sport  |
| <b>ORGANISATION</b>                          | National Olympic Committee and Sports Confederation of Denmark   |
| <b>COUNTRY</b>                               | Denmark  |
| <b>SHORT DESCRIPTION</b>                     | The NOC and Sports Confederation of Denmark launched “Get2Sport” in 2005. The visions and objectives of “Get2Sport” are many. “Get2Sport” is not a temporary project, but a comprehensive and special effort, which aims to strengthen municipalities, sports federations, and sports clubs, which are focusing on securing an attractive sports environment in the 15 most socially, disadvantaged living areas of Denmark, for children and youth (ages 6-16). The programme was designed to address a strengthening of the possibilities of the sports clubs to contribute to improve the situation in the most socially deprived living areas in Denmark. The objectives with Get2Sport are to strengthen voluntary sports clubs. The number of participants is approximately 900.   |
| <b>BUDGET / FUNDING</b>                      | 1.000.000 € – from three Ministries  |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <p><b>Clear vision, detailed planning:</b> The project aims to strengthen the voluntary sports clubs in order to secure that they are equipped to recruit and keep children and youth in sport. The map of challenges in the areas and for the clubs and communities was drawn with the help of social workers in a comprehensive way. The specific objectives were set clearly and in accordance with the challenges in order to support families, clubs and municipalities, and also to foster networking between them.</p> <p><b>Recruitment and keeping:</b> The project emphasises the importance of keeping the children and youth in clubs, because most initiatives and projects have mainly been focused on recruiting without implementing any serious strategies on securing longstanding membership.</p> <p><b>Collaboration in state funding:</b> The programme is co-funded by three Ministries (Culture, Social Affairs, and Integration), which indicate that different governmental branches are able to connect in an area concerning all of them and share responsibility for sport and social inclusion purposes.</p> <p><b>Continuous evaluation in accordance with objectives:</b> Self-evaluation in the project is continuous, its criteria are also strongly based on the objectives, and the results are channelled back into the project.</p> |

In local multi-sectoral community programmes an interdisciplinary approach can be beneficial already in the phase of planning, to find appropriate solutions to locating the programme and reaching out to the target group. In connection with this, it is also important to **choose the 'right'** kind of sport which best suits the migrant and ethnic minority communities in terms of its *popularity, cultural adaptability and financial preconditions*.

While in some EU member states, sport-based social interventions have a longer history and sport is already a part of the mainstream social policy agenda, in other states, policy makers have only recently turned their attention to sport as a tool for social inclusion, while some remain reluctant to believe in the power of sport as a strategy for social inclusion. On the other hand, *it may also happen that mainstream policy makers and people working in the sports sector believe in the benefits of sport, however, they do so uncritically*. Although this can provide a supportive environment for sport-based programmes, it is still important to consider the specific needs of the migrants and ethnic minorities, that is, **to be a 'customer-oriented' rather than a 'curriculum-centred' programme**. Even if sport practitioners are used by their own means to manage sport organisations or deliver sports programmes, in this

field they need to be innovative and flexible. During the group discussions it was also noted that, perhaps due to the lack of funds, there is a tendency for social inclusion projects to be 'money driven' (as a means to access funding) instead of 'value driven', which means that when sports organisations apply for funding, they often include social inclusion as a goal because it is a criterion for getting financial support. This 'instrumental' approach could perhaps be accepted; however, when the money runs out, these projects usually stop as do any strategies to promote social inclusion through sports.

Although the goodwill and positive attitudes of a sports programme should not be doubted just because objectives may be formulated in a less concrete way, assessing the actual efficiency of the project can be problematic. This is especially true when the intentions of organisers do not coincide with those of the migrant and ethnic minority target group (e.g. as far as crime prevention vs. social mobility), indicating a lack of dialogue between the different stakeholders. Nevertheless, the **involvement of participants in planning and implementing sports activities** can already be regarded as *sport plus*, since it may result in the development of social and professional competencies as well.

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| <b>NAME OF THE PROJECT</b>                   | <b>EcOlympics Serbia</b>  |
| <b>ORGANISATION</b>                          | National Olympic Committee of Serbia  |
| <b>COUNTRY</b>                               | Serbia  |
| <b>SHORT DESCRIPTION</b>                     | <p>Started in 2010, EcOlympics is a socially responsible programme for environmental protection, promotion of Olympic values, and the inclusion of the Serbian majority and Romani-Serbian and Muslim-Serbian minority children (ages 7-14) to further develop through sports. The programme consists of three activities: the EcOlympic playground, fair play football, and the ARCTOS workshop, which relates to the education of children in the fight against discrimination. Together with Foundation of Sports and Olympism, the Olympic Committee of Serbia carried out the programme activities in 15 different towns across Serbia. EcOlympics works along with the schools and sometimes cultural centres are used for the ARCTOS workshops. Through different sport activities (e.g., garbage basketball and fair play football), children can easily learn valuable lessons regarding environmental protection, fair play and social inclusion.</p>   |
| <b>BUDGET / FUNDING</b>                      | <p>Ministry of the Environment and Spatial Planning; NOC Serbia sponsor; Olympic Solidarity<br/>90.000 € / year</p>   |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <p><b>Flexible planning:</b> Although the project was originally designed to promote certain values related to Olympism, fair play, environmental protection and healthy lifestyle, it was discovered that the social inclusion of diverse minorities can also be an important outcome. As a result, they try to focus on this aspect as well now and to visit multi-ethnic areas in the country.</p> <p><b>Communication and awareness/recruitment:</b> This 'green' sport programme received strong support from all local and state media, which attracted attention among the children to the programme and made it very well recognised. As a result, approximately 15,000 children were involved in the programme activities. The media played a very strong role, endorsing the recruitment of all involved stakeholders.</p> <p><b>Collaboration:</b> The high level of media attention facilitated the willingness for a variety of partners to engage in the programme and bundle their forces and expertise. There was a good collaboration between the Olympic Committee of Serbia, ARCTOS, the Foundation of Sport and Olympism and the different municipalities (e.g., municipality, schools and cultural centres).</p> |

## COMMUNICATION AND AWARENESS RAISING

**Communication** towards and between all possible stakeholders forms a central feature regarding the social inclusion of migrants and ethnic minorities in sports clubs and sports programmes. This does not only involve 'sensitising' all actors in order to **raise awareness** on diversity management or sports possibilities (of mainstream society and migrants and ethnic minorities respectively). Communication also involves 'educating' people with the intention to improve the **qualifications and competencies** (e.g. diversity management courses or trainer courses) of those individuals who (are willing to) work in sport. How can it be guaranteed that individuals in general but mainstream society members in particular encompass and value 'diversity' in their thinking and acting? What societal changes need to take place to foster migrants' and ethnic minorities' sense of belonging and inclusion in society? How can sport contribute to this? What needs to occur to attract migrants and ethnic minorities to become affiliated to sports clubs and sports programmes?

**Dialogue is often lacking in this regard**, particularly between majority and minority groups and individuals, either at an individual or organisational level. This can lead to fears and prejudices, to 'us' and 'them' dichotomies due to a variety of misconceptions. Asking for feedback from migrants and ethnic minority participants, whether as individuals or collectively, and including migrant and minority organisations and migrant-run centres would be steps in the right direction. Constructive conversations and discussions between all different stakeholders would pave the way for

inter-actor learning and the reinforcement of professional motivations. When asking for feedback from participants, it is important to take the language competencies and literacy levels of all participants into account and to decide whether it may be preferable to ask for feedback orally or written.

Concerning the social inclusion of migrants and ethnic minorities, several cultural barriers, such as practices, norms, or values as well as language, are present in sports clubs or sports programmes, on both sides. **It is not rare that a mixture of attitudes exist among the different participants. Sometimes the migrants and ethnic minorities are targeted with prejudices on the part of the majority mainstream participants. Sometimes, animosities exist** between the different minority groups and sometimes, the migrants and ethnic minorities feel resentment towards the mainstream participants as a result of discriminatory societal tendencies. Tensions might abound between fellow participants, coaches, staff or board members, organisers, parents and even spectators. Discrimination of and intolerance against migrant and ethnic minorities is still very much present within our contemporary society and of course within sports clubs and sports activities.

This discrimination can be both direct (e.g., verbal racist outings or the rejection of certain participants) and indirect (e.g., structural exclusion that is ingrained in the sports system). Perhaps the most clear example of structural discrimination is the existence of the 'glass ceiling' which prevents individuals, such as migrants and ethnic minorities from acquiring management positions in sport on an equal basis as majorities or main-

stream society members. This also results in lower levels of participation and (club) membership. Along with discrimination and intolerance, it was mentioned at the group discussions that victims of racism and exclusion based on ethnic background often lack support. Moreover, coaches and referees are not (sufficiently) monitoring these kind of practices. From the group discussions, it emerged that **on the part of majorities active in sport, there seems to be a lack of intercultural competencies** (knowledge, skills and attitudes). Positive attitudes of the individuals involved would be essential for improving social inclusion among all individuals in sports.

A remaining challenge is the lack of comprehensive 'customer orientation', especially towards ethnic minorities. This translates into a lack of commitment by sports clubs or activities towards these groups and reluctance to implement diversity policy initiatives. It might also explain the lack of flexibility towards certain cultural outings, practices or norms, as is evident in regard to the wearing of headscarves and/or the celebration of certain religious traditions (e.g., Ramadan, Sabbath, covering the lower body when showering, etc.). The focus here tends to be specifically on particular practices associated with migrant and ethnic minority communities.

**The challenge is to enable a platform for exchange at which to communicate about the different traditions, faiths, practices, cultural symbols, etc. of both the mainstream majority member and the migrants and ethnic minorities. It is important that information is shared** to provide more insight on various cultural traditions and living conditions, including gender sensitivi-

ties (e.g., allowing for a division in sports between the genders), and/or religious practices (e.g., praying).<sup>21</sup> **Awareness raising** is important and necessary to take specific measurements with the aim of developing specific criteria and conditions to be used in policy (e.g., the use of educational packages, diversity management courses, grants system). Everyone within the sport sector needs to be sensitised about incorporating and leveraging diversity. Specific authorities, such as federation officials, coaches and referees, should be encouraged to report problems and to further sanction discriminatory and exclusionary practices. Special training in sports clubs and programmes are necessary in order to establish environments in which everyone is treated equally. Particular attention should address the inequalities and disadvantages that people with a migrant and ethnic minority background often face. This may help to ensure a 'change in mindset' amongst all actors involved in sports clubs and sports programmes. This would be a first step in helping mainstream majority sports actors to become more interculturally competent.

But first, the main question to be answered relates to the **motivation to implement and leverage diversity within the sports arena and this addresses the key question: why sports organisations and/or sports programmes would want migrants and ethnic minorities to join?** Sports actors need to be convinced of (the benefits of) a diversity-based approach, as discussed at the beginning of this chapter. A 'narrative explanation' of this 'why' and the overall benefits of the social inclusion of migrants and ethnic minorities that is understandable to all should be developed and promoted.

21 However, one has to be careful that taking migrant or minority sensitivities into account should not lead to discrimination on other grounds (e.g. gender or sexual orientation).

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| <b>NAME OF THE PROJECT</b>                   | <b>One Race - Human Race</b>  |
| <b>ORGANISATION</b>                          | Sport Against Racism Ireland (SARI)   |
| <b>COUNTRY</b>                               | Ireland   |
| <b>SHORT DESCRIPTION</b>                     | The programme involves mass participation of (20.000) male and female migrants and ethnic minorities (age 14+) from diverse ethnic backgrounds in a series of athletic events, workshops, and a symposium, designed to run throughout the calendar period of two Olympic Games. The main objective for 2012-2020 is to tackle the poor participation rate of practitioners and administrators from migrant and ethnic backgrounds in sports and athletics in Ireland. The programme is delivered in all kinds of settings, such as deprived neighbourhoods, schools, workplaces, health care settings, community centres, in the outdoor, sports clubs and migration offices. Besides sport (e.g., track and field athletics), also intercultural and educational workshops (e.g., racism, xenophobia, sectarianism) are offered.   |
| <b>BUDGET / FUNDING</b>                      | Dublin North East Inner City Multicultural Centre: 40.000 € over an 8-year programme period.  |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <p><b>Long-term funding:</b> The project is funded for two Olympic periods. The calculable financial background allows that instead of daily concerns for funding, they can concentrate on their objectives.</p> <p><b>Communication/raise awareness:</b> The programme employs a targeted number of migrant and ethnic minorities to participate. Local and national media is also used to generate support throughout the period of the London Olympics.</p> <p><b>Recruitment and reaching:</b> The programme is endorsed by famous world class athletes, patrons and mentors who are employed in the reaching and recruitment process, set up by all involved partners.</p> <p><b>Collaboration:</b> The backbone of the programme is a solid partnership between different partners making it possible to use a variety of settings to hold the sports activities and workshops.</p> |

On the part of the migrants and ethnic minorities, a lack of knowledge and understanding of the various sports options available often impedes in their equal participation in sports clubs and sports activities. At the group discussions it was mentioned that there is often a lack of understanding of the sport system. This is sometimes attributed to low levels of health consciousness and a lack of awareness of the potential health

benefits of sport, primarily due to social disadvantage. Consequently, some people have a false impression of sport, which is often perceived as 'too expensive', 'too competitive' or 'not safe'. These impressions all contribute to a reluctance to commit to a sports club; especially among youngsters whose parents seem to rate the benefits of sport participation lower than the fees. It would be important to develop a communication strat-

egy to reach these individuals, including one that reaches **migrants and ethnic minorities**. **Information about the local sport options and benefits of participation** should be integral to this communication strategy. This can be done, for instance, by disseminating educational leaflets and packages

to all newcomers, including migrants and minorities at reception, information, and immigration centres, as well as via sports clubs and other relevant organisations and partners, such as community activities, neighbourhood networks, youth welfare offices, and social clubs and houses.

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| <b>NAME OF THE PROJECT</b>   | <b>Sport Integration Qualifikation</b>   |
| <b>ORGANISATION</b>  | Caritas Styria   |
| <b>COUNTRY</b>   | Austria  |
| <b>SHORT DESCRIPTION</b><br> | SIQ uses sport as a tool to support and accelerate the inclusion of around 200 migrant youth (0-25 years-old) with a subsidiary or granted refugee status. By attending the programme, the youth attain access to activities and improve their language skills and expand their social networks, among other things. The programme consists of (1) leisure and sports activities (e.g., sports tournaments, adventure days) and assistance in qualifications or jobs in sport and (2) provides network possibilities, workshops and panel discussions (on themes such as social integration).  |
| <b>BUDGET / FUNDING</b>  | European Refugee Fund; Austrian Ministry for Interior; Department for Integration of the city of Graz; Department for Youth of the Government of Styria; Private Sponsors; Money from Caritas: (in total) 104.700 € / year   |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b>   | <p><b>Multi-channel funding:</b> The project is supported by the European Refugee Fund on an annual basis, but other local, regional and national government organisations and non-governmental organisations also contribute.</p> <p><b>Communication/raise awareness:</b> Because many prejudices towards migrants are based on a lack of information, the programme tries to raise general understanding among the mainstream society of the situation of refugees in the Austrian society, by publicly informing and educating people involved in sports activities by means of workshops, lectures and courses (e.g., at sports conferences).</p> <p><b>Recruitment and reaching:</b> The recruitment of participants is eased by collaborating with organisations who work with refugees, schools, sports clubs and who use public places (e.g., parks and so-called 'hot areas' or deprived neighbourhoods) or school facilities. They also distribute flyers and monthly newsletters.</p> <p><b>Collaboration:</b> There are many partners involved from different regions and levels (e.g., from schools to sports clubs, from youth centres, universities to government institutions) which provide the programme with a solid foundation.</p> |

## RECRUITMENT AND REACHING

Taking it further than 'merely' promoting exchange and dialogue between the different groups about the different groups and with the different groups, particularly as this relates to sport options, **qualification development is also essential for success**. To give an example, a sport volunteer could be awarded a certificate upon successful completion of participating in a 'diversity management course'. Sports clubs or sports programmes within the sport sector, from the management and to a lesser degree to the staff, are still predominantly 'white-male-majority' bastions. Most of the sports clubs and sports programmes, even if they strive for the diversity of

participants, do not (sufficiently) involve minorities when it comes to managing the club, even though it would be fruitful to let them take up responsibilities and manage within the organisation from the beginning. Therefore, reaching migrants and ethnic minorities concertededly to be trained and qualified as sports managers (e.g., leadership, trainer or management courses) would contribute in countering the general lack of qualified sports personnel and/or volunteers with a migrant or ethnic minority background. In some of the sports programmes that were studied, participants were educated as peer instructors with the intention of letting them gain (positive) experiences in organising activities, even when a project finished. This empowered them in their career paths.

▼ © Sport Integration Qualifikation | Caritas Styria, Austria



Another issue reflects the situation of migrants who attempt to have their previous degrees recognised in the receiving country. With regard to the issue of **transferability of qualifications** and the coordination with educational programme degrees, it would be fruitful that educational

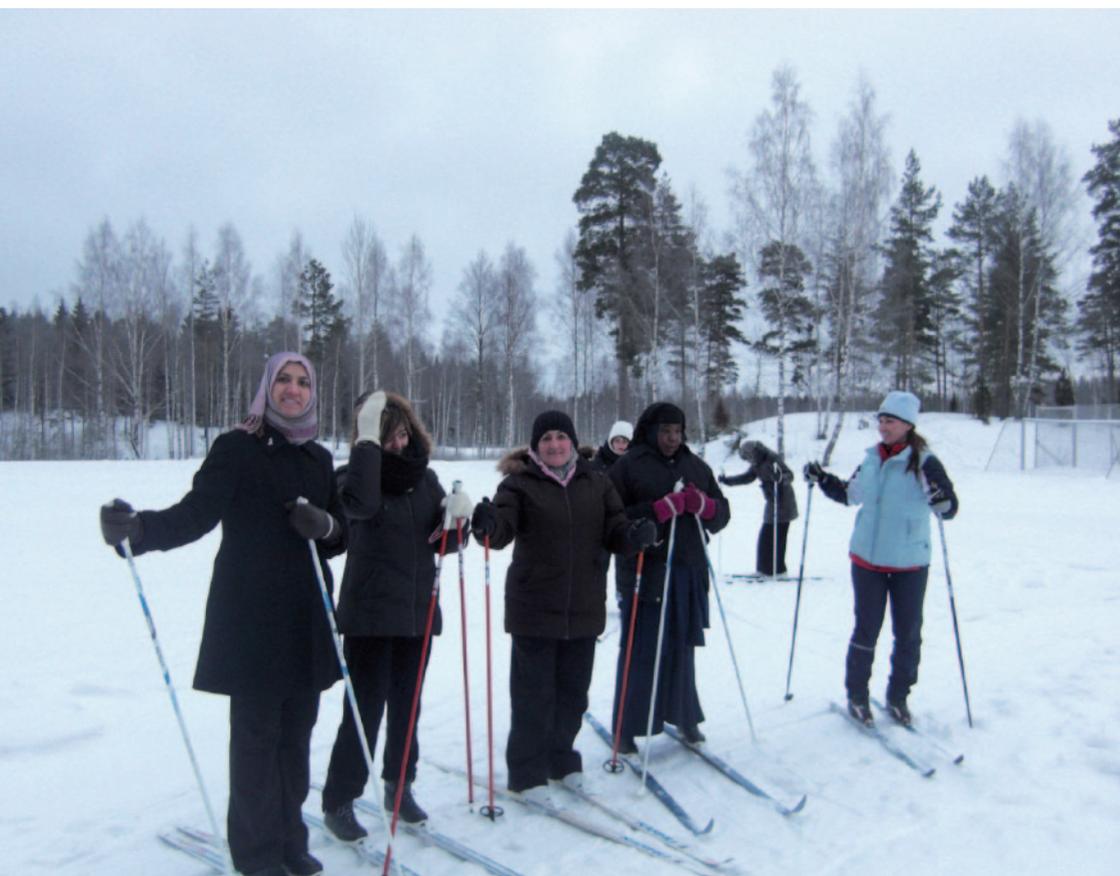
qualification be acknowledged (for example by the Ministries of Education in EU member states in cooperation with sports federations) so that qualifications become valuable in the country in which the individual lives (e.g., accreditation of prior learning or 'APL').

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| <b>NAME OF THE PROJECT</b>                   | <b>Peer Instructor Training for Immigrant Women</b>   |
| <b>ORGANISATION</b>                          | Kisakeskus Sport Institute  |
| <b>COUNTRY</b>                               | Finland   |
| <b>SHORT DESCRIPTION</b>                     | The project is aimed at educating migrant and ethnic minority women (e.g. Somali, Iraqi, Kurdish, Russian, Afghan) from the Helsinki region as peer instructors. A physically inactive lifestyle is generally more apparent among immigrant women than among majority women and immigrant men. At the same time, concerns about health have increased (e.g., overweight and diabetes). The aim of education activities was to make these women aware of the importance of a physically active lifestyle for overall health and that educated women 'peers' could support a physically active lifestyle in their families and communities. They also engaged in health enhancing sport activities. For this target group, it is difficult to find proper physical activity facilities and training. One of the main barriers is a lack of language skills amongst these women. In between the education courses, the women did homework related to health enhancing physical activity and instructing skills. The most important thing is to get tools to 'handle life' using female friendly sport activities, arranged by the Sport Institute. Moreover, it is important to get the women to engage with other people to avoid exclusion and loneliness. |
| <b>BUDGET / FUNDING</b>                      | Ministry of Education and Culture: 10.000 € / year  |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <b>Recruitment and reaching:</b> Educated peer instructors could support and encourage a physically active lifestyle among their families and communities, which also facilitated recruitment. Female friendly sports, such as basic exercises, stretching, circle training, muscle strength training with (light) weight, (Nordic) walking, gym in the forest and skiing are provided.<br><b>Communication/evaluation:</b> Customer orientation by using their potential and experiences to lead the learning process. After every education course, (oral) feedback discussions were held with participants and teachers.   |

Educated participants as peer instructors, as seen in the previous paragraph concerning qualification development, are in a good position to bring in other migrants and ethnic minority members who are less aware of the sport possibilities within a certain community and, consequently, facilitate the recruiting. Other than qualification development, **migrants and ethnic minorities could also be recruited more directly by sports clubs and sports programmes** to take up a more active role in the organisation. In this way, ethnic minorities can become involved on different levels as volunteers, team leaders, coaches, board members, organisers or referees. As one of the experts in

the group discussions mentioned, most people who now work in sports federations often used to work in the organisation of a sports club or sports programme, which indicates that taking on club responsibilities, can serve as a ticket to a position within a sports federation. In line with this, it was mentioned at the group discussions that community leaders or (adolescent) role models could be given a position within the sports club or sports programme. However, it has to be avoided that migrant and ethnic minorities are symbolically recruited and placed within specific decision making positions just for purposes of representation and 'tokenism'.

▼ © Kisakeskus Sport Institute, Finland



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| <b>NAME OF THE PROJECT</b>                   | <b>Sporttis Plus</b>  |
| <b>ORGANISATION</b>                          | Cosmos Juniors  |
| <b>COUNTRY</b>                               | Finland   |
| <b>SHORT DESCRIPTION</b>                     | <p>Sporttis plus is a sport-based programme initiated by migrants in order to activate and empower them in and through sport. It is focusing on children and youth, aged 8 to 29 years-old from a variety of backgrounds (e.g. Somali, Iraqi, Finnish, Vietnamese, and Kosovan). The programme takes place at the Espoo area near Helsinki, a socially very challenging area. The programme offers sports ('sporttis') with a 'plus' and has been running for 3 years and has reached about 1.500 children. The 'Sporttis'-part entails easy-to-join groups. The participants are involved in sport according to their own wishes, such as football, basketball, volleyball, floor ball and a large variety of new sports such as Sepak Takraw and chicken-head from South Asia and China respectively. The 'plus'-part provides a lot of complementing activities that are adding value to the sports activities. The programme organises camps, creative workshops, seminars and events (e.g. alcohol, drugs, mobbing, and violence). The programme is constantly developing a network in order to include the participants with higher skills and ambition into mainstream society and/or clubs. The programme also tries to change the attitude of mainstream clubs by inviting them to the events in order for them to open up to people of different origins.</p> |
| <b>BUDGET / FUNDING</b>                      | 20.000 € / year by the Municipality of Espoo, Liikkukaa ry and the Ministry of Education  |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <p><b>Communication and awareness:</b> Gender issues are dealt with carefully since there are also special groups for girls and women; sensitise and change the attitude of mainstream 'majority' clubs towards ethnic diversity</p> <p><b>Recruitment and reaching:</b> Initiated by migrants from socially challenging neighbourhoods in order to activate and empower migrants in and through sport; also less common sports are offered, such as Sepak Takraw and chicken-head. Furthermore, participants with higher skills and ambition are guided to the mainstream through the programme network. The programme also tries to change the attitude of mainstream clubs, by inviting them to the events in order for them to open up for people of different origin.</p> <p><b>Collaboration:</b> Strong network between Mondial Stars, HDS, Espoo Youth Centre, Atlantis FC, Espoo City Sports Department to ensure a 'sport plus' approach.</p>   |

The access of minorities to (voluntary) responsibilities in the sports sector could have a positive impact on the **school grades of minority youth and the professional job opportunities** in and beyond the sports context. The reason for this 'positive impact' can be found in the fact that "*sports volunteering can 'work' as a mechanism in fostering human capital and encourage the practical and intellectual connectedness which underpins the idea of social capital*".<sup>22</sup> In a broader perspective, sports-based social programmes are conceptualised as potential vehicles for the creation of different forms of capital (i.e. cultural, social, economic) from which strong individual benefits

<sup>23</sup> can be derived that enable people to improve their social position.<sup>24</sup> Increasing the amount of migrants and ethnic minority members and providing them with opportunities to take up 'empowering' responsibilities is another step in making the face of a sports club or programme more diverse. More 'colour' would be brought within the organisational team. This would enable both participants and non-participants of migrant and ethnic minority backgrounds to recognise themselves in a sports club or programme since it would create a **multicultural radiation** which, in turn, facilitates positive emotions and a sense of belonging on the part of the minorities.

22 Kay, T., and Bradbury, S. (2009). Youth sport volunteering: developing social capital?, *Sport, Education and Society*, 14:1, 138;

23 Such as transferable social skills and increased sense of self-worth, confidence in interacting with people, positive attitudinal and behavioural impact, greater sense of altruism and citizenship (see: Kay and Bradbury, 2009: 138-139)

24 Spaaij, R. (2009). Sport as a vehicle for social mobility and regulation of disadvantaged urban youth: lessons from Rotterdam, *International Review for the Sociology of Sport*, 44/2, 3, 247-264



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| <b>NAME OF THE PROJECT</b>                   | <b>Group of Somali Women</b>   |
| <b>ORGANISATION</b>                          | Kantti Ry  |
| <b>COUNTRY</b>                               | Finland  |
| <b>SHORT DESCRIPTION</b>                     | The programme is aimed at supporting ageing (50+) Somali women in the Helsinki region. Through participation in physical activity sessions once a week, these women can build up and maintain their fitness and health, which also benefits from social contacts with peers. In addition, women attend a discussion group once a week. Themes are mostly related to mental health. The programme also assists Somali women in finding public services and creating a social network in order to make them more independent and self-reliant. Some of these women cannot read or write.   |
| <b>BUDGET / FUNDING</b>                      | 11.000 € / year by Finland's Slot Machine Association and city of Helsinki   |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <p><b>Recruitment and reaching:</b> The physical activity takes place in a private social welfare and health care centre. Through one of the partners, some participants are educated as physical activity peer instructors, who can bring in and activate other members of the community or family and take over the activities once the programme is finished.</p> <p><b>Collaboration:</b> Social service centre in the city of Helsinki provides financial support, such as travel tickets for public transport and participation payments for some of the participants. The discussion groups are organised in co-operation with The Finnish Association for Mental Health. Some of the participants attended a peer instructor training organised by Kisakeskus Sport Institute.</p> |

On reaching migrants and ethnic minorities, it was mentioned in the group discussions that in order to make sports clubs or sports programmes known among migrants and ethnic minorities, information needs to be spread in (1) the right places via (2) the right ways and through (3) the right persons. Firstly, migrants and ethnic minorities should in the first place be reached through general communication means, such as the website communication of the sports services and sports clubs or pamphlet actions via regular postal traffic. Because this general communication does not always reach all target groups as effectively, migrants and ethnic minorities could be reached through their **neighbourhood or through**

**meeting places** they often visit that are familiar to them such as migrant clubs, hang out places, local parks and playgrounds. Early involvement of minority children and youth could be more easily achieved by working together with **kindergartens and schools** and by organising open and free sports activities so the intended target groups can be reached. Regarding the mobility to and from a sports option, it should be kept in mind that mobility of minorities is often problematic due, for instance, to poor transport infrastructures, segregated housing, assigned dispersal to rural housing facilities, etc. and that the **provision of transportation** has to be encapsulated in the programme if needed and/or possible. Mobil-

ity problems can be reduced if the sports offer is organised in the neighbourhood and near the meeting places where most migrants and ethnic minorities can be reached more easily.

Secondly, **word-of-mouth advertising and personal face-to-face contact** also ought to be effective ways to reach migrants and ethnic minority groups. Using flyers, leaflets or e-mail might be less effective to reach migrants and ethnic minorities because some of them, namely non-native speaking newcomers or older generations, do not always master the majority language or have limited access to the internet. If sports clubs or sports programme, however, do use leaflets, whether or not this form is combined with word-of-mouth contact, sufficient attention has to be paid to the use of (different) languages and images that reflect a multicultural environment (e.g., using photo's with people of diverse ethnic backgrounds). It is furthermore important to **endorse the sport option free from labels**; this is to say, as a means to have fun rather than to

use stigmatising concepts and language, such as 'inclusion' or naming 'migrants'/ethnic minorities' as 'targets', etc. To make the contact as low-threshold as possible, a **hearty welcome** would make it easier to get familiar with the sport options and/or procedures. Likewise, enabling their participation in initiation lessons or activities may enable potential new members to meet other participants. Youngsters with a good command of the majority language can facilitate this communication by acting as translators in situations where language competencies results in limiting knowledge and info exchange.

That is why it is also advisable that **migrants and ethnic minority community members** (e.g., members and executives of 'own' clubs or associations, peer instructors, role models) can reach out to minorities and encourage their joining sports clubs and/or sports programmes, because of a certain level of familiarity and trust. In this way, community leaders, executives of 'own' minority associations, coaches, group leaders, board members and

▼ © Kantti Ry, Finland | Group of Somali Women



participants with an ethnic minority background and/or who speak the same language, can play an essential role in informing potential newcomers. Based on feedback from a number of sources, often a greater level of trust exists among same-ethnic group members, as common cultural prejudices and notions about 'outsider' versus 'insider' mentalities often disappear, though not always. This could serve to lower the participation threshold for migrants and minorities, who will find their way more easily into the sports club or sports programme. **Meeting the parents of the potential youth and youngsters to be involved in sports is often a key strategy for further success. It is important to inform** both the child and the parent(s) about the various sport options and to encourage their participation. This can have a positive effect on reducing any reluctance among potential new youth athletes, particularly among the migrants and ethnic minorities. The logic behind this is that if the parents of these youth are convinced of the importance of sports, then it eases the process for the youth to participate in the sport activities and at the sports club.

It was mentioned by a sports programme deliverer in the questionnaires that an integrative sports programme has inherently got the problem that it extends to only a very small target group, which results more or less in the exclusion of other groups from the activities. Nevertheless, even such small scale programmes can organise events or find opportunities to connect the sports programme and its events to participants with diverse ethnic backgrounds. In order to attract more migrant and ethnic minority participants to sports clubs and sports programmes, reference should be made to **more 'alternative' sport formats** <sup>25</sup> (e.g. events, sports camps, schools and

clubs working together, open clubs where full-time membership is not required). Diverse formats can be found within different sectors that are providing a sport provision for specific target groups, in particular for youth. Some schools are organising after-school sports programmes in collaboration with municipal sports services and sports clubs. Youth organisations have systematically included sports activities in their overall approach, and municipal sports services have for their part become more active in creating alternative formats for sport. Recently, the welfare sector has also showed an increased involvement in accessible sports programmes, which can attract people who otherwise may not become involved in regular sport participation, such as migrants and ethnic minorities. It is a natural reasoning to use the more popular sports in order to motivate and attract potential participants. In addition, because ethnic minority girls are generally more difficult to reach and convince to join, certain **'female' (or female-friendly) sports** activities are needed to lure ethnic minority girls and women to become more active in sports clubs or sports programmes. The representation of different sports disciplines, such as dance or aerobics, would be a trigger to attract this female group. Besides, sports organisers should have an ear to offer specific **traditional migrants or ethnic minority sports**.

A final barrier talked about at the group discussions, and a prominent one, exists as far as covering the **costs for sports participation** (financial aspect). Economic circumstances of persons, such as the volume and type of financial resources, are decisive in being able to 'afford' to participate in sports. Some migrants and ethnic minorities may be eager to take part in sport, but may not want to be full members if there is a (for

25 See for example: Theeboom, M., Haudenhuyse, R. & De Knop, P. (2010). Community sports development for socially deprived groups: a wider role for the commercial sports sector? *Sport in society*, 13(9), 1392-1410.

some of them ‘high’) membership fee. However, making sports activities or sports programmes completely free is also difficult. It is advised that sports clubs and sports programmes are ‘open’ and do not necessarily ask for daily commitment.

Regarding the sports participation of minorities, **socio-economic aspects** should be given equal attention along other hindering factors (e.g., cultural barriers, psychological factors such as traumatic experiences or depressions).

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| <b>NAME OF THE PROJECT</b>                   | <b>Alna School Project</b>   |
| <b>ORGANISATION</b>                          | Furuset Allidrett IF   |
| <b>COUNTRY</b>                               | Norway   |
| <b>SHORT DESCRIPTION</b>                     | The Alna school project, located at Furuset near Oslo, has been set up since 2005 and offers young women and men (age 15-25), mostly of migrant and ethnic minority background, a leadership role in joint activities in the local community sports, other leisure activities, organisations and, in general, volunteer work. The Alna school works together with the Furuset sport institution to involve these young people in the local community. The participants in this leadership programme of Alna school will be visible and positive role models in the local community. The programme has positive consequences for the entire community, by training young people to take up responsibility within the local community. |
| <b>BUDGET / FUNDING</b>                      | 106.000 € / year by Oslo Idrettskrets; District of Alna  |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <b>Recruitment and reaching:</b> The Alna school project involves mainly migrant and ethnic minority adolescents and young people in a visible and positive leadership role and in taking up responsibilities within the local community and giving them a role in reaching other adolescents.<br><b>Collaboration:</b> The Alna school works together with the Furuset sport institution which facilitates awareness, recruitment and monitoring.   |

## COLLABORATION

Regarding the social inclusion of migrants and ethnic minorities in sports clubs and sports programmes, it emerged from the group discussions that there is a **general need for more collaboration between all possible stakeholders**, such as social partners, migrant and minority organisations, schools, sports clubs and the media. The **lack of dialogue** between the different stakeholders is an often mentioned challenge, which may also be

marked at the segmentation of related policies. The different departments responsible for issues related to migrant and minority groups (education, labour, social affairs, health care, sport, etc.) do not always take coordinated actions.

Nevertheless, collaboration between different sectors may be fostered more easily among local level stakeholders (municipalities, schools, clubs, community centres, social workers). For example, in order to follow leadership, trainer or manage-

ment courses, a sound knowledge of the native language is vital and therefore collaboration with other partners, such as **language schools** with lessons for non-native speakers, can be seen as reinforcing. To take another example, collabora-

tion with schools would facilitate the reaching process because schools can easily inform (migrant and ethnic minority) youngsters about the local sports options available and can potentially offer the use of their own sports facilities.

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| <b>NAME OF THE PROJECT</b>                   | <b>Multicultural After School Sports Programme (MASSP)</b>  |
| <b>ORGANISATION</b>                          | The Finnish Football Association  |
| <b>COUNTRY</b>                               | Finland   |
| <b>SHORT DESCRIPTION</b>                     | The main objective in the programme is to offer safe and fun sports activities for boys and girls aged 8 to 13 years old. Activities are open for all the children and there is no cost for participation. Many of the participants have an immigrant background or they are from low income families. An important objective is to lower the barriers for immigrant children to participate in mainstream sport clubs. The programme is run in eight different schools and it reaches out to 500 children weekly. All possible summer and winter sports are provided, while football is the most popular amongst the children. |
| <b>BUDGET / FUNDING</b>                      | City of Helsinki Sports Department: 80.000 € / year   |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <b>Communication and awareness raising:</b> Offer opportunities and make sport familiar to participants. Lower the threshold for transition to mainstream sport clubs.<br><b>Collaboration/recruitment:</b> Effective collaboration between schools, sports clubs, the Finnish Football Federation and the City Helsinki Sport Department.  |

In a way, majority people have to give up their own ‘power’ and ‘beliefs’ in order to incorporate ‘new rules’. However, as stated in the group discussions, it is of great importance that deliverers work ‘with’ the target group instead of working purely ‘on’ them. Close collaboration would also allow working on the barriers which are impeding diversity management in sport, breaking down existing prejudices on both sides and moving an important step closer to reaching and recruiting the intended target group.

© Finnish Football Association | Multicultural After School Sports Programme (MASSP) v



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| NAME OF THE PROJECT  | <b>More Female Migrants in Sports</b>   |
| ORGANISATION   | German Olympic Sports Confederation (DOSB)  |
| COUNTRY  | Germany   |
|  <p data-bbox="117 399 344 422">DEUTSCHER OLYMPISCHER SPORTBUND</p> | <p data-bbox="362 287 1042 742">During 2008-2011 the German Olympic Sports Federation has offered migrant and ethnic minority girls and women (e.g., Turkish) from all over Germany the opportunity to get in contact with sport, have access to local sport clubs, become informed about the German health system and other themes and finally take part in personal development activities and decision-making processes. The significance of networking has become evident in the cooperation of sports clubs and municipal actors. Target groups are accessed through partners who already work with female migrants in settings where female migrants socialise such as schools, district community centres and language schools. Establishing contact with municipal partners can support and accelerate networking processes. Almost all kinds of sport are offered, from football and martial arts, to kids gym, yoga, outdoor sports, swimming, fitness, athletics and so on. The programme was successfully implemented by 5 federations, 20 sports clubs and close to 70 combined course offerings at the national level.</p>  |
| BUDGET / FUNDING   | Federal Ministry of Health; German Olympic Sports Federation: > 500.000 €   |
| LIST OF KEY ELEMENTS IN THE PROGRAMME  | <p data-bbox="362 793 1042 877"><b>Clear vision and objectives:</b> Sport is seen as a first step to stimulate interest for additional programmes. In the objectives of the programme, the physical, social and psychological aspects of health are all considered.</p> <p data-bbox="362 885 1042 1061"><b>Recruitment and reaching:</b> The target group are reached through partnerships and relevant organisations that already work with female migrants. The project also supports on key female monitors that are respected and trustful contact persons taking on the role of ‘door opener’ for migrant women looking for inexpensive, close-to-home sport facilities in a ‘secure’ environment (no male participant, monitors, observers, etc.).</p> <p data-bbox="362 1069 1042 1212"><b>Collaboration:</b> A strong multi-level network with good and trustful partnerships (e.g., sport federations, local authorities, sport clubs, schools) and a relatively large funding are the strengths of this project. Each state sport federation had to work together with at least three sport clubs and implement nine offers (sport + x).</p> <p data-bbox="362 1220 1042 1300"><b>Specialist evaluation:</b> The evaluation of the programme has been done by the Institute for Social Infrastructure (ISIS), an organisation specialised for evaluating projects.</p> |

## EVALUATION

Although any sport-based social intervention stands a chance of having positive benefits for the individual and the community, it is not easy to decide whether a programme can be regarded as successful. As it has been mentioned in connection with planning, setting clear goals is important, also in relation to evaluation. Nevertheless, in order to set clear goals, it is useful to have a clear picture of the starting point, which in fact means that evaluation is in fact part of planning.

Some of the key questions in connection with evaluation are: *When should evaluation be done? By whom? How can success be measured?* The first question is perhaps the easiest; although certain key dates are always set for the assessment of an initiative (mid-term/end-term reports), **evaluation should be a continuous process**. And, even if evaluation is done for external reasons as an obligation, its results should still be implemented to practice, especially because it can ensure the circulatory development of the programme.

As for the question 'who should do the evaluation', a paradoxical situation is reflected: people informed about a sport club/programme are not in the position to make objective judgement about it, whereas external evaluators might have lim-

ited insight into several aspects of an initiative. It is of course best if *the widest possible range of partners* is included in the evaluation process, but certain limitations still need to be considered. In many of the collected project examples evaluation is expected from, or even done by, the partner funding the programme. However, in these cases evaluation is a precondition to further funding, which in turn might result in a *distorted picture of the outcomes compared to reality*, either because the funder is not able/willing to continue support, or because the beneficiary would like to go on with the programme. Nevertheless, if the funding organisation of the programme has such expectations, the criteria and indicators of evaluation need to be as specific as possible. Self-evaluation is also a challenge because **human and financial resources are limited** and are usually **allocated for the day-to-day operation of the programme and not for its assessment**. Moreover, sport clubs and sport-based social interventions rely on the contribution of volunteers to a great extent, but the nature of volunteer work cannot easily be coordinated with typically 'professional' ways of assessment. External evaluation, especially if it is done by a specialist organisation, such as an academic institution, or a business partner can be a good solution, but only if detailed information is provided to the evaluators.



< © LSB NRW |  
Foto: Erik Hinz

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| <b>NAME OF THE PROJECT</b>                   | <b>SARI Soccerfest</b>   |
| <b>ORGANISATION</b>                          | Sport Against Racism Ireland (SARI)  |
| <b>COUNTRY</b>                               | Ireland  |
| <b>SHORT DESCRIPTION</b>                     | <p>One of the biggest 7-a-side intercultural football tournaments in Europe with approximately 4.500 participants (from age 12) with large ethnic diversity. From the outset the event (spread over a weekend in September) has been designed to be a volunteer driven, community based social enterprise dedicated to the cultural integration and social inclusion of migrants into society through the medium of sport.</p> <p>The objective is to use a major sports event to create the environment for cultural integration and social inclusion on a 'level playing field' in the largest enclosed public park in Europe. In addition to football, other activities, such as Gaelic Games, Tag Rugby, Chess, Table Tennis, Chinese Rope Jumping, Capoeira, African and Asian Board Games, Kite Flying, Dancing and Freestyle Football are also available for the participants.</p>  |
| <b>BUDGET</b>                                | 40.000 €   |
| <b>LIST OF KEY ELEMENTS IN THE PROGRAMME</b> | <p><b>Collaboration between GOs, NGOs and business partners:</b> Although Football is the mainspring of the two day event, SARI accommodates its strategic alliance partners including Dublin Aids Alliance, Africa Centre, New Communities Partnership, and Concern Worldwide, NGOs such as UNICEF and UNESCO and agencies including Garda Siochana and Dublin City Council. The number of volunteer workers is around 200.</p> <p><b>Recruitment for mainstream sport:</b> The organisers actively encourage 'poaching' of players by local clubs through a showcasing of football talent. This has been proven as a most effective method of culturally integrating people from diverse backgrounds.</p> <p><b>Multi-stakeholder evaluation:</b> The event is evaluated by a wide range of staff, participants and partners. Self-evaluation is done by the volunteers of SARI, the feedback of teams and visitors is also asked for. A report is prepared by the Dublin City Council as well as two academic partners, the International Centre for Sport Studies (CIES) and De Montfort University Leicester, UK. Another academic partner, Alpha College, Dublin is responsible for the qualitative analysis of the event.</p> |

The realisation of some objectives is easier to measure in a quantitative way (participation numbers, percentages – these are usually related to inclusion in sport), but ‘*sport plus*’ impacts can be more difficult to grip with indicators. Keeping track of the number of participants is a definite requirement, even if it cannot be called reliable feedback in itself. The other most frequent kind of evaluation is **asking for the feedback of participants**. This should be taken as **a basic element of working with the target group and not working on them throughout the running of the programme**. However, it is also important that participants do not get overloaded with evaluation forms and interviews, because this can decrease their enthusiasm. Depending on the other initial objectives of a project besides inclusion in sport, **various external sources** of data can be useful measures as well. If the target group is children or youth, schools can provide academic reports, or other kinds of (qualitative and quantitative) information. If participants are trained to get work, records of employment centres can be relied on. When the objective of the intervention is crime prevention in

a certain neighbourhood, it is possible to use **police statistics**, but then again, these figures can be influenced by other developments in the area. If the financial calculation of returns is possible, it is also beneficial because a **positive balance suggests sustainability** and can be attractive to policy makers as well. Since ethnic minorities and migrants are often in a marginalised position, **social welfare institutions** may also have available data and a sufficiently complex understanding of the social impacts of a sport programme.

Finally, in addition to the evaluation of the programme, reflection also needs to be done on the individual level. This is necessary because even if a project is designed and constantly developed in order to become more successful in including migrants and ethnic minorities in sport, **without the self-regulated motivation and commitment of the people involved, maximum efficiency is difficult to achieve**. Therefore, as it was pronounced during the group discussions, it is important to *check frequently the reasons for our activity and the methods of our work*.

# CHAPTER 4

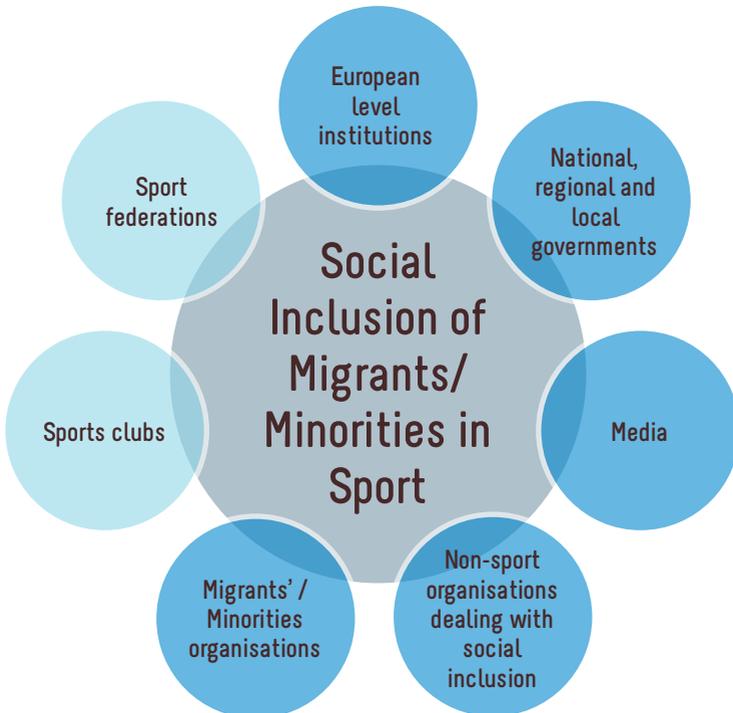
## RECOMMENDATIONS FOR SPORT ORGANISATIONS AND SPORT CLUBS

### THE SOCIAL INCLUSION OF MIGRANTS AND ETHNIC MINORITIES IN MAINSTREAM SPORT ORGANISATIONS

In order to understand the complexity of the social environment of sport and the social inclusion of migrants and minorities, it is important to take into account all the different stakeholders

that 'share' the responsibility among each other. In order to achieve progress towards creating a 'level playing field', all the actors in the figure below have some part to contribute, by sharing knowledge, introducing regulations and policies, giving financial and moral support, offering expertise, promoting events and programmes, providing training programmes, and most importantly, by building trustworthy networks.

Figure 1. Stakeholders in the field of social inclusion in and through sport



In the final chapter of this booklet, the focus is on recommendations for sport organisations (clubs and federations), which might foster the successful inclusion of migrants and ethnic minorities in mainstream sport organisations.

### **SPORTS CLUBS AND OTHER SPORTS ORGANISATIONS SHOULD**

> Consider social inclusion of migrants and ethnic minorities as a specific, incorporated and essential part of the organisation's vision and policy plan (e.g., as a component of the recruitment of members and participants)

>> Design a diversity strategy

>> If possible and desirable, appoint someone to be 'diversity manager'

>> Stimulate the use or consultation of fund raising specialists that can secure a long term, multi-channel funding regarding the participation enhancement of migrant or ethnic minorities

> Raise awareness in the sports organisation with regard to the situation of migrants and ethnic minorities and underline the need for patience and realistic results (e.g., organise an evening lecture, offer additional training, hold a 'cultural day' within the sports organisation)

>> *General recommendations:*

# Communicate and inform members  
# Explain why diversity is an added value (e.g., more members; the more souls, the more joy and 'atmosphere', more talents)

# Be open to everyone; make personal contact

# Do not try to convince but go into dialogue

# Dare to question organisation rules as axioms (e.g., what is on the cafeteria menu? And what about drinking a beer? Are there halal hamburgers? Does the organisation take non-majority holidays into account?)

# Monitor and react appropriately to racist incidents or discrimination on the part of players, coaches, referees and spectators

# Facilitate discussion on diversity and racism (it should be possible to 'talk' on this theme within the club, that people who think suffer from it can go to a trustee )

# Be patient

> If working together with partners, clearly define expectations and the distribution of tasks and responsibilities

> Establish an innovative, flexible and customer-oriented sports organisation or programme that is adjusted to the local environment and takes into account the characteristics of migrants and ethnic minorities

# Be open to organisations that are willing to deal with the social inclusion of migrant and ethnic minorities

# Stimulate the active involvement of migrants and ethnic minorities in the sports organisation (e.g., as a volunteer, trainer, board member, professional function) to enhance the multicultural radiation and reinforce a sense of belonging

# Invite potential members, inform them during registration and maintain a good personal contact

# Involve parents in the sporting activity and always be approachable (e.g. talk to them, express expectations, give them responsibilities)

# Make sure the organisation rules are understood by “Joe and Ali Average”

# Make sure the sporting activity is easily accessible (e.g. in the neighbourhood, accessible by public transport, carpooling system)

# Translation offers in the beginning (when everything is new) for an easier access

# Explore the need for recreational sport besides competitive sport to prevent dropout

# Explore the need for ‘low threshold sporting activity’ for girls and women

# Explore the need for ‘girls only sporting activity’ or ‘ladies hours’

# Promote migrant or ethnic minority sports (e.g., chicken head, Turkish wrestling, martial arts)

# Make sure that there are offers for child-care during the sports activity if needed and family-adequate times for taking sports courses

> Collaborate with other (mutually reinforcing) stakeholders from within and outside the sport domain and other policy levels as part of a multi-actor approach

>> *European level institutions*

# Search for relevant knowledge (e.g. good practice) on the social inclusion of migrants and ethnic minorities (e.g. European sport umbrellas,

websites, brochures and publications)

# Explore funding opportunities (e.g. EU grants, EU funds, EU programmes, EVS)

# Set up or join ‘learning’ networks and transnational collaboration

# Provide the opportunity to engage in research on the social inclusion of migrants and ethnic minorities

# Encourage data collection on discrimination and racism in sport

# Encourage the collection of data disaggregated by ethnicity on participation in sport

>> *National, regional and local governments*

# Search for relevant knowledge (see above)

# Exploring funding opportunities (e.g., government funding, interventions of the municipality or local sport service)

# Explore coaching and support opportunities regarding diversity management in sport (e.g., government or sport federation ‘coaches’)

# Explore socially oriented support systems for (sport) organisations and their volunteers, in particular with relation to the target group

# Explore the existence and possibilities for a systematic, objective monitoring and (process) evaluation of the sport organisation as essential part of the policy plan (e.g. What should be measured? When should evaluation be done? By whom? How can success be measured?)

# Make partnerships with local authorities (e.g. sport service for public accommodations or price interventions, local public schools to increase reach and recruitment, public social services that work with migrants and ethnic minorities)

# Ask the local authorities to promote the sports organisation as part of their overall objective of ‘sport for all’

# Provide the opportunity to engage in a research or a survey on the social inclusion of migrants and ethnic minorities

# Provide the opportunity to engage in a project

that promotes the social inclusion of migrants and ethnic minorities (e.g. measuring projects, participation projects)

#### >> *Non-sport organisations*

# Collaborate together with non-sport organisations that have expertise in working with migrants and ethnic minorities or have an offer that can be valuable both to the target group as well as the majority members (e.g. workshops on inclusion and discrimination, lectures on diversity management, workshops on the health system, language courses)

# Ask non-sport organisations that work with migrants and ethnic minorities to help with the reaching and recruiting of members ('bridging people')

# Rely on cultural agents supporting people who are new in a country, to translate, to consult, to explain the idea of sport and the structures around sport in the country. To take people to sports clubs and to introduce and accompany them (narrow care)

# Collaborate with other policy domains (e.g., education, labour, social services, crime prevention, commercial partners, translators, integration centres)

# Explore possibilities in working with commercial partners for social inclusion purposes (business partnerships in relation to CSR, a local migrant grocery shop from the neighbourhood, a sport store that provides equipment, a firm that makes its parking available for sporting activities in the evening)

# Work together with companies, that they offer sports courses as a gratitude for the employers

# Combine sports courses with education classes outside the sports clubs like language course, nutrition consultation or interview training

# Offer the use of the cafeteria or a club room to third parties for activities on diversity (e.g. local migrant clubs organising a party, organisation of

a workshop on diversity by the sport federation)

# Explore socially oriented support systems for (sport) organisations and their volunteers, in particular with relation to the target group

# Encourage the launching of multicultural sport education programmes or the incorporation of diversity strategies and management in existing ones

#### >> *(Representatives of) Migrants and ethnic minorities*

# Collaborate with the target group (e.g. through minority forums, migrant or ethnic minority clubs)

# Maintain an open dialogue with the target group

# Stimulate the active involvement of migrants and ethnic minorities in the sports organisation (e.g. as a volunteer, trainer, board member, professional function)

# Search for migrant or ethnic minority 'bridging people' (e.g. community leaders, role models, volunteers, both men and women from different ethnic backgrounds)

#### >> *Sports clubs*

# Collaborate with other sport clubs that are (more) successful in reaching migrants and ethnic minorities to exchange knowledge and information and learn from each other

# Organise 'diversity' lectures on the theme of migrants and ethnic minorities

#### >> *Sports federations*

# Search for relevant knowledge (see above)

# Ask sports federations (sport umbrellas) for professional assistance on the social inclusion of migrants and ethnic minorities (e.g., train coaches and athletes on this theme, aid in finding migrant or ethnic minority volunteer networks)

# Ask assistance in ameliorating the creation of 'developmental' opportunities (e.g., active engagement, volunteer work, guidance, training)

# Offer support to the umbrella organisations for sports projects

>> *Media*

# Collaborate with national or local media in campaigning and promoting social inclusion programmes and events

# Employ 'common' channels, but use additional, more innovative channels as well

# Flyers need to be adjusted (e.g. easy and clear language, perhaps translation to other languages, pictograms, "colourful" images, magic words 'free' and 'discount')

√ © LSB NRW, Germany | Photo: Erik Hinz



# APPENDIX

## LIST OF COLLECTED CASE STUDIES

### Austria

- > Afghan Steiermark Cricket Club
- > ATSE Graz Basketball Club  
<http://basketball.atse-graz.at/>
- > Ece Junior Bulls  
<http://www.ece-bulls.com/>
- > Speedkickers Feldbach  
<http://www.erziehungshelfer.at/index.php/angebote/-referenzen/-projekt-speedkickers-feldbach.html>
- > Sport Integration Qualifikation  
<http://siq.caritas-steiermark.at>

### Belgium

- > Asbl FEFA (Football-Studies-Family-Anderlecht)  
<http://www.anderlecht.be/securite-prevention/prevention/fefa-asbl->

### Bulgaria

- > Bring Children to the Snow

### Denmark

- > Get2Sport  
<http://www.get2sport.dk/>

### Finland

- > Group of Somali Women
- > "Liikuttaja" Sport Education Program, part of Finnish Sport Federation's Multicultural Sport Program 2010-2015
- > Multicultural After School Sport Program (MASSP)

- <http://www.hel.fi/hki/liv/fi/Ohjattu+liikunta/Lapset+ja+nuoret/Syyskauden+toiminta/Maksuton+EasySport-toiminta>
- > Peer Instructor Training for Immigrant Women
- > Sporttis Plus

### Germany

- > Health and Physical Activity - More Female Migrants in Sports  
<http://www.integration-durch-sport.de/de/integration-durch-sport/netzwerkprojekt/>
- > Integration Through Sport  
<http://www.integration-durch-sport.de>

### Ireland

- > One Race - Human Race  
<http://www.sari.ie/ss/>
- > SARI Soccerfest  
<http://www.sari.ie/ss/>
- > Show Racism the Red Card  
[www.theredcard.ie](http://www.theredcard.ie)

### Norway

- > Alna School Project (Furuset Allidrett IF)
- > Holmlia Sportsklubb,Storby

### Serbia

- > EcOlympics Serbia  
[www.oks.org.rs](http://www.oks.org.rs)

### Slovenia

- > Revive Fuzine! Neighbour to Neighbour – Human.

## Spain

- > Centro de Referencia Nacional de la Familia Profesional de Actividades Físicas y Deportivas “El Anillo” - National Reference Center «El Anillo» for Physical Activity and Sports Professional Family  
<http://www.crnelanillo.com/>

## Turkey

- > CIMFILIZLERI (GRASS-SHOOTS)  
[www.cimfilizleri.com](http://www.cimfilizleri.com)
- > Free of Charge Sports School Project  
[www.uso.org.tr](http://www.uso.org.tr)
- > Sport Culture and Olympic Education Project  
[www.olimpistler.org.tr](http://www.olimpistler.org.tr)

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