



Implementation Guide for
**INTEGRATION
OF REFUGEES
THROUGH SPORT**
#playtogether



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Implementation Guide for Integration of Refugees Through Sport (IRTS)

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Integration, sport, physical activity, refugees, challenges, barriers, solutions, principles, success factors, recommendations, tips and tricks, impact

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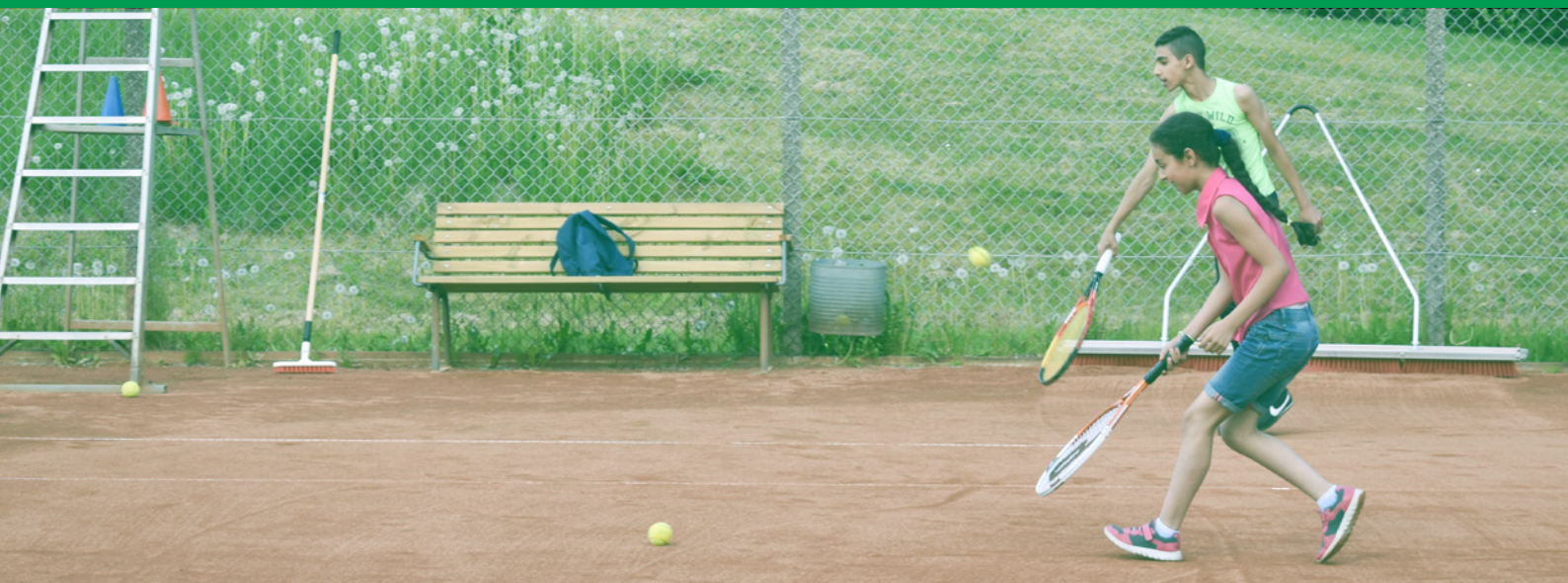
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FOREWORD



THE HUMAN RIGHT TO MOVE IS SOMETHING WE GIVE TO EACH OTHER.

Refugees – and the unfortunate situations that made them refugees – are a reality. This is a reality we all need to deal with and act upon. Whether it is by undertaking actions that will help to minimise the number of refugees in the future, or by supporting civilians in areas of conflict, or assisting refugees in the countries they flee to – it is a human reality. A reality which demands a human solution.

Depending on whether we represent political institutions or civil society, our roles and interventions will be different. But the task is the same regardless. To give everyone the Human Right to MOVE.

Many civil society organisations – not least sport organisations – have shown their human capacity by assisting refugees in finding just a little dignity, a little friendliness and a little happiness in their lives. To do this they acted quickly and have done it the way in which civil society is strongest. Simply by offering the refugees the same grassroots activities as they offer other citizens. This happens in thousands of places across Europe. It comes from the bottom up in local areas and is driven by volunteers. It is a fantastic symbol of the Human Right to MOVE being something we give to each other.

Let's #PlayTogether!

Mogens Kirkeby
President
International Sport and Culture Association

WELCOME TO THE IMPLEMENTATION GUIDE

This implementation guide is designed to introduce you to the topic of Integrating Refugees Through Sport (IRTS). In doing so it will look at the relevant theory that is the foundation for the area, the present situation – specifically in Europe, as well as the challenges and barriers that NGOs, sports clubs and other organisations or individuals often face when implementing or running an IRTS programme. This guide also looks at the issue from the perspective of those involved: the refugees. Therefore, it also includes an overview of the barriers and challenges through the eyes of those displaced, and trying to build a new life in a new land. Potential solutions to these issues are also examined.

By pooling and collating a range of expert knowledge from around the world, examining best practice, and seeing what works we are capable of getting as broad an overview as possible on the area, and in turn finding solutions that fit specific people, communities, and organisations. It does not matter if you have worked with refugees for decades, or are simply looking to get involved and contribute positively in this field, everyone can learn new ways of doing things, better practice, or simply refresh their knowledge of the area!

This guide is especially relevant at the present time. There are more refugees today in the world than ever before, with the figure at almost 70 million^{*}, and the number seeking a safe haven across international borders has hit levels not seen since the Second World War. Ensuring that these displaced people are able to integrate into their new homes, communities and societies as best as possible, while ensuring their wellbeing, is a necessity, and one that we as societies should strive towards to help not only societal cohesion, but to help innocent people rebuild their lives that have been – for all intents and purposes – destroyed by conflict or persecution.

Alongside this guide is an online learning platform. This platform has been designed and developed specifically for the IRTS, with numerous topics surrounding the area being covered, and each having their own PDF guide, videos relating to the area, and a test so anyone can find out just how knowledgeable they are in this field. The e-learning platform is available here:

So get inspired, get active, and help make a positive difference to both your community and people's lives!

#PlayTogether

* <http://www.unhcr.org/statistics/country/5a8ee0387/unhcr-statistical-yearbook-2016-16th-edition.html>

GLOSSARY



ACCORDING TO THE UN DEFINITIONS WITHIN THE 1951 GENEVA REFUGEE* CONVENTION AND THE 1967 EXTENDED PROTOCOL.

Refugees

A refugee is someone who *fled his or her home and country owing to “a well-founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group, or political opinion”*, according to the United Nations 1951 Refugee Convention. Many refugees are in exile to escape the effects of natural or human-made disasters.

Asylum seekers

Asylum seekers say they are refugees and have fled their homes as refugees do, but their claim to refugee status is not yet definitively evaluated in the country to which they fled.

Internally Displaced Persons

Internally Displaced Persons (IDPs) are people who have not crossed an international border but have moved to a different region than the one they call home within their own country.

* “The 1951 Geneva Convention is the main international instrument of refugee law. The Convention clearly spells out who a refugee is and the kind of legal protection, other assistance and social rights he or she should receive from the countries who have signed the document. The Convention also defines a refugee’s obligations to host governments and certain categories or people, such as war criminals, who do not qualify for refugee status. The Convention was limited to protecting mainly European refugees in the aftermath of World War II, but another document, the 1967 Protocol, expanded the scope of the Convention as the problem of displacement spread around the world.”
<http://www.unrefugees.org/what-is-a-refugee/>

1. A THEORETICAL FRAMEWORK FOR THE INTEGRATION OF REFUGEES THROUGH SPORT: "THE CONTACT THEORY"

DR. SAKIS PAPPOUS, UNIVERSITY OF KENT, AND DR. EMILY HAYDAY LOUGHBOROUGH



Sports participation can foster health, well-being and social inclusion due to the physiological and psychological benefits that it offers. This is why sport is often seen as a social policy tool that not only promotes physical and mental health, but also reduces anti-social behaviour, increases community cohesion, helps with language acquisition, and also builds self-esteem and self-confidence (Hoye, Nicholson and Brown, 2015; Spaaij, 2012).

Within the context of the present study, we reviewed a plethora of programmes offering varied and diverse provision to engage the refugee community. Overall, it is important to note that the current provision, in the majority of programmes we analysed, consists of offering sport activities FOR refugees. However, if the ultimate objective is to promote the societal inclusion of refugees through sport, there is an additional stage that needs to be activated in order to enhance opportunities for integration between refugees (out-group) and the host nationals (in-group). Indeed, offering sporting activities that involve BOTH refugees and host nationals is what is currently missing

in most of the programmes offered in EU. This specifically is something that future programmes should consider doing. A sound theoretical basis for any future programmes aiming to promote IRTS can be the utilisation of the 'inter group contact theory' which is outlined below. The relationship between positive intergroup contact and sports participation has been evidenced in numerous studies examining racial (Hartmann, Sullivan, & Nelson, 2012) and cultural (Lyras & Welty Peachey, 2011) factors, however, despite this there has in general been scarce use of this well-evidenced theoretical framework in the context of using sport as a tool for the inclusion of refugees.

It is important that policy makers and relevant stakeholders who work in sport for all organisations consider employing theory-driven initiatives when designing sport interventions that aim to promote the inclusion of refugees through sport. One such suggested theoretical framework could be based on one of the most influential theoretical perspectives in the field of social psychology and intergroup= relations, namely the 'contact theory' (Allport, 1954), which states that contact between members of different groups (in our context refugees and people from the host nation) is key to improving social relations and for reducing intergroup bias.

Allport's Contact Hypothesis (1954) states that for contact between groups to be successful, four pre-requisite features must be present.

THESE ARE:

- Equal status between the groups;
 - Common goals;
 - Co-operation and
 - Support by law authorities and social norms
- (Allport, 1954; Pettigrew, 1998).

According to Allport, it is essential that the contact situation exhibits these four factors to some degree. Several studies have demonstrated that optimal contact is crucial in reducing prejudice and in the establishment of cross-group friendships (Pettigrew, 1998). Indeed, those factors are present in most friendships and relationships, and sport activities provide an excellent platform for these to flourish. Friends share equal status and they work together to achieve shared goals. On the contrary, whenever authorities or societal norms have imposed severe societal limitations such as segregation laws or the assignment of differential statuses, then the contact conditions and opportunities are minimised.

Since the inception of Allport's contact theory several studies have confirmed the importance of contact in reducing prejudice. Positive contact experiences have been shown to reduce self-reported prejudice towards black neighbours, the elderly, gay men, and the disabled (Works, 1961; Caspi, 1984; Vonofako,

Hewstone, & Voci, 2007; Yuker & Hurley, 1987). The theory dictates that when there is contact (social or physical) with a group of people, the likelihood of prejudice (judgements formed without sufficient reasoning) is greatly reduced.

According to Allport, the above mentioned four pre-requisite conditions can promote favourable intergroup relations and reduce prejudice.

Table 1 outlines the four conditions of contact theory and provides the meaning of each of these conditions with evidence. Furthermore, best practices are then provided bridging the gap between theory and practice for each condition.

Table 1. The Four Conditions of the Contact Theory and its Application to the Integration of Refugees Through Sport (Adapted from Everett, 2013)

CONDITION	EQUAL STATUS
MEANING	Members of the contact situation should not have an unequal hierarchical relationship.
EVIDENCE	Evidence has indicated that having equal power is important both prior and during the contact situation (Brewer & Kramer, 1985; Cohen & Lotan, 1995).
BEST PRACTICES	<p>CRICKET IN SWEDEN: Aiding integration of new arrivals from Asian countries, for many of whom cricket can be considered the national sport- START towards equal status as they have expertise with the sport (http://irts.isca.org/goodpractice/000_78).</p> <p>BUNTKICKGUT. INTERCULTURAL STREET FOOTBALL LEAGUE OF MUNICH: 150 teams with approximately 1,500 players. The players are a mix of refugees and disadvantaged youth, all from a variety ethnic backgrounds. When new teams join, seasoned participants help them to learn the rules. The teams are almost always made up of players from a cross-section of cultural communities (Equal Status encouraged-empowerment http://irts.isca.org/goodpractice/000_82).</p>

CONDITION	COOPERATION
MEANING	Members should work together in a non-competitive environment
EVIDENCE	Aronson's 'jigsaw technique' structures classrooms so that students work cooperatively, this approach has led to positive results across various international contexts (Aronson & Patnoe, 1997).
BEST PRACTICES	<p>HEJ FRÄMLING! (HI FOREIGNER): Integrates newcomers into the new society and also to give a space for interaction with locals- non-competitive, focus on outdoor pursuits and life as well as culture (http://irts.isca.org/goodpractice/000_76).</p> <p>Example: #BIKEYGEES: Collaborative team building activities- to overcome a challenge - rather than competition with each other. This encourages co-operation between groups. Berlin- women focused on teaching refugee women how to ride a bike, which gives mobility, empowerment and inclusion in the society for refugee women, encourages friendships, and also bridges the gap of fear of contact for all sides, newcomers and hosts- non-competitive and collaborative approach (http://irts.isca.org/goodpractice/000_67).</p>

CONDITION	COMMON GOALS
MEANING	Members must rely on each other to achieve their shared desired goal
EVIDENCE	Hu and Griffey (1985) have shown the importance of common goals in interracial athletic teams who need to work together to achieve goals.
BEST PRACTICES	<p>ANERA: focus on a specific common goal: hosting soccer tournaments for hundreds of children under the "We play for peace" slogan (http://irts.isca.org/goodpractice/000_75).</p> <p>FC LAMPEDUSA HAMBURG: opportunity to train and play for all immigrants, refugees and local Hamburg residents, it also gives them a space to speak up about both their situation and desires and share their common love for football (http://irts.isca.org/goodpractice/000_69).</p> <p>HONG KONG REFUGEE PROGRAMME: Free to Run operates on the basic principle that sport is a human right and not a luxury; common ethos and goal, as well as running events (http://irts.isca.org/goodpractice/000_68).</p>

CONDITION	SUPPORT BY SOCIAL AND INSTITUTIONAL AUTHORITIES
MEANING	There should be social or institutional authorities that explicitly support positive contact
EVIDENCE	Landis' (1984) illustrated the importance of institutional support in reducing prejudice in the military.
BEST PRACTICES	<p>BEYOND SPORT: Project set up by the German Olympic Sports Confederations (DOSB) and the Commissioner for Migration, Integration and Refugee, the Federal Office for Migration and Refugees and the IOC, which represents clear institutional support for the project (http://irts.isca.org/goodpractice/000_81).</p> <p>IT STARTS WITH SOCCER: The Refugees in Sports Initiative now provides young players with a “passport” to local clubs, as well as financial support, to enable them to join- importance of support and partnerships to reduce barriers (http://irts.isca.org/goodpractice/000_80).</p> <p>NEGATIVE- INSTITUTION ENGAGEMENT: “We had two players who were picked for the Under-19s and Under-17s but because of their immigration statuses, they couldn’t go over to any neighbouring countries, so we had to cancel matches in Denmark.”</p>

1.1. EQUAL STATUS WITHIN THE SITUATION

Contact must occur under conditions of ‘equal social status’, meaning that groups must enter the contact situation with equal status and then retain equal status during the contact situation.

If the minority group has contact with the majority group as a subordinate then this is likely to perpetuate negative stereotypes of inferiority, thus reducing the likelihood of integration and inclusivity. Contact must be in the form of co-operative interaction, meaning that both groups (in the case of this project, refugees and host nationals) must have a shared, mutual investment, as co-operation is necessary for reductions (Sherif, 1966). If this is not present, meaning that one or both groups are not engaged in collaborative interaction, this may intensify intergroup bias, as neutral contact is not sufficient (Hewstone & Brown, 1986).

Sherif and his colleagues (1961) conducted a series of experiments in summer camps, where 11-year old boys formed groups and engaged in competitive

tasks. After that, they had the opportunity to interact with the different groups either under neutral or under positive contact (Sherif, Harvey, White, Hood, & Sherif, 1961). The results suggested that neutral contact was not enough to reduce intergroup bias and in some incidences, it led to intensified intergroup bias (Hewstone & Brown, 1986).

Within a sporting context one way to make this possible would be to vary the participant roles, for both the in and out group. By ensuring both the in-groups (host nationals) and the out-group (refugees) have the opportunity to engage with differing roles such as coaching, refereeing and even leadership/captaincy positions, in order to encourage empowerment, ensuring that the hierarchical position is not always a host national.

1.2. COMMON GOALS

Furthermore, it is important for intergroup members to have common goals and engage in a goal-oriented effort. There is no better context than **team sports** to provide an opportunity to work towards a common goal. For instance, the ultimate objective in football is to score by putting the ball into their opponent's goal, while in basketball the goal is to put the ball through a hoop on the opposite side of the court, and in hockey the two teams try to manoeuvre a ball into the opponent's goal using a hockey stick.

Mixing ethnic groups together in the same team is crucial to foster collaboration and social cohesion among participants from different ethnic groups. Furthermore, working towards a common goal can help reduce prejudice and intergroup conflict. Promoting activities in which participants share common goals is quite straightforward to achieve within a sports setting, as members of the team rely on each other to achieve the shared goal associated with the sporting activity. This can be seen by the fact that winning teams are frequently the teams that work best together, and cooperate to achieve a common goal. When participants from different ethnic groups play together in the same team, and work towards a common goal, a group identity re-categorisation happens, meaning that individual participants' group identities are replaced with a more superordinate group, and new common identity can be formed as members of an ethnically diverse athletic team.

In a study conducted in ethnically divided Sri-Lanka, Schoellkopf (2010)* gathered evidence of how well designed, ethically mixed sport events have the potential to help the creation of interpersonal friendships and to promote inclusive social identities, therefore creating 'momenta of togetherness' for members of disparate ethnic groups

* Schulenkorf, N. (2010). Sport events and ethnic reconciliation: Attempting to create social change between Sinhalese, Tamil and Muslim sportspeople in war-torn Sri Lanka. *International review for the sociology of sport*, 45(3), 273-294.

1.3. INTERGROUP COOPERATION – NO COMPETITION

The third condition is 'Intergroup cooperation – no competition', this may be difficult in some incidences to control within a sports-based settings, as even in a recreational setting, often competition forms a fundamental part of sports-based activities and provision. Evidence has highlighted that competition in games and every-day events results in negative feelings, stereotypes and bias towards the outgroup (Bettencourt, Brewer, Rogers-Croak, Miller, 1992).

A possible way to overcome this challenge regarding competitive sport may be to encourage the use of modified sports activities and team building activities, so participants are working together towards a common goal of solving the challenge or problem - rather than competing traditionally towards a 'win' or 'lose' scenario- which will create a competitive environment. For example, there is a modified version of softball and baseball called 'tee ball' where there's no pitcher, and the ball is hit from a stand ('tee') to make it easier to hit. There are a number of popular modified sports such as Auskick football, Aussie Hoops basketball, Milo T20 Blast cricket and Try Rugby Kids Pathway that have shifted the focus away from competition by modifying or eliminating contact rules and the competitive classification. The focus in these modified versions of classic sports is mainly on participation in line with Pierre de Coubertin's spirit, not on the results. In this guise especially, games can be the catalyst towards the creation and the establishment of new relationships of friendship, trust and acceptance. Non-competitive sport activities can be of great use to challenge stereotypes and to bridge conflict divisions. A very good example of how non-competitive activities can be used in the context of inclusion of refugees comes from a programme which was founded in 2007 in Jordan called 'Generations for Peace – GFP'. This pilot initiative of the Jordan Olympic Committee aimed to utilise sport for peacebuilding activities in schools for Jordanian and Syrian children. The overall objective was to 'strengthen resilience and social cohesion, and to reduce violence'. More information on this programme can be found here: http://www.icip-perlapau.cat/numero27/articles_centrales/article_central_4/

And for a more illustrative demonstration, this video has been produced: <https://www.youtube.com/watch?v=5ZLq7aX1CA4&index=1&list=PLG70viqHSw3z-ADGo8iNa86-PkbQ6Goqk>

1.4. AUTHORITY SUPPORT

Social norms favouring equality must be in place (**social and institutional support**) to encourage inclusion and integration between in and out groups. A recent European Commission Report, published in 2016, investigated the challenges of integrating refugees and immigrant communities into the workforce and also looked at restricted access to the labour market due to legal and administrative barriers, alongside a lack of institutional support or poor resourcing of available support were highlighted as challenges.*

Within other contexts, institutional and governmental policies and rules have led to the segregation of many groups, i.e., Whites/Blacks, Catholics/Protestants across multiple international contexts including the US, South Africa, and Northern Ireland (Boal, 2002; Hewstone et al., 2005). This acts as a barrier limiting the ability of out groups to integrate, it also hampers the efforts of many stakeholders attempting to encourage the integration and equality of refugees within society, due to specific practices sanctioning contact.

According to the latest, extensive meta-analysis by Pettigrew and Tropp (2006) this is a particularly important condition for acquiring the benefits of intergroup contact. As there should be no official laws or policies enforcing segregation, which is evident within some governmental legislation surrounding refugees and their engagement with sport. Furthermore, an additional condition would be to illustrate support and assistance from institutional organisations to encourage integration between groups.

The International Olympic Committee (IOC) has been a very pro-active and supportive institution in providing refugee aid around the world. Thanks to the IOC's strong institutional backing, in the recent Rio 2016 Olympic Games, for the first time in history a Refugee Olympic Team (ROT), composed of ten refugee athletes, competed at the Olympics. The IOC enabled those athletes to march with the official Olympic flag at the opening ceremony and provided a good model of how sport can be a platform for inclusivity. In 2015, the IOC offered generous financial support and set up a \$2 million refugee fund, additionally the IOC recently formalised an agreement with the UN Refugee Agency (UNHCR)**.

* Reference:

<https://ec.europa.eu/migrant-integration/librarydoc/challenges-in-the-labour-market-integration-of-asylum-seekers-and-refugees>

** Reference:

<https://www.olympic.org/news/ioc-launches-olympic-refuge-foundation-in-its-commitment-to-support-refugees>

1.5. IMPORTANCE OF FRIENDSHIPS (CROSS-GROUP)

Research has highlighted that friendships lead to more positive, stronger, attitudes towards the outgroup (Turner, Hewstone, Voci, Paolini, & Christ, 2007). This has been suggested as an additional important condition in addition to Allport's original four conditions.

Furthermore, when thinking about Allport's conditions, 'Friendship invokes many of the optimal conditions for positive contact effects: it typically involves cooperation and common goals as well as repeated equal-status contact over an extended period and across varied settings' (Pettigrew, Tropp, Wagner & Christ, 2011, p.276).

1.6. FURTHER DEVELOPMENTS

The research of Pettigrew and Tropp (2006) indicated that these conditions are best considered as an interrelated group of characteristics, rather than individual factors, as together they may encourage prejudice reduction. Yet meta-analytic findings state that these conditions are not compulsory for prejudice reduction, reinforcing the importance of focusing on negative variables that prevent intergroup interaction and contact from lessening prejudice (Pettigrew and Tropp, 2006).

Further advancements investigating Allport's intergroup contact theory indicate that these conditions facilitate the effect, yet as stated above they are not essential (Pettigrew, Tropp, Wagner & Christ, 2011). Research illustrates that intergroup contact also leads to additional positive outcomes, alongside reduced prejudice, such as increased trust and forgiveness, with intergroup friendship being extremely valuable. Furthermore, these effects are evident amongst other, often stigmatised groups such as the disabled, mentally ill and homosexuals, alongside ethnic and racial groups (Pettigrew et al. 2011). Evidence has indicated that these effects can have a wider impact on the out-group as a whole, as the out-group members involved in the contact then "pass on" these benefits to other out-group members who are not as involved in intergroup contact. Importantly major, mediators of the effect are emotional: empathy and reduced anxiety (Pettigrew et al. 2011).

An important consideration that has to be discussed is negative contact - this typically takes place when the participant did not choose to engage in the contact and/ or feels threatened (Pettigrew & Tropp, 2011).

This provides an indication of the current practices being undertaken across multiple international contexts, and the association of this to the inter-group contact theory conditions. Where an illustrative example is not provided, research cases provide a representative case to demonstrate the ideal situation.

As seen in **Table 1**, it is evident that many of these conditions already exist sporadically. However, our research demonstrated that all four conditions of the contact theory were hard to find alongside each other in one single case study. There have been specific, random indices of employment of some of these conditions but this generally happens in an unsystematic way. Hopefully the present desk research will enable people and institutions who work within the field of inclusion of refugees through sport to consider using a sound and well established theoretical model when designing and applying inclusive interventions.

WOULD YOU LIKE TO KNOW MORE?

INTERESTED IN EXPLORING CONTACT THEORY FURTHER?

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2. IMPLEMENTATION GUIDE



OVERVIEW

The purpose of this document and the supporting resources is to provide insights, guidelines and frameworks for clubs, organisations and individuals looking to help with the Integration of Refugees Through Sport (IRTS). This document outlines the current 'challenge', in regards to the rise in global instability and consequently the growth of refugees seeking safety in other countries.

After the context of the situation is understood, the focus within the document moves to 'barriers', outlining the known challenges that commonly occur when working with refugee populations and how, in turn, communities can try to overcome these. Finally, and importantly, the 'solution' is then presented, with reference to important case studies in order to provide practical examples to inspire and encourage the IRTS.

<i>THE CHALLENGE</i>	<i>BARRIERS</i>	<i>SOLUTIONS</i>
<p>Europe is currently involved in one of the biggest refugee crisis of all time. There is a need to bring/offer alternative solutions to communities receiving refugees, and for them to initiate a process to allow incoming refugees to feel a sense of “belonging to a new place”.</p>	<p>The benefits of IRTS are well established. They have been recognised by several academic papers as well as policy makers and organisations at all levels. Nevertheless, different barriers have appeared between refugees and their inclusion process, which makes the use of sport and physical activity a strategy not considered/used as much as it could be. These barriers can be seen as a cause of the lack of inclusion opportunities for refugees in their new communities.</p>	<p>The grassroots sport level has a role in the delivery of actions and practices that can overcome the barriers between refugees and their integration opportunities. It can do this through sport. In cooperation with numerous organisations and institutions on different levels and fields, we consider that solutions should follow specific recommendations in their implementation, and have an objective measurement of the actions carried out.</p>
<ul style="list-style-type: none"> • Facts: Numbers and figures relating to the crisis in Europe, understanding and accounting for the differences in law, legislation and treatment by different authorities and Governments. • Mapping the current practices across different European countries to enhance the understanding of refugee integration using sport and physical activity. 	<p>These barriers can be classified as follows:</p> <ul style="list-style-type: none"> • Structural • Mediating • Personal 	<p>We are offering in this guide:</p> <ul style="list-style-type: none"> • Principles for IRTS • Success Factors for IRTS • Recommendations for IRTS

2.a. THE CHALLENGE

BACKGROUND AND FACTS

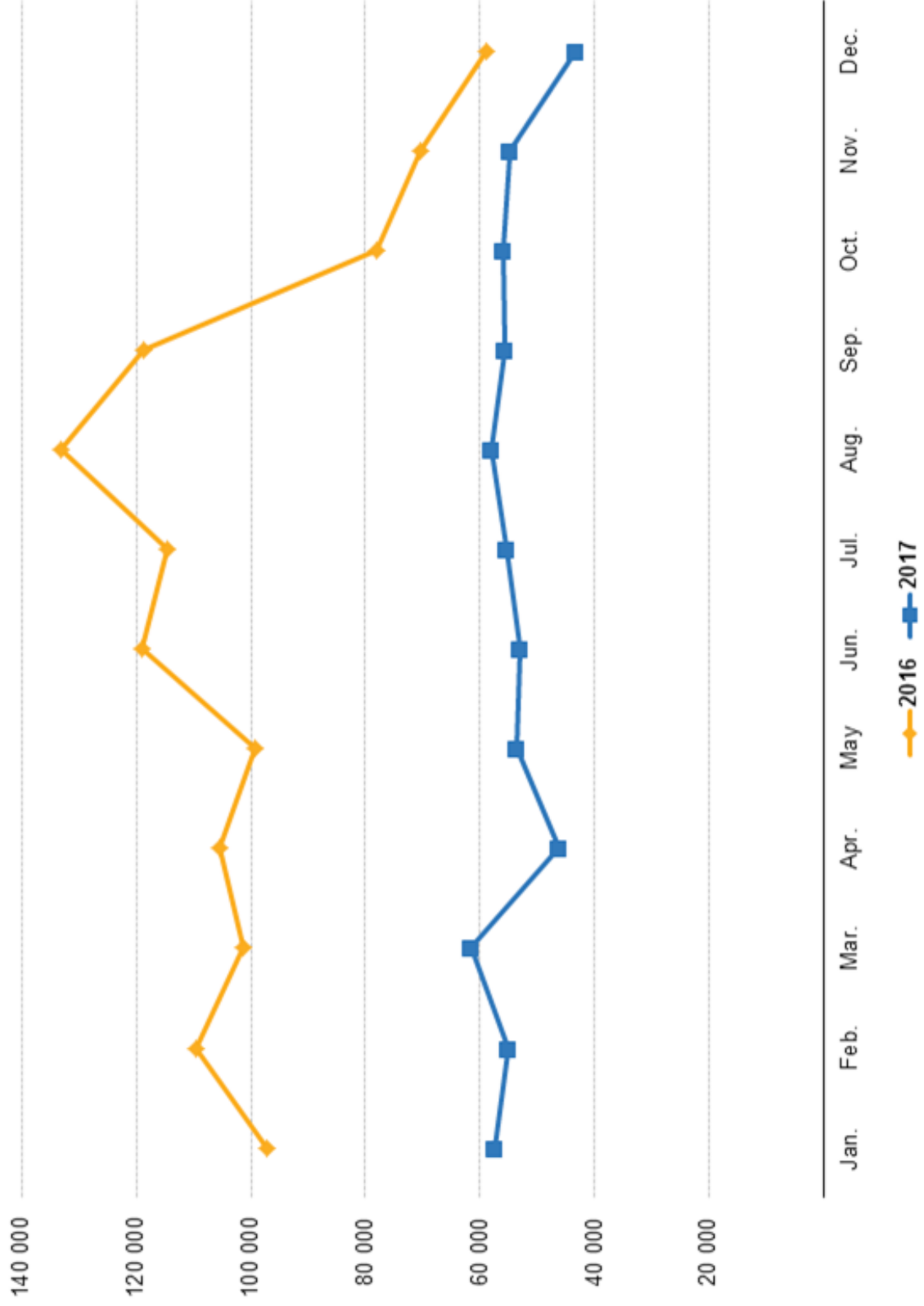
More than one million asylum seekers and migrants reached the European Union by sea and land in 2015. This influx of people came in chaotic, unauthorised flows that taxed rescue and care operations, left policymakers with policy proposals inadequate compared to the enormity of the challenge, and hit some countries much harder than others. As hundreds of thousands of migrants and asylum seekers flowed through Greece and the western Balkans, many kept their eye firmly on reaching Germany or heading further North to wealthy Scandinavia—bypassing destinations such as France or the Netherlands in favour of Sweden, Finland, and Norway.

Indeed, over recent years, the number of refugees in Europe has increased dramatically as a result of increased levels of war or prosecution in numerous countries around the world. This is illustrated by the fact that in 2015 the number of international migrants reached 244 million, 3 % of the world population, with a total of 3.8 million people immigrating into one of the EU- 28-member states in 2014 (Pavli and Maltezou, 2017). Additionally, 65.6 million people were forcibly displaced as a result of human rights violations, persecution and conflict by the end of 2016 (Morina et al., 2017). The increased number of refugees arriving in Europe has generated the challenge of integrating them into their new societies. With the increasing number of refugees in Europe comes the increasing challenge of integrating them into their new societies. This integration process is of great importance to governments as it shapes not only the future of the refugees within their new community, but also how the country might benefit from the refugees themselves. Therefore, both government and non-government organisations working with refugees are looking for new and effective methods for refugee integration.

CONTEXT

The number of first time asylum applicants in the EU decreased by 26% in the fourth quarter of 2017 compared to the same period in 2016. Overall, the number of persons seeking asylum from non-EU countries in the EU during the fourth quarter of 2017 was 154,000, this is similar to the rates seen in 2014, before the influxes seen in 2015 and 2016 (Eurostat, 2018).

Figure 1: First time asylum application to the EU between January 2016 – December 2017 (Source: Eurostat, 2018)



Citizens of 146 countries sought asylum for the first time in the EU in the fourth quarter of 2017. The top three nationalities applying for asylum were Syrians, Iraqis and Afghans, lodging 23,400, 12,900 and 9,700 applications respectively (Table 1).

Table 1: First time asylum applications to the EU between Q4 2016 – Q4 2017, by citizenship- Source: Eurostat, 2018.

	Q4 2016				Q1 2017				Q2 2017				Q3 2017				Q4 2017				Change in % between Q3 2017 and Q4 2017	Change in % between Q4 2016 and Q4 2017	Last 12 months
	Oct.	Nov.	Dec.		Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Q4 2017						
Non-EU	78 160	70 285	58 945	57 485	54 945	61 445	46 170	53 710	52 960	52 960	55 445	57 875	55 755	55 905	54 750	43 405	154 065	-9	-26	649 855			
Syria - (SY)	13 535	11 695	9 550	8 610	8 615	9 345	6 700	8 570	7 815	7 815	9 570	10 680	9 055	8 590	8 520	6 310	23 420	-20	-33	102 385			
Iraq - (IQ)	6 355	5 045	4 110	3 730	3 900	3 935	2 810	3 665	3 340	3 340	3 560	4 675	4 995	5 035	4 445	3 435	12 915	-2	-17	47 525			
Afghanistan - (AF)	10 055	7 020	4 985	4 795	3 910	4 860	3 145	3 595	3 345	3 345	3 200	3 780	3 250	3 300	3 610	2 835	9 745	-5	-56	43 625			
Nigeria - (NG)	5 045	5 310	4 045	4 120	3 835	3 755	2 820	3 345	3 750	3 750	3 775	3 210	2 990	2 925	2 735	1 825	7 485	-25	-48	39 090			
Pakistan - (PK)	2 985	3 145	2 575	2 445	2 515	3 020	2 245	2 555	2 485	2 485	2 385	2 495	2 490	2 670	2 360	1 900	6 930	-6	-20	29 570			
Turkey - (TR)	1 270	1 260	1 070	1 025	960	1 010	885	955	895	895	1 095	1 525	1 670	1 830	1 815	980	4 625	8	28	14 630			
Albania - (AL)	2 310	2 510	2 175	1 835	1 555	2 190	2 030	2 005	1 950	1 950	2 045	2 185	1 700	1 540	1 620	1 415	4 575	-23	-35	22 075			
Eritrea - (ER)	3 375	3 410	2 750	2 315	2 255	1 985	1 755	2 065	2 435	2 435	2 320	2 370	2 810	1 680	1 285	1 365	4 340	-42	-54	24 355			
Iran - (IR)	2 660	1 945	1 665	1 665	1 340	1 545	1 590	1 430	1 290	1 290	1 305	1 335	1 525	1 550	1 485	1 200	4 235	2	-33	17 260			
Bangladesh - (BD)	1 665	1 860	1 420	1 385	1 495	1 870	1 635	1 930	1 960	1 960	1 650	1 625	1 560	1 630	1 390	1 150	4 170	-14	-16	19 280			
Venezuela - (VE)	600	810	585	880	985	1 045	830	915	950	950	775	850	1 090	1 330	1 370	930	3 625	34	81	11 945			
Georgia - (GE)	710	615	535	605	610	730	620	775	745	745	745	730	760	1 010	1 210	1 390	3 610	62	94	9 925			
Guinea - (GN)	1 565	1 520	1 425	1 650	1 630	2 070	1 410	1 575	1 625	1 625	1 600	1 385	1 285	1 285	1 185	1 010	3 480	-18	-23	17 705			
Somalia - (SO)	1 800	1 385	1 160	1 165	1 095	1 150	955	1 080	995	995	1 105	1 140	1 005	1 020	1 145	845	3 010	-8	-31	12 710			
Russia - (RU)	1 445	1 200	1 200	1 105	1 055	1 185	985	940	1 020	1 020	1 150	1 220	1 075	1 005	980	850	2 835	-18	-26	12 570			
Ivory Coast - (CI)	1 240	1 090	1 020	1 160	1 355	1 600	945	1 370	1 305	1 305	1 315	1 135	1 040	1 095	935	745	2 775	-21	-17	13 995			
Algeria - (DZ)	1 150	1 145	1 005	870	805	830	635	655	585	585	655	765	770	795	955	910	2 665	22	-19	9 235			
Mali - (ML)	990	860	745	900	950	1 055	705	865	900	900	1 015	850	795	895	845	515	2 250	-15	-13	10 290			
Gambia - (GM)	1 145	1 485	1 260	1 295	1 365	1 570	1 105	1 115	1 065	1 065	980	885	875	830	845	575	2 250	-18	-42	12 505			
Sudan - (SD)	1 170	840	1 340	660	695	805	785	775	660	660	805	940	815	1 020	630	585	2 240	-13	-33	9 185			
Ukraine - (UA)	820	885	700	740	805	815	635	805	860	860	770	600	710	820	810	575	2 205	6	-8	8 945			
Morocco - (MA)	985	910	780	640	655	660	610	660	510	510	680	765	650	650	735	585	1 965	-6	-27	7 790			
Senegal - (SN)	910	970	890	1 025	1 020	1 190	775	975	1 020	885	885	725	740	745	590	515	1 850	-21	-33	10 200			
Armenia - (AM)	985	680	610	865	600	620	405	390	370	560	580	680	580	525	660	540	1 725	-5	-24	6 790			
CD - (CD)	495	445	420	495	650	790	505	545	645	645	470	425	485	485	485	650	1 620	17	19	6 630			
Serbia - (RS)	545	665	570	455	435	590	435	350	325	325	380	290	290	480	545	480	1 505	57	-15	5 055			
Unknown - (UNK)	730	730	630	440	430	590	415	470	450	450	515	500	550	495	575	410	1 480	-5	-29	5 845			
Cameroon - (CM)	500	475	430	440	435	465	380	535	545	545	645	535	480	560	490	395	1 445	-13	2	5 910			
China - (CN)	570	410	335	360	405	345	270	360	370	395	420	420	420	470	460	495	1 420	15	8	4 760			
Haiti - (HT)	85	100	250	600	485	420	305	415	555	495	500	500	450	540	590	265	1 395	-3	219	5 615			
Other (non-EU)	10 460	9 860	8 705	9 210	8 095	9 400	6 865	8 335	8 190	8 190	8 585	8 745	8 745	9 105	9 430	7 740	26 280	1	-9	102 455			

Countries selected here are those with the highest number of asylum applicants registered during Q4 2017

(1) CD – Congo, the Democratic Republic of the

2.b. BARRIERS

Sport and physical activity integration programmes cannot be seen as one programme covering all exclusion factors. Rather, they aim to focus on specific, singular issues to overcome through sports activities. Barriers to achieve these goals are always present. These barriers can be seen as causes of a lack of integration opportunities through sport for refugees, and are also classified by definitions from different approaches or perspectives. For the purpose of this document, we have selected the barrier classification provided by Louise Olliff (2008).*

»Sport and recreation programmes can only ever facilitate positive outcomes for refugee young people in the context of a society that addresses the other barriers to their full participation and integration« (Olliff, 2008).

The following barriers have been identified in consultation with people working with refugees and a focus group of refugees.

THEY ARE CLASSIFIED AS FOLLOWS:

STRUCTURAL BARRIERS:

- **Unsustainable one-off programmes** - there are often frustrations involved in attempting to secure funding for sustainable ongoing programmes.
- **Lack of inclusive and accessible programmes for refugees and newly arrived young people** - providing sport and recreation opportunities to this target group requires a recognition that a "one size fits all" approach is not always appropriate.
- **Inconsistent referrals of young people into sport and recreation programmes by settlement services** - there are unclear referral mechanisms for linking newly arrived young people into sport and recreation opportunities. When referrals do take place they are not recorded or prioritised, especially in a family model whereby the needs of young people are filtered through priorities set by parents/guardians.
- **Barriers between targeted and mainstream sport and recreation options** - often young refugees will have the opportunity to participate in one-off grassroots community tournaments, or to play casually in the local

* Playing for the future. The role of sport and recreation in supporting refugee young people to 'settle well' in Australia.
<https://bit.ly/2ynCebD>

park, but they don't know how to go about joining a club. At the same time, clubs want to recruit talented players, but they don't know where to start as far as making contact with refugee communities and therefore struggle with recruiting players from these backgrounds.

- **Access to transport** - particularly in the case of those settling in areas where public transport infrastructure is limited.
- **Access to public space and facilities** - there are restrictions to accessing community halls, soccer fields and basketball courts, which limits participation in sport and recreation, particularly in regards to informal, social participation.

MEDIATING BARRIERS:

- **Lack of inclusive practices within existing sport and recreation providers** - this is especially poignant in the case of young women, whose participation may depend on a degree of cultural sensitivity.
- **Resettlement experience** - refugees in this situation may not prioritise sport and recreation, or may simply not know where to play or how to access existing opportunities.
- **Parent/guardian support** - they are often fearful for the safety of their young people, particularly young women, and may be reluctant to allow them to be involved in activities they are unfamiliar with. They may not understand the potential benefits of sport and recreation in terms of health and wellbeing, and may want their young people to focus more on study or work.
- **Culture of sport** - to some refugees who are unfamiliar with the cultural nuances of sporting environments, behaviours like drinking while watching a game may not only be culturally inappropriate, but also perceived as insulting or threatening.
- **Racism and discrimination** - if refugees feel targeted or unwelcome they are unlikely to want to participate in sport and recreation programmes outside their own friendship group or ethnic community.

PERSONAL BARRIERS:

- **Lack of time, other commitments** - newly arrived refugees are often very busy learning a new language, with family commitments such as looking for younger siblings, as well as considerable study and work pressures. Therefore, sport or recreation activities are not at the top of their priorities.
- **Financial constraints** - financial pressures are often severe for refugee families, particularly when families are paying off debts or sending money to relatives overseas. Refugees also arrive with no possessions and have to start their lives again. Costs associated with sport and recreation activities can often be too much for a family to cover.
- **Not knowing the rules** - many of the sports in the new country they have come to are different sports that they may have never played or even never heard of.

2.c. SOLUTIONS

Sport and physical activities provide a fertile ground to promote activities aimed at the integration of minority groups into society. The interactions among participants when involved in sport activities enables the creation of networks and friendships among different ethnic groups.

Sport is a widely recognised tool to encourage and promote many varied outcomes such as:

- **improved physical and mental wellbeing,**
- **enhance social cohesion,**
- **increase social capital (Putman, 1995) and affirm identity.**

Thus, more often, many organisations consider utilising sports based activities to elicit the development of these outcomes for refugee communities, alongside facilitating wider issues surrounding integration and inclusion within host societies (Refugee Council of Australia, 2010). In the following section, we will provide a basic toolkit which will hopefully be of help to organisations without extensive experience of working with this specific societal group. This section will be structured into five distinctive pillars, namely: implementation principles, success factors, recommendations, tips and tricks, and impact.

PRINCIPLES FOR IRTS IMPLEMENTATION

What needs to be in place right from the beginning of any project is having the commitment to promote a culture of inclusiveness within the club, the community, or the school. Being a culturally inclusive community of people like a sport club presents benefits not only for the club, but also for the young people involved and the families of these young people.

Considering sports clubs as the first group in the developing of IRTS.

HOW CAN A CLUB ACQUIRE THE NECESSARY ENGAGEMENT?

- Promotion of the club and their activities in places where refugees are, holding information sessions at language centres, community organisations and community festivals.
- Organise open days, guided tours, come and try days, or bring a friend day, in order to showcase your facilities, your classes and sport courses.
- Encourage club members with migrant background to attract refugees in their communities/networks.
- Work together with organisations representing cultural groups and local community institutions.

Once the commitment is taken, goals are set and participants are engaged (volunteers, coaches, refugee participants, etc.), the following principles need to be considered for the successful implementation of IRTS.

Target group:

One size fits all simply does not work with IRTS! When planning for an inclusion project it is better to have a clear determination as to which group of people the programme is targeting. Women, men, children, teenagers, youths, adults in asylum centres or at camps, or people already with residence permits and starting the integration process, etc.

Integration and active citizenship:

It is important to always remember that the integration process is a two-way street, with a “host” community that is willing to include newcomers and also actively help in the process. Effectively communicating IRTS activities means that voices from the whole community will be raised, bringing new perspectives on actions and how to achieve better, more inclusive, results.

Partnership and community approach:

The more stakeholders involved in the project, the broader and bigger impact it can have within the community. One single institution, with only volunteer manpower, can deliver projects, but only to a certain extent.

Therefore such an institution certainly needs partnerships and collaborative processes coming from the whole community. If a sport clubs implement an IRTS, it might need a partner bringing experience from education sector, the local municipality, the business sector, migration offices, etc.

Strategic development and leadership:

It is important to have clear goals and objectives defined when implementing IRTS. This will help you to determine the specific responsibilities in conducting the project with goals outlined and a defined plan.

Intercultural understanding:

The implementation of IRTS activities reflect upon the inclusiveness of a club and a community, as well as the understanding of how to prepare the club for receiving newcomers, how to be aware of sensitive issues, how to communicate and continue with the work they are doing already in a more inclusive way. As by seeing inclusion as a two-way process, the club will not only be a place where refugees will learn new norms, customs and traditions, but also a place where they can share their own with others. This means they not only learn about the new culture they are living in, but also value their own culture.

Education:

Ignorance revels in fear. Giving organisations the tools to properly perform when teaching IRTS activities to coaches, trainers and volunteers is essential for the good development of it. They might not know how to proceed and interact when working with refugees, so clubs have to be aware about that, and in turn evaluate whether their current volunteers if they are willing and ready to take the challenge and train them; or to look for extra volunteers with experience and the motivating to work in IRTS.

*WOULD YOU LIKE
TO KNOW MORE?*

These guidelines are just the start. Go to the IRTS platform <http://irts.isca.org/> to find further resources, training and education tools to support IRTS.

As you can see above there are many barriers that have to first be considered, and then overcome, to ensure successful implementation of IRTS. Many of these barriers are interconnected and require innovative and collaborative approaches to ensure inclusive and accessible provision is possible. Four case studies are presented below, providing excellent examples of where barriers have been overcome. Specifically, the focus is on young people and the lack of available programmes, structural and sustainability barriers that provide consistency in these communities, and tackling barriers such as racism and discrimination.

Best practice cases that tackle barriers to successful implementation

BARRIER OVERCOME	LACK OF INCLUSIVE AND ACCESSIBLE PROGRAMMES FOR REFUGEES AND NEWLY ARRIVED YOUNG PEOPLE
PRACTICE NAME	#BIKEYGEES Radfahrtraining für geflüchtete Frauen
COUNTRY OF APPLICATION	Germany – Similar cases can be found in other European countries
DELIVERY PERIOD	September 2015 - ongoing
ORGANISATION	Bikeygees
PROJECT AIM	Currently taking place in Berlin, the project involves women teaching displaced women arriving in the city how to cycle. For many women, they do not know how to cycle, and the use of a bike in a city like Berlin is a way of breaking barriers such as mobility and independence. It is thought that such a programme can somehow restore hope and courage for those that have lost everything.
LINK	http://irts.isca.org/goodpractice/000_67 http://bikeygees-berlin.org/en/

BARRIER OVERCOME	STRUCTURAL – UNSUSTAINABLE ONE-OFF PROGRAMMES <i>INCONSISTENT REFERRAL OF YOUNG PEOPLE INTO SPORT AND RECREATION PROGRAMMES BY SETTLEMENT SERVICES</i>
PRACTICE NAME	Buntkickgut - Street Football league of Munich
COUNTRY OF APPLICATION	Germany – Project expanded to Austria and Switzerland
DELIVERY PERIOD	Since 1996 - ongoing
ORGANISATION	buntkicktgut - Initiativgruppe e.V.
PROJECT AIM	Founded in 1996 as a way of identification and integration in refugee homes, today the programme includes over 150 teams with approximately 1500 players. The players are a mix of refugees and disadvantaged youth all from a variety ethnic backgrounds. The participants range from 8-21 years and include both males and female players. The game year is divided into a summer and winter season and games are held up to five times a week, as well as on the weekend, at venues throughout the city. Two cup events are also held annually. One of the primary goals of the project is the prevention of violence. The project concentrates heavily on the peaceful resolution of conflict within an intercultural context. The participants are taught peaceful strategies for conflict resolution, democratic negotiation and the idea of individual and group participation. To reinforce these ideas, players can join the League Council. The League Council is democratically made up of youth representatives from individual teams. The league council gets involved when red cards are given to players for physical or verbal incidents, or if players do not fulfil their duties (cleaning up post game for example) or if changes are made to the team during the season.
LINK	http://irts.isca.org/goodpractice/000_82 http://buntkicktgut.de

BARRIER OVERCOME	RACISM AND DISCRIMINATION
PRACTICE NAME	FARE Network
COUNTRY OF APPLICATION	Europe level
DELIVERY PERIOD	2002- ongoing
ORGANISATION	Umbrella organisation
PROJECT AIM	Fare's commitment to tackle discrimination through football's inclusive power is based on the principle that the game, as the most popular sport in the world, belongs to us all and can propel social cohesion. Fare combats all forms of discrimination, including racism, far-right nationalism, sexism, trans- and homophobia and discrimination against disabled people.
LINK	http://irts.isca.org/goodpractice/000_71 http://farenet.org

BARRIER OVERCOME	LACK OF INCLUSIVE PRACTICE // RE-SETTLEMENT EXPERIENCE
PRACTICE NAME	Reconciliation with the sea
COUNTRY OF APPLICATION	Greece
DELIVERY PERIOD	2016 - Ongoing
ORGANISATION	Proem-Aid NGO
PROJECT AIM	The programme provides refugees arriving to Lesbos with swimming lessons, in an attempt to facilitate healing and improve the well-being of refugees living with uncertain futures in the camp. The aim is to restore confidence and help build new relationships with the sea.
LINK	http://irts.isca.org/goodpractice/000_73 https://bit.ly/2tjt1LL

SUCCESS FACTORS FOR IRTS IMPLEMENTATION

Following the European Commission report of June 2016 “Mapping of good practices relating to social inclusion of migrants through sport”,* the combination of the following factors have been shown to support the success of inclusive projects and initiatives:

Positive societal context - there is a benefit when projects have political support. The more open the population is towards migrants and refugees, the more cooperation and initiative from across the population can be achieved. Bottom up approaches to changing opinions is seen as effective because it allows people to engage with a topic, ask critical questions and also offers them an opportunity to take action.

Creating ownership - the engagement of the migrant population in the design and implementation of the programmes is seen as an effective way to increase buy-in and participation and to focus opportunities on the expectations and requirements of the target population.

Cultural exchange - the opportunity to engage with people from the local community. An opportunity to meet in a safe place and to get to know each other. The benefits of this are breaking down barriers and prejudices within the wider community, and to establish links with the “native” community, while also improving language skills and establishing social networks for the refugees.

Development pathways - ethnic minority teachers function as role models, and are positioned to raise aspirations and act as mediators between the different cultural worlds of the home and the host country. Sport can fulfil a similar function when integrating refugees and individuals with a migration background into the coaching and organisation functions of a sports club.

Funding structures - complex funding arrangements affect particularly small organisations. They have a lack of information about what funding sources are available, and even when they are aware of funding opportunities there can be a lack of capacity to develop successful applications.

Enhancing cultural diversity - this is a bilateral process, continuously working towards raising awareness of cultural differences and the ability to engage and cope with them.

* Mapping of good practices relating to social inclusion of migrants through sport
<http://bookshop.europa.eu/en/mapping-of-good-practices-relating-to-social-inclusion-of-migrants-through-sport-pbNC0416616/?CatalogCategoryID=CdcKABstHUGAAAEjBJEY4e5L>

Enhancing administrative capacity - enhancing knowledge and capacity to engage with administrative matters, while also understanding the need for monitoring and evaluation should be a priority.

Transferability of projects - one of the biggest factor that will allow ongoing adjustments is monitoring and evaluation.

Best practice cases based on success factors as defined by the EC report

<i>FACTOR OF SUCCESS</i>	<i>POSITIVE SOCIETAL CONTEXT</i>
<i>PRACTICE NAME</i>	#WithRefugees World Refugee Day
<i>COUNTRY OF APPLICATION</i>	Worldwide
<i>DELIVERY PERIOD</i>	2016 - ongoing
<i>ORGANISATION</i>	United Nations High Commissioner for Refugees (UNHCR)
<i>PROJECT AIM</i>	The website provides information about the World Refugee Day, on June 20, when the petition #WithRefugees started to be signed by the global public. In this petition presented on September 19, to the UN High Level Meeting on Refugees and Migrants, they are asking governments to: ensure education to every refugee child, ensure safe living place to all refugees families, and to ensure every refugee can work or learn new skills to make a positive contribution to their community. The website also provides relevant information regarding the UN conventions and Resolutions touching upon the subject of refugees and migrants, as well as distinguishing the categories of displaced people: refugees, asylum seekers, internally displaced persons, stateless persons and returnees.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_70 http://www.un.org/en/events/refugeeday/

FACTOR OF SUCCESS	CREATING OWNERSHIP
PRACTICE NAME	FC Lampedusa Hamburg
COUNTRY OF APPLICATION	Germany
DELIVERY PERIOD	2012 - ongoing
ORGANISATION	FC Lampedusa
PROJECT AIM	<p>FC Lampedusa Hamburg is a football club founded with players from the Lampedusa Refugee Group in Hamburg. This began with West African migrants, who worked for years in Libya until they had to flee from violence and war, by crossing the Mediterranean Sea to the Italian island of Lampedusa. The Coaching Crew consists of five women who train the team. FC Lampedusa Hamburg welcomes all refugees and migrants over the age of 16, regardless of their nationality, ethnicity, religion, sexual orientation, other identities, abilities or anything else. It has a political component, and as a self-organised club it follows its own principles of making football available to everyone. FC Lampedusa not only offer the opportunity to train and play for all immigrants, refugees and locals of Hamburg, it also gives them a space to speak up about their situation and desires. It gives people a community, friends, and an outlet for their fears and dreams.</p>
LINK	http://irts.isca.org/goodpractice/000_69 http://fclampedusa-hh.de/

<i>FACTOR OF SUCCESS</i>	<i>CULTURAL EXCHANGE</i>
<i>PRACTICE NAME</i>	Jeunes refugies a Kraainem Football.
<i>COUNTRY OF APPLICATION</i>	Belgium
<i>DELIVERY PERIOD</i>	2012 - ongoing
<i>ORGANISATION</i>	Kraainem FC
<i>PROJECT AIM</i>	Refugees play football with local players from the club, thereby forming one team. The club also offers the opportunity to enrol in language courses, and also provides common meals. In March, the club organise an evening where team players, politicians, journalists and sports officials are invited. After a friendly game between Kraainem players and refugees, the evening continues with a meal where the refugees are able to speak out about their experiences and to talk about how they picture their future. There are approximately 20 young refugees between 14-18 years of age, and they are afforded practice facilities, soccer equipment, French courses and food. The project is in partnership with the refugee centre of Woluwe Saint-Pierre, who are in charge of bringing children for each session. The Club is appealing to the solidarity of its members by requesting donations, and also asking for volunteers.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_65 http://www.kraainemfootball.be/jeunes-refugies-a-kraainem-football/

<i>FACTOR OF SUCCESS</i>	<i>ENHANCING ADMINISTRATIVE CAPACITY</i>
<i>PRACTICE NAME</i>	World Refugee Day Fair Play Cup
<i>COUNTRY OF APPLICATION</i>	Ireland
<i>DELIVERY PERIOD</i>	Ongoing
<i>ORGANISATION</i>	Sport Against Racism Ireland (SARI)
<i>PROJECT AIM</i>	SARI is a not-for-profit, volunteer-driven social enterprise with charitable status dedicated to using sport as a medium to promote social inclusion, cultural integration, global development and peacebuilding, both in Ireland and abroad. SARI has a number of innovative and integrated core projects and events that address issues of xenophobia, racism and cultural diversity, while developing leadership skills, increasing social capital, helping people gain and generate intercultural dialogue and active citizenship through sport. The World Refugee Day Fair Play Cup is in partnership with UNHCR in Ireland, and the tournament involves more than 100 football players. It seeks to celebrate the contribution of refugees to communities and to highlight the world refugee situation.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_84 http://www.sari.ie/world-refugee-day-3/

RECOMMENDATIONS FOR IRTS IMPLEMENTATION

Olliff (2008) presents general recommendations for clubs and project developers to consider when planning, executing and evaluating IRTS programmes. They are as follows:

Funding sustainable sport and recreation programmes through:

- The creation of a dedicated funding stream.
- A small grants scheme that supports young people's participation.
- The recognition and resourcing of sport and recreation within settlement services.

Developing better links between the sport, recreation, settlement and community sectors by:

- Convening an inter-departmental meeting of key stakeholders.

Facilitating social inclusion of newly arrived communities by:

- Supporting bicultural workers and resourcing community development approaches.
- Encouraging supportive parents through a health literacy initiative newly arrived families.

Improving access to sport and recreation facilities in local areas by:

- Ensuring that local government leisure services are accountable for equitable access to facilities.
- Exploring ways for school facilities to be made accessible to local communities after hours.

Promoting an inclusive sports sector by:

- Embedding inclusive practices in state sporting associations.
- Piloting a mentoring initiative at the local club level.

Undertaking further research into:

- The impact of sport and recreation on settlement outcomes for young people.
- Active recreation as a tool for settlement.

When considering integration within a sports context, there are numerous complexities and considerations that need to be made to ensure that the provision is suitable, sustainable and fit for purpose. Below six case studies are outlined, across multiple international locations, providing good/best practice examples of how sports clubs and organisations can integrate refugee communities. These are valuable examples that illustrate positive and successful programmes that are working with refugee communities. Recommendations are also provided covering elements such as funding, research, promotion and facilities, which all need to be considered.

Best practice cases highlighting recommendations

RECOMMENDATION	FUND SUSTAINABLE SPORT AND RECREATION PROGRAMMES
PRACTICE NAME	Sports for Peace
COUNTRY OF APPLICATION	Lebanon
DELIVERY PERIOD	2013 ongoing
ORGANISATION	ANERA
PROJECT AIM	ANERA launched Sports for Peace in 2013 to promote understanding and coexistence between youth from Lebanese, Syrian and Palestinian communities. Through the project, funded by USAID's Office of Transition Initiatives in Lebanon, thousands of youth participated in sports and recreational activities, dozens of coaches were trained to foster peace and deal positively with conflict, and facilities and equipment were upgraded. ANERA identified popular sports clubs in the conflict-prone regions and then they worked with the clubs to implement joint sporting events and activities. The project includes: training coaches in conflict mitigation and peace building, improving the services of 36 sports clubs through providing equipment, upgrading their facilities and implementing activities and classes, hosting soccer tournaments for hundreds of children under the "We play for peace" slogan, organising open sports days that give thousands of youth the opportunity to interact with their peers and enjoy recreational activities, and providing youth with team uniforms, socks, and shoes.
LINK	http://irts.isca.org/goodpractice/000_75 https://www.anera.org/priorities/sports-for-peace/

<i>RECOMMENDATION</i>	<i>DEVELOP BETTER LINKS BETWEEN THE SPORT, RECREATION, SETTLEMENT AND COMMUNITY SECTORS.</i>
<i>PRACTICE NAME</i>	Football for All
<i>COUNTRY OF APPLICATION</i>	England
<i>DELIVERY PERIOD</i>	Ongoing
<i>ORGANISATION</i>	FC St Pauli in Yorkshire
<i>PROJECT AIM</i>	FC St Pauli in Yorkshire actively promotes the anti-discrimination message of by German FC St. Pauli, not only echoing the sentiment but actively working within the community to help promote it. 'Football For All' is a football project based in Leeds, providing a friendly and welcoming environment for people to play football in an uncompetitive manner, regardless of ability, sex, 'race', religion or any other discriminatory factor. The environment is safe and inclusive and it counts upon the solidarity of the YSP members, and the community in general. They meet every Sunday, transportation is organised by members, and the fee for renting the field is paid by the member's fee, which is discounted by the community.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_85 https://yorkshrestpauli.com/footballforall/

<i>RECOMMENDATION</i>	<i>FACILITATE SOCIAL INCLUSION OF NEWLY ARRIVED COMMUNITIES</i>
<i>PRACTICE NAME</i>	How cricket is helping refugees integrate in Sweden?
<i>COUNTRY OF APPLICATION</i>	Sweden
<i>DELIVERY PERIOD</i>	2016 ongoing
<i>ORGANISATION</i>	The Swedish Cricket Federation
<i>PROJECT AIM</i>	The article refers to the development of cricket as a sport in Sweden, with cricket now having a recognised national federation, and how this has been used to include and integrate refugees arriving to the country. The sport is used as a space of integration and transmission of language, values and feelings of belonging. The national team captain is an Afghan immigrant who has been living in the country for more than six years, and he is a main protagonist in the growth of the sport in Sweden.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_78 https://www.thelocal.se/20160822/how-cricket-is-helping-refugees-integrate-in-sweden

<i>RECOMMENDATION</i>	<i>IMPROVE ACCESS TO SPORT AND RECREATION FACILITIES IN LOCAL AREAS</i>
<i>PRACTICE NAME</i>	Hej Främling! (Hi Foreigner)
<i>COUNTRY OF APPLICATION</i>	Sweden
<i>DELIVERY PERIOD</i>	2013 ongoing
<i>ORGANISATION</i>	Project Playground - Operation Sweden.
<i>PROJECT AIM</i>	The project uses the natural scenery of Sweden to integrate newcomers into the new society and also to give a space for interaction with locals. They consider exercise as a way of getting healthy not only physically but also mentally, and the use of nature and the outdoors as way to channel that. They have different activities, like running, cross-country skiing, and singing in a choir. The choir is in Swedish, so they can also help facilitate their language learning... through song!
<i>LINK</i>	http://irts.isca.org/goodpractice/000_76 http://www.hejframling.se/#hejframling

<i>RECOMMENDATION</i>	<i>PROMOTE AN INCLUSIVE SPORTS SECTOR</i>
<i>PRACTICE NAME</i>	Welcoming through Sport
<i>COUNTRY OF APPLICATION</i>	Germany
<i>DELIVERY PERIOD</i>	2015 - 2016
<i>ORGANISATION</i>	Project set up by the German Olympic Sports Confederations (DOSB) and the Commissioner for Migration, Integration and Refugees, the Federal Office for Migration and Refugees, and the IOC.
<i>PROJECT AIM</i>	The “Welcoming through Sport” project is for all refugees, and is a first step towards integration. The programme has been designed to help refugees coming from war-torn countries, such as Syria, to play organised sport as a way of welcoming them to the country, while helping to support many volunteers at sports clubs. Running until the end of 2016, the project brought together 13 regional sports confederations under the federal programme titled Integration through Sport (IDS). The sports and activities on offer are “geared to the sporting needs and experiences of refugees”, and include cricket, swimming, boxing, cycling, dancing and women’s football, while exercise instructors and trainers are be on hand to help.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_81 https://www.dosb.de/en/

<i>RECOMMENDATION</i>	<i>UNDERTAKE FURTHER RESEARCH</i>
<i>PRACTICE NAME</i>	"Social inclusion" through sports-based interventions?
<i>COUNTRY OF APPLICATION</i>	England / Wales
<i>DELIVERY PERIOD</i>	2010
<i>ORGANISATION</i>	Academic paper. Durham University
<i>PROJECT AIM</i>	The paper critically analyses the concept of sports-based social inclusion from an empirical study conducted in the England/ Wales programme Positive Futures. From interviews conducted with managers, operational staff, participants and partners, the article evaluates the success of the project in relation to four themes: sports for all, social cohesion, pathway to work and giving voice. These four themes have been created from the interviewees of how a proper sport based inclusive programme should include. The article concludes that while sports-based interventions can provide benefits for some participants, the forms of 'social inclusion' they can promote – funding-dependent inclusion in sport, participation opportunities, training and employment – are inevitably restricted.
<i>LINK</i>	http://csp.sagepub.com/content/31/1/126.abstract

3. TIPS AND TRICKS



In consideration of the recommendations mentioned, and some general guidelines garnered from the analysis of good practices, we can consider the following list of tip and tricks as useful basic information to keep in mind when thinking about IRTS solutions and implementation:

- **Funding:**

projects targeting particular social groups require access to sufficient funding to support longer-term inclusion objective.

- **Planning:**

there is a need for a clear strategic vision, associated with a set of outcomes that reflect the idea of social inclusion as a process.

- **Community and awareness raising:**

dialogue is required between majority and minority groups and individuals, either at an individual or organisational level.

- **Recruitment and reach:**

greater diversity in the managers and coaches involved in the delivery of sports activities, but also developing the diversity awareness skills of managers and coaches through training and qualifications.

- **Collaboration:**

promoting collaboration with all possible stakeholders.

- **Evaluation:**

setting clear social inclusion goals from the outset and embedding evaluation as a continuous process in project and programme delivery.

ONCE AGAIN, WHEN THINKING ABOUT A COMMUNITY, AND ESPECIALLY IN REGARDS TO A SPORTS CLUBS, CERTAIN TIPS FOR BEING A CULTURALLY INCLUSIVE CLUB* CAN BE CONSIDERED:

- Be aware and respectful of different cultures and religions in their community. Be open to diversity.
- Make the club a safe, welcoming place. Do not tolerate racial, religious, or any other kind of harassment.
- Ensure your membership reflects the diversity of the wider community. Encourage existing members to befriend new members.
- Religious events and observances, as well as community activities, have to be considered when planning club activities.
- Flexible uniform policy. Share sports equipment and offer help with transport to games and training.
- Consider food and religious dietary needs at sporting events.
- Be aware of how you are communicating. Smile and say hello!

WOULD YOU LIKE
TO KNOW MORE?

This recommendation and tips are just the start. More guidance and examples can be found on the online tool <http://irts.isca.org/>

* Based on "GAME PLAN. A resource to help increase cultural inclusion in sports clubs. Center for Multicultural Youth".

http://cmy.net.au/sites/default/files/publication-documents/Game%20Plan%20Learning%20Module_0.pdf

4. IMPACT



Evaluating how inclusive your club and project is will in turn allow the impact of the project to be measured, as well as allow how the projects transfer capabilities can be applied to other projects. “Although it is not a priority with many organisations, simply because their main concern is to help and support individuals and offer participation opportunities, the ability to assess how the project develops and takes action is an important support tool” (EC report, 2016).

The guide developed by the European project “Sport Inclusion Network” (SPIN)* provides us with a series of qualitative and quantitative indicators to diagnose our starting situation and to measure the impact of our actions.

* Inclusion of Migrants in and through Sports. A Guide to Good Practice. Sport Inclusion Network (European Project).
<https://bit.ly/2K0ESWm>

THEY CAN BE SUMMARISED AS FOLLOWS:

- **Representation of people with migrant/refugee background in sport** - when looking at the many facets of sport, there are many roles and opportunities for inclusion and integration beyond purely participation itself. Diversity and representation across different refugee populations is valuable across the diverse roles within sport, such as: athletes (elite and amateur), coaches, association president/chairman, referees, volunteers, sport journalists and sport politicians.

- **Access to sport programmes** - this refers to the availability of sport programmes aimed at, or offering provision, for targeted social groups. The availability of programmes and access also includes considerations for elements such as transportation, support networks, training and development opportunities etc.

- **Intercultural accessibility of clubs** - refers to the internal organisational awareness and sensitisation, social framing and interaction, special consideration of religious or culturally related regulations with girls/women, co-determination and participation, and networking and consultations with organisations active in the migrant/inclusion sphere.

- **Role of National Governing Bodies and the Public Sector** - crucial for the development of good practices of inclusion in and through sports. By investigating and measuring the supportiveness of these organisations it is possible to understand potential support frameworks or barriers that may add or inhibit inclusive practices through sport.

- **Inclusion potential** - possibilities of improving language skills, civic engagement that allows them to position themselves beyond formal membership, specific training programmes according to the context of the sport which enables to occupy important positions in the club, sport pedagogic concepts which promote specific social and personal skills of young people.

When looking at implementing and providing sports provision and activity to encourage integration for refugee communities it is important to think about how you are going to monitor and assess the impact that your programme is having, as well as how inclusive your club is. The below best practice examples present two valuable resources, which provide specific insights into how clubs can best support refugee communities and attract them to their clubs.

<i>TYPE OF MEASUREMENT</i>	<i>SELF-ASSESSMENT QUESTIONNAIRE TO DETERMINE THE INCLUSIVENESS OF SPORTS CLUB</i>
<i>PRACTICE NAME</i>	GAME PLAN. A resource to help increase cultural inclusion in sports clubs
<i>COUNTRY OF APPLICATION</i>	Australia
<i>DELIVERY PERIOD</i>	
<i>ORGANISATION</i>	Centre for Multicultural Youth.
<i>PROJECT AIM</i>	This presentation is a resource to support clubs to increase their cultural diversity, by attracting and retaining young people from migrant and refugee backgrounds, as players, members, coaches, trainers and leaders. The presentation refers to the benefits of being culturally inclusive for sports clubs, and the benefits for refugees and migrants when they are involved in a sports club. It also refers to the barriers they encounter when it comes to being involved in sport, giving emphasis to young women's situations. Regarding the main tips or tricks to think about when planning to be inclusive, they mention the transportation issue, the language inclusiveness (as a way of improving the welcoming environment), and creating partnership with other community organisations, that will help on contacting refugees. Other issues to consider include food issues, holiday issues (Ramadan for example) and dress codes. The presentation also presents a success story, the story of the All Stars Basketball Club.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_72 Guidelines: http://cmy.net.au/sites/default/files/publication-documents/Game%20Plan%20Learning%20Module_0.pdf Questionnaire: https://www.surveymonkey.com/r/9TSG26F

<i>TYPE OF MEASUREMENT</i>	<i>SELF-ASSESSMENT QUESTIONNAIRE TO DETERMINE THE INCLUSIVENESS OF SPORTS CLUBS</i>
<i>PRACTICE NAME</i>	How to be more inclusive towards people from diverse backgrounds
<i>COUNTRY OF APPLICATION</i>	Australia
<i>DELIVERY PERIOD</i>	
<i>ORGANISATION</i>	Department of Sport and Recreation, Government of Western Australia.
<i>PROJECT AIM</i>	The booklet offers tips and strategies for sporting clubs to follow in order to be inclusive. It is not directly focused on refugees but it considers some of the particularities refugees experience as part of their situation (trauma, extreme violence memories, lack of resources and support). Through a bullet point format the booklet gives tips on how to increase club participation of CaLD communities and how the club can make a difference when applying them. It also offers a questionnaire on how best to assess how inclusive the organisation is.
<i>LINK</i>	http://irts.isca.org/goodpractice/000_74 http://www.dsr.wa.gov.au/docs/default-source/file-clubs/file-club-roles/16-how-to-be-an-inclusive-club-2011.pdf?sfvrsn=4

CONCLUSIONS



LAST WORDS FROM THE INTEGRATION OF REFUGEES THROUGH SPORT PROJECT PARTNERS

WHY IS THE INTEGRATION OF REFUGEES THROUGH SPORT IMPORTANT?

UMFI, ICELAND

"The issue of refugees and inclusion in sports has not got the deserved attention in Iceland until now. This Implementation Guide and Integration of Refugees Through Sport learning platform help us to raise awareness about the issue."

SISU, SWEDEN

"The number of members in the Swedish clubs is decreasing and has been decreasing for many years, which means it is important for us to reach the "new Swedes" who have arrived as refugees in recent years. Second is that in Sweden sport is a part of the Swedish culture and it is important that we share this knowledge of sport with the refugees. The refugees are part of our society, they need to learn and understand in order to be able to be integrated into society."

INTERNATIONAL ACADEMY OF PHYSICAL EDUCATION IN OLLERUP, DENMARK

"In 2015, when the so-called "refugee crisis" started, we at Ollerup felt the urgency to do something about it, and help the situation in Denmark with some solutions using the platforms we had – education, education of volunteers and

sport. Our municipality also created a school for unaccompanied young boys and four refugee centres around Ollerup, so we thought it was a great opportunity to take our share of the responsibility for the situation, together with the mentioned stakeholders. We started with a partnership with the Asylum school and wanted to develop a longer cooperation with them.

We also believe that we had a human dimension in our decision to work with integration of refugees through sport. As human beings, we were also moved by the images and the sad situation the immigrants were facing. That was our way to contribute to a possible solution.

AKERSHUS IDRETTSKRETS, NORWAY

“Our vision clearly states that we want “The joy of Sport to all”, that means that we want people of all genders, colours and nationalities to experience the feeling of a smile after, during and before they engage in sport. It is a no-brainer really to welcome anyone and everyone into sport.”

STREETGAMES/HATTRICK, UK

“One of Hat-Trick’s primary organisational objectives is to provide sport for the most disadvantaged people in society. As the migrant crisis in Europe has worsened and we see adults and children being re-settled in Newcastle upon Tyne, we want to use the power of sport to provide opportunities for refugees and asylum seekers to participate in positive activities helping them to integrate within the community. It is important for Hat-Trick to work on IRTS because we know it is the right thing to do as human beings. If we have the power to make people’s lives better through sport, then we absolutely have to do it without question.”

DTJ/DTB, GERMANY

“As DTB is an umbrella federation we found it important to help gather information to be able to act as multipliers for our Landesturn(er)jugenden (member organisations) and their clubs. Integration through sports was and is one of the easiest and practical ways to help refugees and asylum seekers.”

UISP, ITALY

“The fundamental principles of UISP are connected with respect to the human and civil rights for all, and one of the most important areas of activity is the work with migrants/refugees/asylum seekers. We believe sport is a strong tool for social inclusion and a weapon against racism and discrimination.”

UNIVERSITY OF KENT, UK

"At both the University of Kent and Loughborough University London we consider involvement in projects such as this fundamental to our role, working on significant and highly relevant global issues. We are thrilled to produce research that has an impact on society. Collaborating with industry to collectively develop strategies to address a social issue, by encouraging the integration refugees illustrates the power of sport as an inclusive mechanism, which can provide community- regardless of factors such as race, religion, nationality or gender."



OUR ADVICE FOR ORGANISATIONS WORKING IN THE FIELD OF INTEGRATION OF REFUGEES THROUGH SPORT

UMFI, ICELAND

“Learn from others’ experience and adapt it to your organisation. Talk to refugees or immigrants and ask them what they need or want. Don’t believe that your organisation can solve every problem – seek cooperation with other organisations.”

SISU, SWEDEN

“Find out as much as possible about the work being done in other countries and in other projects. Find forms of cooperation with other organisations working with refugees.”

INTERNATIONAL ACADEMY OF PHYSICAL EDUCATION IN OLLERUP, DENMARK

“Create a network to help you develop your project - engage multiple stakeholders, so you are not alone. Be open-minded and be ready to change your plans many times. The feedback you receive after working with refugees is the best part of the experience. The feeling that you are contributing to changing their lives and helping them through a tough phase gives hope to us as human beings.

Be prepared for the wave of gratitude you will receive from the refugees. Also be prepared for some frustration. Be interested in their cultures, create bridges between different groups and try to engage other refugees as role models.”

AKERSHUS IDRETTSKRETS, NORWAY

“Be open – see the newcomer.
Be welcoming – let them come.
Be smart – it is only sport, but inform yourself about their needs and customs. Remember to include doesn’t mean to transform the other.
Be open to transforming yourself and your organisation as well.”

STREETGAMES/HATTRICK, UK

“Identify good partners (local, national, international) and learn from other projects’ approaches to working with people. The more we can share ideas with good people I feel the more best practices we can put into action on the ground.

Try to identify and eliminate as many barriers as possible which will prevent refugees and asylum seekers from taking part in sport. An example of this is that we

have managed to get a mini bus from a local school to help transport refugees and asylum seekers to and from our football sessions. They were having a lot of trouble knowing where to go, how to get there and had little money to pay for public transport. We have also asked local businesses if they can help provide football boots or trainers for the refugees and asylum seekers, as some did not have access to any. By being able to provide ways to make life easier for the participants this can go a long way to making the session(s) successful.

Make sure you are able to publicise your sessions in the correct language (French, Farsi, Arabic, etc.) to increase the number of refugees and asylum seekers who are aware of the activities you are running and how to access them. Identify within your groups who speaks good English and try to get them to help you relay messages to those who cannot speak English so well."

UISP, ITALY

"Study and learn before acting, have a good network (local and international), be curious to diversity, and an open mind and arms. Respect and knowledge can bring peace."

UNIVERSITY OF KENT, UK

"Participation in sport can help create a sense of belonging and become that 'glue' that will bind refugees with their local communities and avoid marginalisation. There will be many challenges on the way to social integration through sport but 'unity makes strength!' Try to become a member of a wider network and actively seek collaboration with diverse stakeholders such as local universities, NGOs, local municipalities and sport providers in order to join efforts and multiply the benefits of collaboration."

THE FUTURE OF INTEGRATION OF REFUGEES THROUGH SPORT

The phrase, "It's not how you start, but how you finish", has become almost a cliché, but it could not be any truer in the context of refugees. Many displaced peoples have starts in their lives that many of us could not imagine. They have seen things that no-one should have to see, faced fears that no-one should have to face, experienced things that no-one should have to experience. But those things do not have to define them. They should not have to feel stigmatised, lost and unwanted in a place that could be virtually alien to them, with a new language, a new culture and a new lifestyle to get used to. They should have the opportunity to dream, to enjoy life, to feel like they have a home. But no-one on earth is capable of reaching their zenith without guidance and facilitation along the way.

That is where you come in. If you are reading this guide, then you can help. ISCA has worked with numerous Integration of Refugees Through Sport project partners, who are involved in programmes focusing on the integration of the refugees through sport across Europe, and who are also active in the promotion of sport for all. You can connect with any one of these organisations, but you can also implement an Integration of Refugees Through Sport initiative of your own, in your local community, with the help of the guide and the resources available from ISCA.

With the refugee crisis coming into the spotlight, both in the media and academia context over the last few years, there has been more research and more projects within the field, meaning conclusive findings regarding the Integration of Refugees Through Sport in Europe have become more and more common. Due to this, and the need for practical advice in this sensitive field, we have produced this Integration of Refugees Through Sport Implementation Guide and the Integration of Refugees Through Sport e-learning platform <http://irts.isca.org/>. These resources should not just be seen as learning materials, but also as a clear, strong call to action for people and organisations to get involved in helping to integrate refugees through sport and physical activity.

The Integration of Refugees Through Sport e-learning platform gathers all kinds of information related to sport, physical activity and refugees. It contains a booklet, videos and activities that will guide you through five topics on how to start with activities in your local community, what to take into consideration when working with different target groups, how to develop partnerships, and how to encourage and support successful integration of refugees through sport and physical activity.

We wish to send a big thank you to all IRTS project partners and colleagues for their collaboration, initiative, energy and creative ideas over the course of the project. Thanks to all participants and other professionals who took part in IRTS discussions, meetings, workshops for sharing with us inspiring thoughts. You have all contributed to this guide in a valuable way.

This guide is dedicated to all our colleagues involved in the grassroots sport sector. We look forward to working with you all in the future to establish the cross-cutting cooperation and stronger and faster integration of refugees into the European society. To give all the Human Right to MOVE.

If you would like to learn more, get inspired by numerous other good examples, or find out what tips organisations and sports clubs who are already working within the field of integration of refugees through sport have for you, please visit the project website at <http://irts.isca.org/>.

Are you ready to **#PlayTogether**?

ISCA and Integration of Refugees Through Sport project partners



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