



Projektpräsentation

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Main Aim

to help young people at risk of exclusion and radicalisation, including young refugees, to find a sense of belonging to the local community by supporting their access to and participation in specialised and organised sport activities.

Specific Objectives

1. Enhance skills and competences of youngsters, such as problem solving skills, social and communicative competences and intercultural understanding
2. Enhance the knowledge, skills and competences of people with a sporting background
3. Raise awareness on the added value of sport in relation to social inclusion and anti-radicalisation processes at local and European level



Target Groups

1. Youngsters at risk of exclusion and radicalisation in Salzburg city and surroundings in 2 age groups: 7-12 and 13-18 (approx. 40-80)
2. People in sport, such as coaches, trainers, sport instructors, volunteers; possibly youth workers, PE teachers and leisure educators (approx. 15-20)
3. Local stakeholders, such as local authorities, schools, youth organisations, civil society organisations active in the field; European policy makers



Project Design

1. Preparation

1.1. Preparation of people with a sporting background (3 m)

- Trained people in sport with increased knowledge and competences (approx. 15-20)
- Training material

1.2. Identification and selection of youngsters at risk of exclusion and radicalisation (approx. 40-80) (4 m)

- Lessons learned how to identify youngsters



Project Design

2. **Implementation:** Offer regular sport activity for youngsters (4-6 m)
 - Development of problem solving skills, social and communicative competences and intercultural understanding among youngsters

3. **Evaluation:** Collect information and assess the impact (2 m)
 - Evidence on the impact of sporting activity on youngsters

4. **Conclusion:** Draw conclusions and give recommendations (3 m)
 - Information material on conclusions and recommendations



Project Design

5. Dissemination: Organise final conference (2 m)

- Increased number of people who consider sport as a tool for anti-radicalization and exclusion
- Increased cooperation among local stakeholders

6. Communication: Develop co-operation and raise awareness (12 m)

- Increased number of people who consider sport as a tool to promote social inclusion
- Increased co-operation among local stakeholders



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Results

1. Preparation

1.1. Preparation of people with a sporting background

- 10 trained people in sport with increased knowledge and competences (8 women, 2 men)
- Training material

“Coaching work has been new for me.” “I could very much expand my horizon.”

“I am more clarified and informed as previously, and I have received practical tools that I could use.”

“Good opportunity to network and to get an insight into the different daily situations of colleagues.”



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Results

1. Preparation

1.2. Identification and selection of youngsters at risk of exclusion and radicalisation (approx. 40-80)

- Lessons learned how to identify youngsters and on the profile of youngsters at risk of exclusion and radicalisation
 - Setting up a working group with 10 key stakeholders from sport, extremism, pedagogy, psychology, youth work, social work and police and organisation of 2 meetings
 - Compilation of a brochure on the profile of youngsters
- Co-operation with 7 establishments
- List of 62 registered participants (17: 10-13, 42: 14-18; 60 males, 2 females)
- Co-operation with 9 sport clubs and 2 schools in 8 sports
- Weekly schedule of 12 training opportunities

Results

2. Implementation: Offer regular sport activity for youngsters

- Regular participation of youngsters in sport clubs could not be ensured
- Most of the offered sport activities were not conducted by trained sport instructors
- Regular participation of youngsters in school could be ensured with positive result (based on the answers of 16 teachers):
 - Discipline: <34.9%
 - Adaptability/Adaptive capability: <34.6%
 - Aggressiveness: >36.6%
 - Conflict solving skills: <31.6%
 - General mood/Atmosphere: <31.6%



Results

3. Evaluation: Collect information and assess the impact

- Pre- and post-activity questionnaire
- Guidance note on how to assist in filling out the questionnaire
- At school, questionnaire for teachers on changes
- *Evidence on the impact of sporting activity on youngsters*

4. Conclusion: Draw conclusions and give recommendations

- *Information material on conclusions and recommendations*

Results

5. Dissemination: Organise final conference

- *Increased number of people who consider sport as a tool for anti-radicalization and exclusion*
- *Increased cooperation among local stakeholders*

6. Communication: Develop co-operation and raise awareness

- Setting up a working group with 10 key stakeholders and organise 2 working group meetings
- 4 meetings with co-operating partners to organise trial trainings
- Communication activities (website, social media)



Challenges

- Cultural differences
- Refugee-specific challenges
- Youth-specific challenges
- Sport-specific challenges
- Radicalisation-specific problem
- Gender-specific challenges
- Project-specific challenges

Challenges

- Cultural differences:
 - Different perception of time
 - Ramadan
 - Sports unknown
 - Questionnaire
- Refugee-specific challenges
 - Transfer experiences (collecting information)
 - Monotony of refugee centres
 - Asylum procedures – changes in the establishment



Challenges

- Youth-specific challenges
 - Lack of motivation for physical activity
 - Other free-time activities
 - Traditional sports are not “cool” enough
 - “Beginners” are missing basic physical skills, abilities and competences
- Radicalisation-specific problem
 - Radicalisation is a process and prevention is only possible through regular and long-term support from caregivers and reference persons

Challenges

- Sport-specific challenges
 - Clubs' activities adjusted to school
 - Sport clubs do not see their direct role in society
 - Assimilation model (no change in sport delivery system)
 - Performance-oriented clubs vs. “beginners”
 - Sport coaches are missing knowledge and competence to deal with the prevention of exclusion and radicalisation (social workers are missing sport-specific competence)

Challenges

- Gender-specific challenges
 - More women than men are open to deal with social topics within sport
 - More male than female youngsters at risk are interested in sporting opportunities
- Project-specific challenges
 - Commitment of stakeholders' decision-makers

Recommendations Decision-makers (GO)

- Commit to the support of initiatives and projects that use sport for the prevention of exclusion and radicalisation
- Promote the development of long-term co-operation among stakeholders, including other sport organisations, youth and social establishments, police and public authorities
- Promote training opportunities for people in sport or related fields on anti-radicalisation, intercultural dialogue, pedagogical, psychological and psychosocial competences, coaching and mentoring
- Elaborate on including training on intercultural dialogue, pedagogical and psychosocial support into coaching education programmes
- Extend eligibility period so project could adjust to school years or sport seasons



Recommendations Decision-makers (Sport)

- Commit to the support of initiatives and projects that use sport for the prevention of exclusion and radicalisation
- Develop long-term co-operation with stakeholders, including other sport organisations, youth and social establishments, police and public authorities
- Promote training opportunities for people from stakeholder organisations on anti-radicalisation, intercultural dialogue, pedagogical, psychological and psychosocial competences, coaching and mentoring
- Adopt dynamic model that characterised by openness to diversity and change, mixing traditions and fluidity

Recommendations Project Developers

1. Preparation

- Involve refugees into the planning and social, youth or aid workers, PE teachers and educators as target groups with special focus on gender balance
- Raise awareness on the role of sport trainers in society by organising campaigns, conferences and dissemination events
- Develop co-operation with relevant stakeholders and identify youngsters at risk of exclusion and radicalisation by establishing of a local working group
- Promote training opportunities for people in sport
- Build co-operation among reference persons and consider to conduct sport activities in co-operation with sport trainers and social workers
- Organise trial trainings or sport days for participating youngsters, so they could try and get to know different sports, and be advised on the sport that most fits their physical capabilities



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Recommendations Project Developers

2. Implementation

- Organise refugee-specific sport programmes and sport activities that are:
 - Close to the place of residence of refugees
 - Without expectation of regular participation
 - Engaging for youngsters and do not focus on performance,
 - Conducted by reference people who have previous relationship with participating youngsters (consider to conduct sport activities in co-operation with sport trainers and social workers)

Recommendations Project Developers

3. Evaluation

- Assess information for evaluation from trainers and reference persons of youngsters who are in regular contact with youngsters (e.g. questionnaires for trainers, teachers, social workers)
- Evaluate the success of the programme and its impact on youngsters and communities

4. Conclusions

5. Dissemination

6. Communication



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THE SOUND OF SPORT

