



Conclusions
Lessons learned
Recommendations



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FORE

WORD

Sport can enhance European values such as tolerance, integration and intercultural dialogue.

The sport policy and related programmes of the European Union can play a key role in supporting sport clubs to enhance these values, creating added value in relation to social inclusion and anti-radicalisation processes at local level.

The Sound of Sport project is one of the 14 projects that has been supported by the European Union in the field of monitoring and coaching of youngsters at risk of radicalisation through sport in 2018. Although the expected results have been ambitious, the knowledge and experiences gathered throughout the year are valuable lessons learned.

This brochure provides an overview on the project design of the Sound of Sport project, presents its implementation activities, conclusions drawn, good practice examples and lessons learned. It also gives recommendations to decision-makers in governmental institutions as well as sport organisations, and suggests a recommended project design for sport programme organisers.

This way, this work does not only cover what went well, but also give suggestion what could be done for a project in the field of social inclusion and anti-radicalisation to be more successful.

First and foremost, success is only possible with the commitment of decision-makers, adequate training for people in sport, long-term funding opportunities for programmes and more cross-sectoral co-operation.

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THE SOUND OF SPORT PROJECT

INTRODUCTION

Summary

The Sound of Sport is one of the 14 pilot projects selected (out of 39) for co-financing by the European Commission under the theme “sport against exclusion and radicalisation”.

The pilot project has been running from January to December 2018 with the main aim of helping marginalised youngsters, including young refugees, to find a sense of belonging into Salzburg’s community.

In order to reach this aim, ASVÖ Salzburg supported the access of around 40-80 selected youngsters in two age groups (7-12, 13-18) to organised sport activities, enhancing their critical thinking and problem solving skills as well as social and communicative competences by sports participation.

We also sought to enhance the knowledge, skills and competences of 15-20 people with sporting background by providing training in the field of detection and (re)action to radicalisation and extremism, intercultural understanding, as well as coaching and mentoring.

As part of the project, we have accessed and evaluated the impacts of sport activities on participating youngsters with the help of a child psychotherapist. The outcomes meant to feed into our lessons learned and conclusions that are disseminated in the framework of our final conference.

Main Aim

The main aim has been 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

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- 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

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

Project Design Overview

1. Preparation
 - 1.1. Preparation of people with a sporting background
 - 1.2. Identification and selection of youngsters and young refugees at risk of exclusion and radicalisation
2. Implementation – Offer regular sport activities for youngsters
3. Evaluation – Collect information and assess the impact of sporting activities on youngsters
4. Conclusion – Draw conclusions and possible policy recommendations
5. Dissemination – Organise final conference with the participation of stakeholders
6. Communication – Develop co-operation and network and raise awareness

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Project Design Description

1. Preparation

The preparation phase includes two parallel processes: the training of people in sport as well as the identification and selection of youngsters at risk of exclusion and radicalisation.

1.1. Preparation of people with a sporting background

Planned Activities:

- Organisation of training sessions for people in sport in three topics, each lasting for one day:

- Radicalisation and extremism:

- How to detect breeding grounds for radicalisation and extremism and encourage capabilities to (re)act

- Intercultural understanding:

- How to sensitize youngsters to cultural diversity, mutual respect and acceptance

- Coaching:

- How to coach and mentor young people

- Recruitment of participants (approx. 15-20) with special attention to gender balance

Estimated Duration:

3 months

Specific Objective:

Enhance the knowledge, skills and competences of people with a sporting background

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Target Group:

People in sport, such as coaches, trainers, sport instructors, volunteers; possibly youth workers, PE teachers and leisure educators (approx. 12-20)

Expected Results:

- Trained people in sport organisations with increased knowledge, skills and competences on how to engage and take leadership in the prevention and response efforts related to exclusion and radicalisation
- Training material that can be used once the action has been completed

1.2. Identification and selection of youngsters and young refugees at risk of exclusion and radicalisation

Planned Activities:

- Developing co-operation with local stakeholders, such as authorities, organisations and establishments responsible for the supervision and guidance of youngsters at risk of marginalisation and exclusion, including refugees
- Identification of 40-80 youngsters at age of 7-18 at risk of exclusion and radicalisation
- Selection of youngsters with special attention to gender balance

Estimated Duration:

4 months

Specific Objective:

Enhance skills and competences of youngsters, such as problem solving skills,

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social and communicative competences and intercultural understanding

Target Group:

Youngsters at risk of exclusion and radicalisation in Salzburg city and surroundings in 2 age groups: 7-12 and 13-18 (approx. 40-80)

Expected Results:

Lessons learned how to identify youngsters at risk of exclusion and radicalisation

Explanation:

The main reason behind the two age groups is twofold:

- First of all, the two age groups have physical, cognitive and emotional differences that lead to different methods in coaching
- On the other hand, in the age group of 7-12, the focus is more on prevention, while in the age group of 13-18, there might be a need to apply de-radicalisation activities

2. Implementation

Planned Activity:

- Offer of regular sport activity conducted by trained people in sport for selected youngsters at risk of exclusion or radicalisation, where possible in mixed groups (girls and boys together)

Estimated Duration:

4-6 months

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Specific Objective:

Enhance skills and competences of youngsters, such as problem solving skills, social and communicative competences and intercultural understanding

Target Group:

Youngsters at risk of exclusion and radicalisation in Salzburg city and surroundings in 2 age groups: 7-12 and 13-18 (approx. 40-80)

Expected Results:

Increased sense of belonging into local society and development of problemsolving skills, social and communicative competences and intercultural understanding

among youngsters at risk of exclusion and radicalisation, including refugees

Explanation:

In this project phase, the main focus is on:

- Ensuring the smooth operation of project implementation and promoting co-operation among sport coaches, sport clubs and other stakeholders responsible for the supervision and guidance of youngsters at risk of marginalisation and exclusion
- Ensuring that selected youngsters at risk join to the sport trainings of “mainstream” youngsters and train together with them

Based on previous assumptions, regular sporting activities allow youngsters the formation of contacts and group processes to work. The period of 4-6 months would allow youngsters to experience belonging to a group, thus learn how to conform a new community. Through participation in sport, youngsters can acquire skills and competences how to comply with and adapt to the rules

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of the given sport, the instructions of the specialised coach, the behaviour of their peers, including team or training mates and opponents, as well as the ever changing situation of the game or sporting activity and how to react to them finding the best solution. In addition, youngsters could learn how to set common goals, develop with and in a group, respect rules and opponents, and concede and process setbacks and defeat, so they could develop problem solving and socioemotional skills, social and communicative competences as well as intercultural understanding that could contribute to peaceful co-existence and mutual respect.

3. Evaluation

Activities Implemented:

- Setting up a co-operation with a freelances child psychotherapist
- Preparation of a pre- and post-activity questionnaire, focus in on sense of be-longing, problem solving skill social-emotional and communication compe-tences as well as intercultural understanding
 - o Preparation and providing a sheet for the trainers and educators: “How to complete the questionnaire with the youngsters!”
- Collection of information through the questionnaire. Supporting the written survey through interviews conducted by the child psychotherapist
 - o Pre- and posttest were carried out by trainers, child psychotherapist
 - o Interviews were conducted by child psychotherapist

Estimated Duration:

2 months

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Specific Objective:

Enhance skills and competences of youngsters, such as problem solving skills, social and communicative competences and intercultural understanding

Target Group:

Youngsters at risk of exclusion and radicalisation in Salzburg city and surroundings in 2 age groups: 7-12 and 13-18 (approx. 40-80)

Expected Results:

Evidence on the impact of regular and specialised sporting activities on youngsters at risk of exclusion and radicalisation

4. Conclusions

Planned Activities:

- Drawing conclusions, finalising lessons and good practices learned
- Compiling possible recommendations to policy-makers

Estimated Duration:

3 months

Specific Objective:

Raise awareness on the added value of sport in relation to social inclusion and anti-radicalisation processes at local and European level

Target Group:

Local stakeholders, such as local authorities, schools, youth organisations, civil society organisations active in the field; European policy makers connected to sport and/or the prevention of radicalisation

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Expected Results:

Information material on conclusions with possible policy recommendations

5. Dissemination

Planned Activity:

- Organisation of final conference with the participation of European stakeholders with special attention to gender balance of speakers

Estimated Duration:

2 months

Specific Objective:

Raise awareness on the added value of sport in relation to social inclusion and anti-radicalisation processes at local and European level

Target Group:

Local stakeholders, such as local authorities, schools, youth organisations, civil society organisations active in the field; European policy makers connected to sport and/or the prevention of radicalisation

Expected Results:

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

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6. Communication

Planned Activities:

- Developing co-operation and network with local stakeholders, including authorities, schools, youth organisations, civil society organisations active in the field at local level
- Carrying out communication activities with the use of social media targeted at both genders

Estimated Duration:

12 months

Specific Objective:

Raise awareness on the added value of sport in relation to social inclusion and anti-radicalisation processes at local and European level

Target Group:

Local stakeholders, such as local authorities, schools, youth organisations, civil society organisations active in the field; European policy makers connected to sport and/or the prevention of radicalisation

Expected Results:

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

Project Design in Practice

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Project Design in Practice

1. Preparation

1.1. Preparation of people with a sporting background

Activities Implemented:

- Organisation of the Sound of Sport Training on 9-11 March 2018 at JUFA Youth and Family Hostel in Salzburg in the following topics:
 - o Radicalisation and extremism conducted by Interculturalism and Extremism Trainer and Consultant of the Advice Centre Extremism;
 - o Intercultural understanding conducted by Interculturalism Coaches of the Fairplay Initiative (Vienna Institute for Development and Cooperation) and the Intercultural Centre of Austria;
 - o Coaching conducted by professional Coach of Umotion consultancy company.
- Recruitment of 10 participants

Results:

- Training material
- 10 trained people (8 women and 2 men) from various backgrounds, such as sport coaches, sport instructors, social workers and youth workers.

Based on the evaluation questionnaire, the participants increased their knowledge, skills and competences on how to engage in the prevention and

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response efforts related to exclusion and radicalisation:

- o Participants came up with concrete examples for each day about what they have learned and could use in their daily work
- o The training scored an average 2.33 on the question “How would you rate the workshop as a whole?”, from 1 being excellent to 6 being poor
- o All participants who filled out the questionnaire (9) answered “yes” to the question “Has the training met your expectations?”

o To the question “Why has the training met your expectations?”, here are some of the answers:

“Coaching work has been new for me.”

“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.”

“I could very much expand my horizon.”

Conclusions:

- It has been difficult to recruit sport coaches from ASVÖ Salzburg member organisations, because the sport system relies 90% on voluntary work, which makes the participation on training difficult. On the other hand, the conclusion is that sport coaches are not ready or not interested in dealing with the prevention of exclusion and radicalisation.

• More women than men are open towards dealing with the prevention of



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12. Identification and selection of youngsters and young refugees at risk of exclusion and radicalisation

Activities Implemented:

- Setting up a working group on sport against exclusion and radicalisation at local level with key stakeholders from the field of sport, extremism, pedagogy, psychology, youth work, social work and police, namely:
 - o ASVÖ Salzburg (Salzburg Office of the Public Sport Association of Austria): sport, pedagogy
 - o Advice Centre Extremism (Beratungstelle Extermismus): extremism
 - o Freelancer Child Psychotherapist: psychology
 - o Friedensbüro (Peace Office Salzburg): extremism, psychology
 - o Diakoniewerk (Diaconia): social welfare work
 - o Police Headquarters of Federal State of Salzburg: police
 - o Universität Salzburg (University Salzburg): pedagogy
 - o Verein Spektrum (Spectrum Club): youth work
 - o Volksschule Lehen 2 (Primary School Lehen 2): sport, pedagogy
 - o Zentrum Elf (Centre Eleven): youth work, psychology

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- Organising two working group meetings (23 February 2018 and 15 March 2018) and two personal meetings (7 March 2018 – Police; 9 March 2018 - Advice Centre Extremism) in order to develop co-operation with local stakeholders and identify the profile and characteristics of youngsters at risk of exclusion and radicalisation
- Compilation of a brochure for potential establishments responsible for the supervision and guidance of youngsters at risk of marginalisation and exclusion, including refugees
- Invitation of potential establishments to identify and select youngsters at risk of exclusion and radicalisation among their network based on the information provided in the brochure, and register youngsters for favoured sports
- Recruitment of sport clubs from ASVÖ Salzburg member organisations that offer training opportunities for registered youngsters in favoured sports
- Liaison with sport club coaches to set up a weekly schedule of training opportunities
- Inform partner establishments about training opportunities

Results:

- Lessons learned on the profile of youngsters at risk of exclusion and radicalisation and how to identify them by setting up a working group with 10 key stakeholders
- Co-operation with 7 establishments:
 - o Menschen leben Hallein H1
 - o Menschen leben Hallein H2
 - o Menschen leben Schallmoos
 - o SOS Kinderdorf

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- o Rettet das Kind
- o Volksschule Lehen 1
- o Volksschule Lehen 2
- List of 62 registered participants:
 - o Age: 17 at age of 10-13, 42 at age of 14-18
 - o Gender: 60 males and 2 females
- Co-operation with 9 sport clubs and 2 schools in the following sports:
 - o Boxing: Boxclub ASVÖ 02
 - o Capoeira: Afro Rytmo
 - o Fencing: ASVÖ Fechtclub Salzburg
 - o Fitness: Sport- und Turnverein
 - o Football: SC Raika Golling
 - o Football: ASK PSV Salzburg
 - o Football: Volksschule Lehen 1 und 2
 - o Gymnastics: Salzburger Turnverein
 - o Jiu-Jitsu and Self-defence: Polizeisportverein Salzburg Jiu-Jitsu und Selbstverteidigung
 - o Judo: Polizeisportverein Salzburg Judo
- Weekly schedule of training opportunities in 9 sport clubs and 2 schools

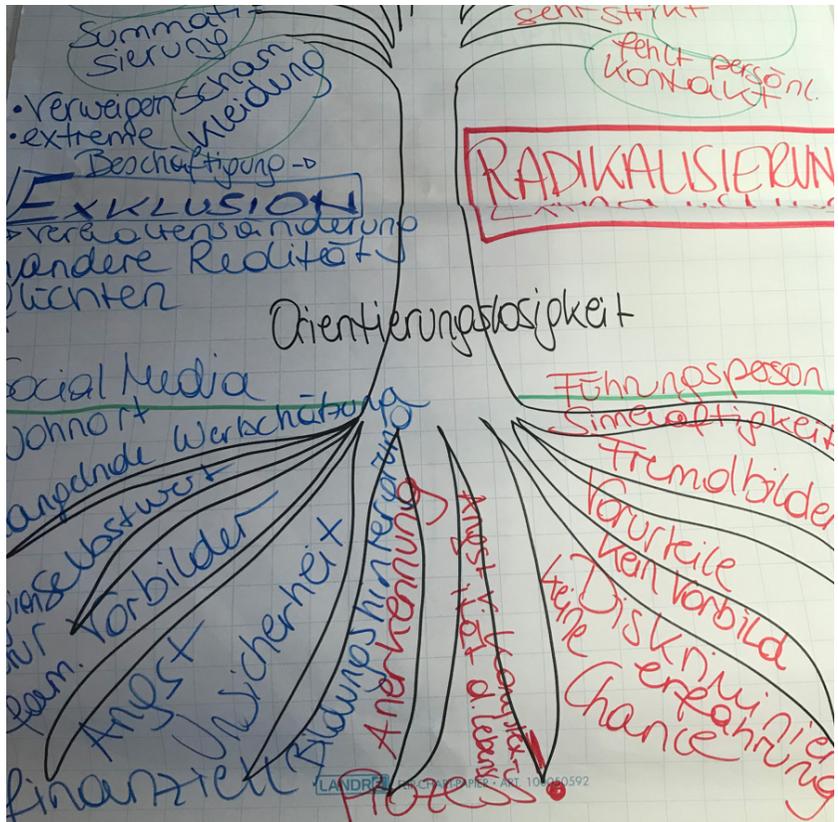
Conclusions:

- Radicalisation is a process and prevention is only possible through regular and long-term support from caregivers and professionals who have daily contact with youngsters at risk
- A good example for the identification and selection of youngsters at risk of exclusion and radicalisation is the establishment of a local working group with relevant stakeholders

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- More male than female youngsters at risk of exclusion and radicalisation are interested in sporting opportunities
- It has been difficult to recruit sport clubs from ASVÖ Salzburg member organisations, because the sport system relies 90% on voluntary work, which makes the participation on training difficult. On the other hand, the conclusion is that sport clubs do not see their role or are not interested in dealing with the prevention of exclusion and radicalisation



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2. Implementation

Activities Implemented:

- Offering participation opportunities to selected youngsters in existing sport trainings with “mainstream” youngsters:
 - o 10 open sport trainings per week in 9 sport clubs with the participation of youngsters (age 14-19) from 5 establishments
 - o Offering sport activity in mixed groups in Boxing, Capoeira, Gymnastics, Jiu-Jitsu and Self-defence as well as Judo.
- Organising after-school training opportunity to selected youngsters with “mainstream” youngsters:
 - o 2 trainings per week in a school with the participation of youngsters (age 10-13) from 2 schools (girls and boys together)
- Meeting with co-operating establishments to organise trial trainings:
 - o Menschen leben Hallein H1: seized during the project
 - o Menschen leben Hallein H2: 07.08.2018
 - o Menschen leben Schallmoos: 26.07.2018
 - o SOS Kinderdorf: 08.08.2018
 - o Rettet das Kind: 24.07.2018
- Organising 19 trial trainings for any youngsters from 5 establishments

Results:

- Regular participation of youngsters in sport clubs could not be ensured
- Most of the offered sport activities were not conducted by trained sport instructors who have participated in the Sound of Sport training, because they were not from participating sport clubs or were not available in the given time. As a result, untrained coaches conducted the sport trainings
- As selected youngsters at risk of exclusion and radicalisation did not participate on a regular basis, offered sport activity became open for any

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youngsters from co-operating establishments

- Regular participation of youngsters in school could be ensured with positive results

Conclusions:

- Cultural differences challenged the participation of youngsters:
 - Different perception of time made it difficult to keep weekly schedule
 - Ramadan postponed the start of the implementation phase
 - Several sports offered were unknown for youngsters from different cultural backgrounds
- Refugee-specific challenges also hindered the participation of youngsters:
 - The daily monotony of refugee centres made it difficult to keep weekly schedule
 - Due to the asylum procedures, the residence of refugee youngsters changed during the project
 - Financial difficulties of refugees and dependence on host country systems to pay membership fee and receive adequate information on sporting opportunities
- Youth-specific challenges hindered the regular participation of youngsters:
 - Lack of motivation for physical activity, especially by girls
 - Other free time activities
 - The perception of traditional sports as not “cool” enough
 - Youngsters who are “beginners” are missing basic physical skills, abilities and competences to join young athletes
- Sport-specific challenges also hindered the regular participation of interested youngsters:

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- o Summer-break of sport clubs
- o Untrained coaches conducted the sport trainings
- o Sport clubs used the approach of the “assimilation model” (ICCSPE, 2017), which sees sport as vehicle for integrating migrants without changing the sport delivery system
- o Performance-oriented sport clubs are interested in having more members, but can hardly integrate youngsters who are “beginners”
- After-school sport activities are good practice examples that:
 - o Are organised close to the schools that youngsters attend / close to the venue where youngsters live
 - o Conducted by leisure-time educators who had previous relationship with participating youngsters



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3. Evaluation

Activities Implemented:

- Setting up a co-operation with a freelance child psychotherapist
- Preparation of a pre- and post-activity questionnaire, focus in on sense of be-longing, problem solving skill social-emotional and communication compe-tences as well as intercultural understanding
 - Preparation and providing a sheet for the trainers and educators: “How to complete the questionnaire with the youngsters!”
- Preparation of a questionnaire for teachers and trainers
- Collection of information through the questionnaire. Supporting the written survey through interviews conducted by the child psychotherapist
 - Pre- and posttest were carried out by trainers, child psychotherapist
 - Interviews were conducted by child psychotherapist

Results:

- Due to the reason that a lot of the older age group youngsters participating in the project were living in the asylum shelters and did not have a permit of resi-dence no second questionnaires could not be collected. Therefore, no state-ments could be made in that age group (13-18).
- In the age group 7-12 41 children participated in the sports training lasting from May till October. The trainings were done in two groups. Due to absence on that day the pre- and post-questionnaire were filled out. 26 questionnaires were completed in general, 15 could be used to be further evaluated.
- Analysis of the questionnaires showed
 - Group 1:
All changes refer to a change in the sense of belonging, problem solving skills, social and communication competences and critical thinking

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- 25% consisting skills / category good
- 50% increased skills / category moderately to good
- 12,5% decreased skills / category moderate to low
- 12,5% consisting skills / category moderate

o Group 2:

All changes refer to a change in the sense of belonging, problem solving skills, social and communication competences and intercultural understanding.

- 33.33% increased skills / category moderately to good
- 16.66% consisting skills / category good
- 33.33% increasing skills / category low to moderate
- 16.66% decreased skills / category good to moderate



- Analysis of the Interviews

8 children aging from 8 to 11 years were interviewed by a child psychothera-

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pist at the end of the project

- o Feeling of belonging: 87.5% of the children surveyed stated that they felt belonged to the trainings group at the end of the project. 12.5 % did not feel at home at the end of the trainings group.
- o Problem solving skills: 87.5% of the children stated that they had ac-quired effective problem-solving strategies by the end of the project. 12.5% did not gain effective problem-solving strategies by the end of the project.
- o Social – emotional abilities: In 50% of the interviewed children, positive changes in social-emotional capabilities could be identified by the end of the project. Whereas, in 50% could no positive changes according to social-emotional capabilities be detected till the end of the project.
- o Social-communicative competences: It could be proven that 87.5% of the interviewed children have improved their social-communicative competences. In 12.5% no improvement was found.
- o Intercultural understanding: In 37.5% a positive development could be found. Whereas in 37.5% a moderate progress could be proved. In 25% no positive change occurred.

Conclusions:

- Cultural differences challenged the questionnaire response, as there are differ-ent methods for filling out a questionnaire in other cultures
- Refugee-specific challenges hindered the uptake of information that are in connection with transfer experiences of refugees
- Regular sport activities enhance skills and competences of youngsters in the field of sense of belonging, problem solving skill social-emotional and communication competences as well as intercultural understanding.

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4. Conclusions

Activities Implemented:

- Drawing conclusions, finalising lessons and good practices learned
- Compiling possible recommendations to policy-makers

Results:

- Information material on results and conclusions
- Policy recommendations



5. Dissemination

Activity Implemented:

- Organisation of final conference with the participation of European stakeholders

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Results:

- Sound of Sport Final Conference organised in Salzburg on 16 November 2018, on the International Day of Tolerance, with the participation of 33 stakeholders from the following fields:
 - o Sport coaches, trainers, sport instructors, teachers, leisure-time educators
 - o Youth workers, social aid workers
 - o Decision-makers from sport organisations from local and national levels
 - o Decision-makers from governments from local, national and international levels



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6. Communication

Activities Implemented:

- In order to develop cooperation and network with local stakeholders, the following activities has been implemented (see also 1.2 Identification and selection of youngsters and young refugees at risk of exclusion and radicalisation):
 - o Setting up a working group on sport against exclusion and radicalisation has been set up at local level with key stakeholders from the field of sport, extremism, pedagogy, psychology, youth work, social work and police
 - o Organising two working group meetings (23 February 2018 and 15 March 2018) and two personal meetings (7 March 2018 – Police; 9 March 2018 - Advice Centre Extremism) in order to develop co-operation with local stakeholders and identify the profile and characteristics of youngsters at risk of exclusion and radicalisation
- Meeting with co-operating partners to organise trial trainings (see also 2. Implementation)
- Carrying out communication activities with the use of social media targeted at both genders by:
 - o Setting up a website: www.soundofsport.eu
 - o Including the project into ASVÖ Salzburg website: www.asvoe-sbg.at/projekte/the_sound_of_sport/
 - o Communicating regularly on ASVÖ Salzburg's social media site: FB/asvoesalzburg

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Results:

- Though out communication and networking activities, ASVÖ Salzburg raised awareness on the added value of sport in relation to social inclusion and anti-radicalisation
- Increased number of people who consider sport as a tool to promote social inclusion and the prevention of radicalisation
- Increased cooperation among local stakeholders



Conclusions:

- A good practice example for developing co-operation and network at local level is the establishment of a local working group with relevant stakeholders
- Without the support and commitment of the decision-makers of the sport organisations, establishments, police and public authorities, it is difficult to set up well-functioning and long-term cooperation

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LESSONS LEARNED & RECOMMENDATIONS

Good Practice Examples

- A good example for developing cooperation and network at local level and for the identification and selection of youngsters at risk of exclusion and radicalisation is the establishment of a local working group with relevant stakeholders
- After-school sport activities that:
 - o Are organised close to the schools that youngsters attend / close to the venue where youngsters live
 - o Conducted by reference person who have previous relationship with participating youngsters

Recommendations:

- Develop co-operation with relevant stakeholders and identify youngsters at risk of exclusion and radicalisation by establishing of a local working group
- Organise sport activities close to the venue where youngsters live, conducted by reference people who have previous relationship with participating youngsters

Lessons Learned & Recommendations

Challenge	Conclusion	Recommendation
Cultural differences	<p>Cultural differences challenged the participation of youngsters:</p> <ul style="list-style-type: none"> • Different perception of time made it difficult to keep weekly schedule • Ramadan postponed the start of the implementation phase 	<p>Involve refugees into the planning phase, so religious celebrations are taken into account</p>

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LESSONS LEARNED & RECOMMENDATIONS

Challenge	Conclusion	Recommendation
Cultural differences	Several sports offered were unknown for youngsters from different cultural backgrounds	Organise trial trainings or sport days for participating youngsters, so they could: <ul style="list-style-type: none"> • try and get to know different sports, and • be advised on the sport that most fits their physical capabilities
	Cultural differences challenged the questionnaire response, as there are different methods for filling out a questionnaire in other cultures	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)
Refugee-specific challenges	Refugee-specific challenges hindered the uptake of information that are in connection with transfer experiences of refugees	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)

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LESSONS LEARNED & RECOMMENDATIONS

Challenge	Conclusion	Recommendation
Refugee-specific challenges	<p>Refugee-specific challenges also hindered the participation of youngsters:</p> <ul style="list-style-type: none"> • The daily monotony of refugee centres made it difficult to keep weekly schedule • Due to the asylum procedures, the residence of refugee youngsters changed during the project • Financial difficulties and dependence on host country systems of refugees to pay membership fee and receive adequate information on sporting opportunities 	<p>Organise refugee-specific sport programmes close to the place of residence of refugees and without expectation of regular participation</p> <p>Organise trial trainings or sport days for participating youngsters, so they could:</p> <ul style="list-style-type: none"> • try and get to know different sports, and • be advised on the sport that most fits their physical capabilities
Youth-specific challenges	<p>Youth-specific challenges hindered the regular participation of youngsters:</p> <ul style="list-style-type: none"> • Lack of motivation for physical activity, especially by girls • Other free time activities • The perception of traditional sports as not “cool” enough <p>Youngsters who are “beginners” are missing basic physical skills, abilities and competences to join young athletes</p>	<p>Develop long-term co-operation with stakeholders to motivate youngsters</p> <p>Promote training opportunities for people from stakeholder organisations on anti-radicalisation, intercultural dialogue, pedagogical, psychological and psychosocial competences, coaching and mentoring</p> <p>Organise sport activities that are engaging for youngsters and do not focus on performance</p>

THE SOUND OF SPORT PROJECT

LESSONS LEARNED & RECOMMENDATIONS

Challenge	Conclusion	Recommendation
Sport-specific challenges	Summer-break of sport clubs / Sport clubs' activities adjusted to school	Extend eligibility periods so project could adjust to school years or sport seasons
	Due to the fact that it has been difficult to recruit sport clubs from ASVÖ Salzburg member organisations, the conclusion is that sport clubs deal with many different issues on a voluntary level that their time capacity is limited and therefore, dealing with prevention of exclusion and radicalisation has not priority	Raise awareness on the role of sport trainers in society by organising campaigns, conferences and dissemination events Elaborate on including training on the social role of sport, on intercultural dialogue, pedagogical and psychosocial support into coaching education programmes
	Sport clubs used the approach of the "assimilation model (ICCSPE, 2017), which sees sport as vehicle for integrating migrants without changing the sport delivery system Performance-oriented sport clubs are interested in having more members, but can hardly integrate youngsters who are "beginners"	Adopt dynamic model that characterised by openness to diversity and change, mixing traditions and fluidity

THE SOUND OF SPORT PROJECT

LESSONS LEARNED & RECOMMENDATIONS

Challenge	Conclusion	Recommendation
Sport-specific challenges	<p>Due to the fact that it has been difficult to recruit sport coaches from ASVÖ Salzburg member organisations, the conclusion is that sport coaches are not ready or not interested in dealing with the prevention of exclusion and radicalisation</p> <p>Untrained coaches conducted the sport trainings, which also could hinder the regular participation of interested youngsters</p>	<p>Include social, youth or aid workers, PE teachers and educators that are reference persons or caregivers who have long-term relationship with participating youngsters into the target group of project activities</p> <p>Build co-operation among reference persons and consider to conduct sport activities in co-operation with sport trainers and social workers</p> <p>Promote training opportunities for people in sport on anti-radicalisation, intercultural dialogue, pedagogical, psychological and psychosocial competences, coaching and mentoring</p>
Radicalisation-specific problem	<p>Radicalisation is a process and prevention is only possible through regular and long-term support from caregivers and professionals who have daily contact with youngsters at risk</p>	

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LESSONS LEARNED & RECOMMENDATIONS

Challenge	Conclusion	Recommendation
Gender-specific challenges	<p>More women than men are open towards dealing with the prevention of exclusion and radicalisation</p> <p>More male than female youngsters at risk of exclusion and radicalisation are interested in sporting opportunities</p>	Extend eligibility period so project could adjust to school years or sport seasons
Project-specific challenge	Without the support and commitment of the decision-makers of the sport organisations, establishments, police and public authorities, it is difficult to set up well-functioning and long-term cooperation	Commit to the support of initiatives and projects that use sport for the prevention of exclusion and radicalisation Promote or develop long-term co-operation with stakeholders, including other sport organisations, youth and social establishments, police and public authorities

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RECOMMEDATIONS

Recommendations to Decision-makers at Governmental Institutions at Local and European levels

- 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 to Decision-makers at Sport Organisations

- 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

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RECOMMEDATIONS

Recommended Project Design to Organisers of Sport Programme for Migrants and Refugees

1. Preparation

- Involve refugees into the planning phase, so religious celebrations are taken into account
- Include social, youth or aid workers, PE teachers and educators that are reference persons or caregivers who have long-term relationship with participating youngsters into the target group of project activities

Possible Activities:

- Develop co-operation with relevant stakeholders and identify youngsters at risk of exclusion and radicalisation by establishing of a local working group
- Raise awareness on the role of sport trainers in society by organising campaigns, conferences and dissemination events
- Promote training opportunities for people in sport and related fields on anti-radicalisation, intercultural dialogue, pedagogical, psychological and psychosocial competences, coaching and mentoring
- 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:
 - o try and get to know different sports, and
 - o be advised on the sport that most fits their physical capabilities

Estimated Duration:

9 months

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RECOMMEDATIONS

Expected Results:

- Kick-off conference to bring together stakeholders
- Regular working group meetings to develop co-operation with relevant stakeholders, identify youngsters at risk of exclusion and radicalisation and build co-operation among reference persons (such as trainers, social, aid or youth workers and teachers)
- Training sessions for reference persons on anti-radicalisation, intercultural dialogue, pedagogical, psychological and psychosocial competences, coaching and mentoring
- Trial trainings or sport days for participating youngsters, so they could:
 - o try and get to know different sports, and
 - o be advised on the sport that most fits their physical capabilities

2. Implementation

Possible Activities:

- **Organise refugee-specific sport programmes and sport activities that are:**
 - o Close to the place of residence of refugees
 - o Without expectation of regular participation
 - o Engaging for youngsters and do not focus on performance,
 - o Conducted by reference people who have previous relationship with participating youngsters

Estimated Duration:

4-10 months

Expected Results:

Sport activities offered for free of charge for migrants and refugees conducted by trained instructors

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RECOMMEDATIONS

3. Evaluation

Possible Activities:

- 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

Estimated Duration:

2-3 months

Expected Results:

Evidence on the success of the programme and its impact on youngsters and communities

4. Conclusions

Possible Activities:

- Drawing conclusions, finalising lessons and good practices learned
- Compiling possible recommendations to policy-makers

Estimated Duration:

2-3 months

Expected Results:

Information material on conclusions with possible policy recommendations

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RECOMMEDATIONS

5. Dissemination

Possible Activities:

- Organisation of final conference with the participation of European stakeholders with special attention to gender balance of speakers

Estimated Duration:

6 months

Expected Results:

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

6. Communication

Possible Activities:

- Developing co-operation and network with local stakeholders, including authorities, schools, youth organisations, civil society organisations active in the field at local level,
- Carrying out communication activities with the use of social media targeted at both genders

Estimated Duration:

12 months

Expected Results:

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

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