

# Training course “Intercultural acceptance through sports for all”

Novi Sad, Serbia

14<sup>th</sup> – 22<sup>nd</sup> May 2013

## CONTENT REPORT



## SUMMARY:

Training course "Intercultural acceptance through sports for all" aimed to empower our youth workers to explore and extract all the possible positive aspects of sports for developing consistent positive intercultural acceptance among our beneficiaries. It gathered 26 participants from 10 countries (Serbia, Montenegro, FYR Macedonia, Kosovo\*, Poland, Croatia, Cyprus, Turkey, Slovenia and Italy), it lasted 7 days and was held in Novi Sad, Serbia in May 2013.

**The themes of the project were:** Intercultural dialogue and acceptance, education and youth work through sport and outdoor activities, physical and mental health of youngsters, anti-discrimination, inclusion of marginalised youth through sport/outdoor in youth work, Youth in Action programme and European level projects in youth field with using sport/outdoor activities.

### Objectives:

- Sharing opinions and experiences about cultural diversity and intercultural learning youth work in different European countries
- Promoting intercultural dialogue as instrument in acquiring the knowledge and aptitudes for dealing with a more open and more complex environment
- Defining sport and raising awareness about our perceptions of Sport in our countries/cultures
- Promoting and exploring the concepts "sports for all" and "healthy lifestyle" in relation with youth work
- Sharing methods for and understanding and encouraging usage of sport and outdoor activities in youth work with intercultural learning and dialogue aspects
- Exploring the possibilities of Youth in Action as a tool in promoting intercultural acceptance in communities by using sport/outdoor activities

The training course was based on the approach and principles of non-formal education. A combination of different creative and interactive methods were used and designed upon the profile of participants with accent on using more methods of sport and outdoor activities.

## PARTNER ORGANISATIONS IN THE PROJECT:

### 1. Active youth in happy Europe (AMUSE), Serbia

**Address:** Petra Drapšina 2B/2; 26000 Pančevo; Serbia

**E-mail address:** [amuse.pancevo@gmail.com](mailto:amuse.pancevo@gmail.com)

**Short description:** Active youth in happy Europe is young youth non-profit non-governmental organisation that aims following:

- Promoting healthy life style and development of skills needed for it and encouraging youth to regular physical activity through promoting the idea of "sport for all"
- Improving opportunities for quality leisure (free) time of youth
- Encouraging young people to tolerance and coexistence through non-formal education, intercultural dialogue and the life according to the values and principles of European citizenship.

Our members and founders have been active with different youth work areas and sports and have extensive experiences in organising and leading volunteer projects, facilitating workshops in high schools, initiating different projects for quality leisure time of youth and promoting intercultural dialogue and acceptance on international level, but also in local communities where they come from with different ethnical and cultural minorities and marginalised groups.

### 2. Association for Democratic Prosperity – Zid (ADP-Zid), Montenegro

**Website:** [www.zid.org.me](http://www.zid.org.me)

**Short description:** ADP - Zid is NGO established in 1996. ADP - Zid is working on different projects and activities within the following programs:

- Voluntary Service of Montenegro;
- Community Development;
- Social responsibility of enterprises;
- Youth and active citizenship;
- International cooperation and EU integration;
- Legislation and civil society development.

Organization is member of several national and international networks - 'Youth Montenegro', Network against discrimination in Montenegro, South East European Youth Network, Helsinki Citizens' Assembly (hCa), UNITED and Alliance of European Voluntary service organizations, BCYF Regional Employability Network, Balkan Rock Council. ADP - Zid is Contact Point for Youth in Action in Montenegro.

### 3. Center for Intercultural Dialogue (CID), FYR Macedonia

**Website:** [www.cid.mk](http://www.cid.mk)

**Short description:** Mission of CID is to promote and support intercultural understanding and cooperation as well as active youth participation through educational activities and events within youth work.

CID is supporter of UNITED for intercultural action, member of Youth for Exchange and Understanding and Service Civil International. CID actively cooperates with the Council of Europe (Directorate for Youth) and the EC (programme Citizenship and YiA) and has implemented several projects within the programs. CID is an European Voluntary Service hosting and sending organization in the past 3 years. Apart from the active involvement in the Youth in Action programme of the European Commission, the CID organized several local projects in the framework of the European Year of Intercultural Dialogue in cooperation with OSCE mission to Skopje. CID actively cooperates with the UN agencies in Macedonia in implementing activities within the joint-UN programme "Enhancing inter-ethnic dialogue and cooperation".

### 4. GAIA, Kosovo

**Website:** [gaiakosovo.wordpress.com](http://gaiakosovo.wordpress.com)

**Short description:** GAIA is peace organization working in a field of peace promotion, understanding and solidarity between people, social justice, sustainable development and respect of environment. GAIA is also promoting cultural diversity and works on education and integration of marginalized and minority group in society, especially Roma, Askhali and Egyptian.

The main activities of GAIA are coordination of volunteer exchange, organization of non-formal educational programs, cooperation with other local and international organizations, organization of festivals, promotion of volunteering and volunteer work, peace promotion, international understanding and solidarity in region of Balkans and promotion of freedom of movement and youth mobility.

Gaia works in implementing work camps around Kosovo and building a network with other local, regional and international NGOs, developing the idea of local volunteers' service and building capacity for youth workers.

### 5. Centrum Inicjatyw Młodzieżowych HORYZONTY (CIM HORYZONTY), Poland

**Website:** [www.cim-horyzonty.org](http://www.cim-horyzonty.org)

**Short description:** CIM Horyzonty is youth organization, member of the international network called Youth for Exchange and Understanding. Similarity to YEU International Horyzonty aim at promoting intercultural understanding and cooperation through local and international projects involving youngsters from different cultural and social backgrounds. We also aim at promoting voluntary work and youth participation. Our main activities are youth exchanges, long-term educational projects and training courses.

### 6. Association for improvement of social life TRS (Association TRS), Croatia

**E-mail address:** [udruga.trs@gmail.com](mailto:udruga.trs@gmail.com)

**Short description:** Association TRS aims to promote education in order to improve the quality of life of local inhabitants especially youth. The association has organized sports events like trekking and adventure race; cultural events like exhibitions, video and audio production and classical music events; environmental projects like cleaning of seashore, beaches and olive groves restoration; and educational projects as summer school of Croatian language for foreigners, school of Informatics and small film school.

The association has 28 members that are mostly coming from the islands of Pašman and Ugljan.

As we have already organized similar educations, seminars and events, we have the necessary knowledge, skills and logistical capacity to carry out the proposed project.

### 7. Youth for Exchange and Understanding Cyprus (YEU CYPRUS)

**E-mail address:** [info@yeucyprus.org](mailto:info@yeucyprus.org)

**Short description:** YEU Cyprus was established in 1995 as a Cypriot local civil organisation (NGO) with a 9-member board. YEU Cyprus is affiliated with YEU International platform and implements activities on a local and European level. YEU Cyprus is a full member of Cyprus Youth Council (CYC) – the official coordinating body for Cypriot Youth Organisations. YEU Cyprus is represented in the CYC Board.

**YEU CYPRUS ACTIVITIES:** YEU Cyprus organises and participates as a partner in various international and local events such as: The YEU International Youth Convention, seminars, youth leaders' trainings, SALTO events, training courses, local seminars, field trips, discussion and debate groups, Youth Exchanges etc.

### 8. Toplum Gönüllüleri Vakfı (TOG), Turkey

**Website:** [www.tog.org.tr](http://www.tog.org.tr)

**Short description:** TOG was founded in December 2002. TOG contributes to personal development of young people by encouraging them to participate in social responsibility projects as volunteers. Every year TOG supports the realization of over 800 projects and activities implemented by about 25,000 young people in over 90 university clubs. TOG:

- Trains trainers who implement peer to peer trainings on subjects such as volunteerism, project management, human rights, social rights, reproductive health, health literacy and organizational management
- Offers face to face support to university student clubs
- Provides scholarship opportunities and internships to young people

- Creates a learning environment that increases youth mobility
- Supports young people's ideas on social problems specific to their projects and helps them find financing for these projects
- Investigates and contacts stakeholders to increase awareness on the needs of university students within the public realm

#### 9. KUMŠT, informal group, Slovenia

**Short description:** KUMŠT informal group, which is in the process of registering as a NGO in Slovenia, deals mainly with the promotion of activities regarding the development of skills and talents of children, youth, adults and seniors through non-formal education, sports, artistic workshops, forum theatre and voluntary work on a national as well as international level. We find intergenerational and peer cooperation very important in creating a level of understanding, which could cope with the present challenges and develop enriching and sustainable living for everybody. Our international cooperation is realized through international projects with partner non-governmental organizations in Europe and the Balkan countries.

#### 10. Ferfilo' Associazione Culturale, Italy

**Website:** [www.ferfilo.com](http://www.ferfilo.com)

**Short description:** Ferfilo' works mainly in fields connected to the world of teenagers and young people: since 2009 Ferfilo' has been the only link between the local institutions and the young people of Cento, organising and managing cultural activities and events with their precious help.

Thanks to agreement with local institutions, Ferfilo' has managed to enter local schools and conduct a cycle of focus groups aimed to stimulate the students to propose and plan together activities and events that they find interesting. Thanks to these focus groups, Ferfilo' has built really good network of relationships with young people and carried out many initiatives such as musical summer contest of new bands, various musical events with help of young people directly involved in the organization, art exhibitions and film festivals. Ferfilo's activities also involve language classes, educational projects with themes such as citizen journalism and media-education and monitoring the social status of local's teenagers.

### PROGRAMME OF THE TRAINING COURSE:

Day 1 14th May 2013 Tuesday	Day 2 15th May 2013 Wednesday	Day 3 16th May 2013 Thursday	Day 4 17th May 2013 Friday	Day 5 18th May 2013 Saturday	Day 6 19th May 2013 Sunday	Day 7 20th May 2013 Monday	Day 8 21st May 2013 Tuesday
	Introduction (participants, team, organisations, project, programme) Expectations, Contributions Group building Youthpass intro	Intercultural learning and dialogue	Mental and physical development of individual through sports	Competition and teamwork through sports	Challenges and Development of intercultural acceptance through sports	Adaptation of sport methods for intercultural dialogue and acceptance purposes II	Developing mutual Youth in Action projects with using sports as methods
Arrival of participants	Sharing our realities with the situations about intercultural dialogue and acceptance in our communities and different youth work programmes working on it	Sport and youth work → Sport for all!	Exchanging sport methods and games from our countries	„FREE“ OUTDOOR AFTERNOON	Adaptation of sport methods for intercultural dialogue and acceptance purposes I	Youth in Action programme - Objectives and priorities, institutions, participants, features, actions.	Consultations Youthpass Evaluation and closure
Welcome evening	Intercultural evening	Our projects and organisations	Sport and Anti-discrimination movie night	Exploring the city	Basketball sport tournament	Networking	Farewell party

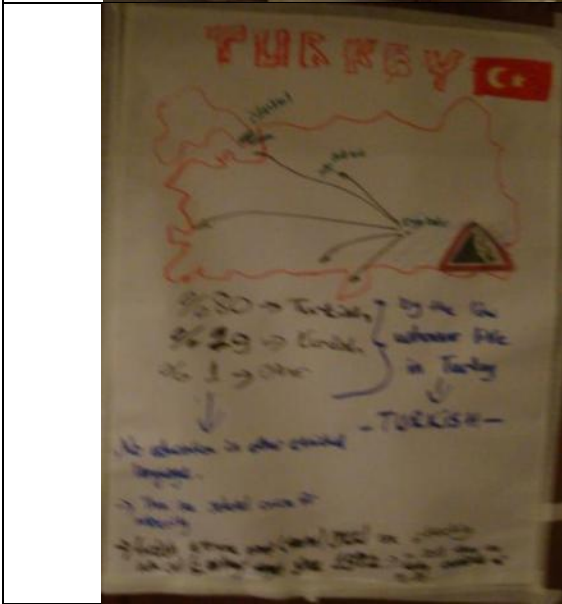
## SESSIONS' OUTCOMES:

### Participants' expectations from the training course



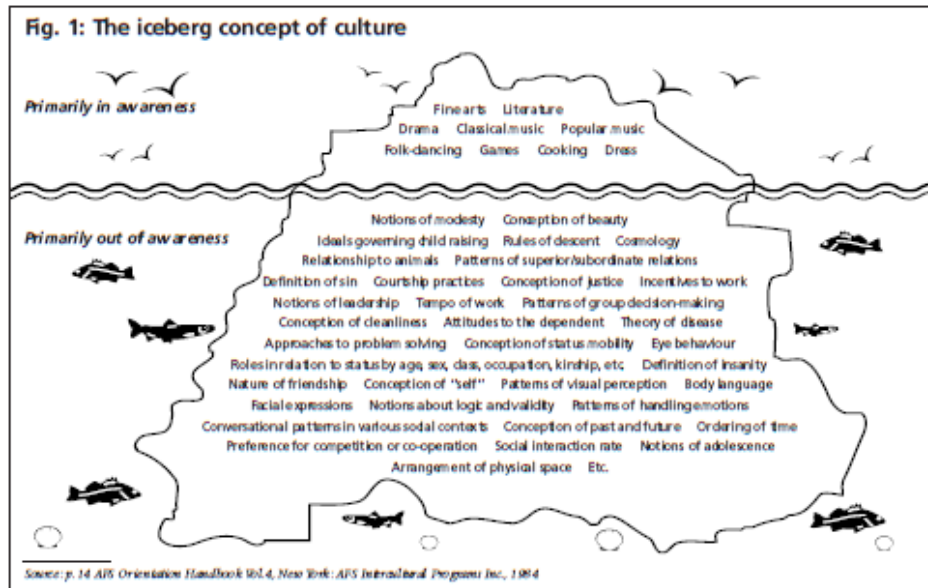
### Sharing our realities





## Intercultural learning and dialogue

“The term “intercultural learning” can be understood on different levels. On a more literal level, intercultural learning refers to an individual process of acquiring knowledge, attitudes, or behaviour that is connected with the interaction of different cultures.” (T-kit 4 – Intercultural learning, CoE)



“Intercultural learning places “the other” at the heart of understanding. It starts through dialogue, but yet is a step further. It is challenging to perceive myself and the other as being different, and to comprehend that this difference contributes to what and how I am. Our different beings complement each other. In this understanding, the other becomes indispensable for a new discovery of the self. This experience challenges us, it creates something new, and requires creativity for new solutions. The process towards such an intercultural sensitivity implies – understood as a process towards the other – to touch and change our very self. Intercultural learning opens up the chance to identify with the perspective of the other, the respectful experience of attempting to “walk in each others’ shoes” without pretending to live what the other lives. It can enable us to experience and learn real solidarity, believing in the strength of co-operation. Intercultural learning in this context is as well a way to discover our own capacity for action.” (T-kit 4 – Intercultural learning, CoE)



## Sport and youth work → Sport for all!

(Taken from publication of SALTO Inclusion RC "Fit for life")

At first glance, the worlds of Sport and Youth Work may appear completely unrelated. A **"typical" sports club** might consist of groups of young athletes running laps around the track, pumping weights in the fitness room or listening to a pep talk from the coach. A **"typical" youth club**, on the other hand, might be made up of groups of youngsters doing homework, taking part in graffiti art workshops, surfing the Internet and listening to the latest hip-hop music. These stereotypical images are so different from one another - is there any relationship between the two?

Organisations working with youth usually tend to define themselves as belonging to **one camp or the other** – either they consider themselves as a sports organisation or as a youth organisation.

This **split** can often be seen among young people as well as. Youngsters who attend youth clubs are usually not attracted by the activities offered by sport organisations while young people who are heavily involved in sports are usually not interested in the activities of local youth organisations.

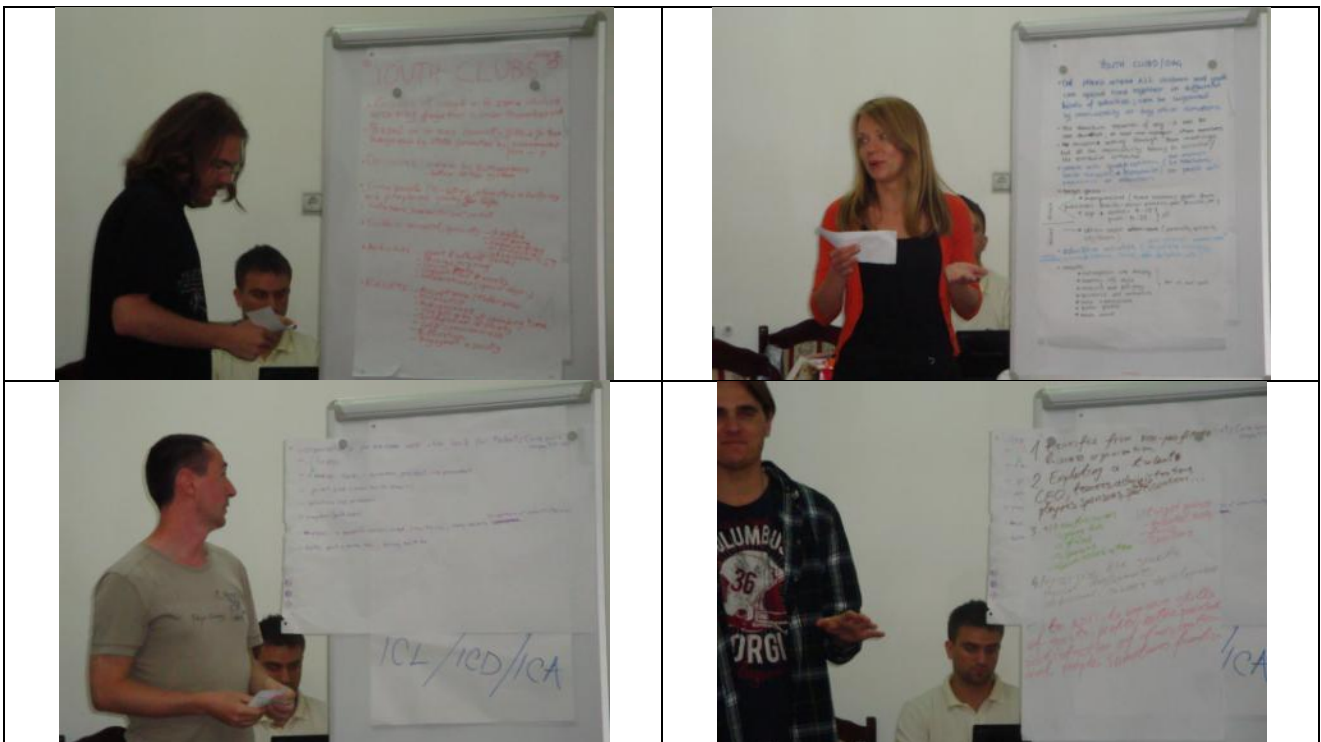
In reality these two worlds have much more in common than first meets the eye. Sport and youth organisations share many of the **same basic philosophical aims**. For example, each side encourages the health, general well-being and personal development of young people. They both strive to reinforce positive values like health, discipline, honesty, fair play, solidarity, etc. Each of them provides a space for young people to meet and interact; the social element in both worlds is very strong.

The **distinction** becomes even more blurred when one stops to consider how many youth organisations include sport and outdoor activities as part of their regular programmes. In some youth organisations such activities can form as much as 70-80% of their regular programme. But does this make them a sports organisation?

### **Sport as an aim... or a method?**

With so many **philosophical and practical similarities**, it would be easy to conclude that there are few real differences between Sport and Youth Work. In many ways, they are two branches of the same tree. However, the most important difference between them lies in their specific objectives and the methods they use to reach them.

A sport organisation exists to pursue and promote sport for its own sake. In this example, the swim club exists for swimming. Their specific objective is to help young people gain skills and improve their proficiency in swimming in order to win competitions. Sport is the means as well as the goal. By contrast, a youth work organisation uses a much wider range of methods which might include sport but is by no means limited to sport. The local youth club in this example offers swimming as one of many activities. Swimming is one part of a larger programme designed to improve the quality of life for youth in the neighbourhood. In this case sport is the means but not the goal.



## **From participants' flipcharts:**

### **YOUTH CLUBS/ORGANIZATIONS**

- ❖ def: places where all children and youth can spend time together in different kinds of activities; can be supported by municipality or any other donators.
- ❖ The structure depends of org. – it can be one director, at least one manager, other members.
- ❖ The decision making through team meetings but all the responsibility belong to director/the executive committee.
- ❖ People with qualifications (for example: p.e.teachers, social therapists, economist) or people with experience or volunteers.
- ❖ Target group:
  - Direct:
    - a) marginalized ( Roma children; youth from problematic families- alcohol problems, poor families, etc.)
    - b) age : children(7-13), youth (14-29).
  - Indirect : other people( parents, schools, city/town)
- ❖ Educative activities ( youth exchanges, summer camps, physically, therapy, visiting institutions, sensibitization, trips, debates, etc. )
- ❖ Results:
  - Intergration into society
  - Healthy life style
  - Respect and fair play
  - Tolerance and acceptance
  - New experiences
  - Better grades
  - Team work

### **SPORT CLUBS/ORGANIZATIONS**

- ❖ Transfer from non-profit to business organization.
- ❖ Exploiting a talents, ceo, trainers, administrations, players, sponsors, sport talent seekers...
  - Beneficiaries
    - Young kids
    - Fans
    - Sponsors
    - Sports association
  - Target groups:
    - Talented kids
    - Funds
    - Sponsors
- ❖ Exercise the sports; physical development; professional career development
- ❖ To win, to improve skills of sports; profit; enterpainment; satisfaction of fans; national people; sometimes fanaticism;

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- ❖ NGOrganization is for everyone and clubs look for talents( are more competitive)
- ❖ 1 member 1 vote, + secretary, president, vice president
- ❖ Private club ( owner has the power!!)
- ❖ Volunteers, stuff, professionals
- ❖ Youngsters ( with talent)
- ❖ Athletics →more specific trainings; camps, fitness training, shaping mentality ( competence of game strategy)
- ❖ Healthy spirit in healthy body, learning how to lose

## Mental and physical development of individual through sports

(Taken from publication of SALTO Inclusion RC "Fit for life")

**"Sport" means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.** - Revised European Sports Charter (2001)

This definition demonstrates that "sport" is a far-reaching **inclusive concept**. Sport embraces both the **physical and mental dimension** of activities. Its structure can be formal or informal. Sport gives equal recognition to the importance of both the competitive and social elements.

It is safe to say that sport can benefit all young people, no matter what their situation or background. The **health benefits** of sport are obvious, but the impact of sport on an individual's **personal development** can also be profound.

Sport can benefit youngsters by:

- Encouraging a healthy lifestyle
- Offering a positive way to spend free time
- Breaking through social isolation
- Creating a sense of personal identity
- Creating a sense of belonging
- Changing thinking patterns from "me" to "we"
- Helping to learn to deal with emotions
- Providing structure
- Teaching not to fear the "new"
- Teaching to embrace challenge and accept limitation
- Experiencing winning AND losing
- Positively reinforcing specific values

One positive effect of sports stands out from all the others. Along with all the positive aspects for a person's personal development, **sport provides young people with a way to have fun**. This element is often underestimated, but it is certain that if an individual is not having fun and enjoying themselves in sport, they will search for a better alternative. Sport is a way to de-stress from daily life. It offers an escape, even if only for a short period of time. Sport allows young people to temporarily forget problems, put their worries to the side and just... enjoy.





**From participants' flipcharts:**

**PERSONAL DEVELOPMENT ON MENTAL LEVEL IN YOUTH CLUBS/ORGANIZATIONS**

- ❖ **What?**
  - Knowledge and skills:
    - Team building
    - Responsibility
    - Tolerance
  - Feeling that they are a part of something
  - Keeping them away from bad habits and help to socialize
  - Giving psychologic support
  - Motivation/ mobilization
- ❖ **How?**
  - Dialogue
  - Courses
  - Trainings
  - Camps
  - Projects
  - Events
  - Competition
  - Awards
  - Simulation

**PERSONAL DEVELOPMENT ON PHYSICAL LEVEL IN YOUTH CLUBS/ORGANIZATIONS**

- ❖ **What?**
  - Currently more emphasis is put on mental rather than physical development.
  - Initiative given to youths, as well as youth workers to organize events and activities.
- ❖ **How?**
  - Suggestions:
    - Organize more trainings/exercises
    - Diversify→ offer more "sport" options so youth choose what they like
    - Invite guest speakers/professionals. E.g: famous football players
- ❖ **Needs:**
  - Raise funds
  - Find international sponsors
  - Join partnerships
  - To have appropriate space and equipment.

## PERSONAL DEVELOPMENT ON PHYSICAL LEVEL IN SPORT CLUBS/ORGANIZATIONS

### Sport clubs

- ❖ More individual approach in trainings (fitness, endurance, muscles structure), focused on body development.
- ❖ Taking care of individual needs
- ❖ **How?**
  - Professional qualified personal
  - Best condition as possible

### Sport organizations

- ❖ more group approach in lessons and trainings; focused on fitness.
- ❖ **How?**
  - Volunteer/ professional personal
  - Best condition available
  - **Promote healthy lifestyle !!!**

## PERSONAL DEVELOPMENT ON MENTAL LEVEL IN SPORT CLUBS/ORGANIZATIONS

### ❖ what?

- Stimulates the minds of a kid
- Healthy spirit
- Make decision
- Know their limits and skills
- Think logically, Understand quickly
- Observe,
- Find a place in group (socialization)
- Take iniciativ, Team spirit
- Confidence, Constructive solving of problems; think before act
- Fair play (knowing how to accept the loss)
- Discipline

### ❖ How?

- Games and activities
- Collective games
- Advice
- Interactions( respect-hand shake)
- Responsibility
- Healthy habits

## Exchanging sport methods and games from our countries



### “POISONED BALL”

Players: 10-26

Court: It depend from the number of the players, however must be a rectangle divided by a line in the center in two parts.

Material: a soft handball

Explanation and Rules: First of all you have to create 2 team and put one team in one of the part of the court e the other team in the other part of the court. The goal of the game is the total elimination of the players of the other team catching them with ball. The players have to throw the ball against the players of the other team. If someone is hit he has to go behind the line of the other team and try catching them by there. If someone of the team take the ball before it falls on the ground, he has the possibility to rescue one of his teammate that was hit before.

The game ends when all the participants of one team are of their bounds.

This game improves teamwork agility strength and strategy

### **“CATCH THE CLOTH”**

The game is made up of two kinds of people the catchers and the runners. At the beginning of the game there would be just one catcher whose aim is to catch the cloth from the runners. The cloths would be tucked in the runners pocket and this could be a bandana or any other type of thing cloth you have available. This cloth cannot be tied or attached to tight. The runners then all run across the hall together and the runner has to try and get as many bandannas out of the pockets of runners as possible. All the runners who lose their cloths become catchers and then as the runners run back they must now all attempts to get out as much bandanas from pockets as possible. The aim of the game is to be the last runner standing.

THE RULES ARE:

ALL Runners must go across from one end of the room to the other at all rounds.

Runners are not allowed to hold or tie their cloths or do anything that would make it impossible for the catcher to get it.

The catcher is not allowed to hold the runner or prevent their movements.



### **“FURNITURE CARRIERS”**

Objectives of this game are warming up – cardio, muscles and emotionally, recreational introduction to activities, introduction to activities and sports with opponents: wrestling, rugby etc.

Aim of the game is carrying as much as possible of the furniture from the opponent's team to one's home base in a particular time frame or as soon as possible. Participants are gradually developing collective strategy and helping each other in carrying furniture to the home base.

### **“WEB”**

Objectives of this game are: warming up, recreational introduction to activities and reaction, observation and individual strategy as well as learning own side.

Aim of the game is not to get caught in the web while trespassing through its territory.

The rules are: one participant is a fisherman, other are fishes. Two defined zones in front part of the field are home bases for fish. Zone in the middle is in between the home bases for fish because it is kept from the web. At animator's signal, fish should crossover the river to reach their home base and not to get caught in the web on their way. Those who have been touched become fishermen, and the game ends when only one fish is left.

### **“AROUND THE WORLD”**

Game is conducted in such manner that two teams are formed, each one at one side of the field, which is in a shape of the halfmoon. Each team is in the line, first team member has a basketball in his hand and at the signal from the animator shoots in the basket. If he scores, the whole team moves to the next cone, but now the next player is shooting hoops. The winning team is the one that first gets to the rivals start point. Team members that shoot go to get the ball no matter whether they scored or not and pass it on to the next teammate.

## Competition and teamwork through sports



### TEAMWORK based sport games → Everybody involved not as individuals, but as a part of the team

#### - **ASSAULT COURSE**

- An assault course is ideal for a team work sports based activity because the goal of the game is to get to the top of the course but as the entire player's safety ropes are connected, it's impossible to get to the top while the other team members are at the bottom. So everyone has to work together for the while team together to the top.

#### - **HUMAN PYRAMID**

- The aim of this game is to build the highest possible pyramid that is safe. The group have to work as a team deciding who will be at what level of the Pyramid (strongest at the bottom). The group work together to build a pyramid higher than the one created in the previous year. The pyramid is usually finished with a young child at the top.

#### - **Relay Race**

- This is a competition where the goal of the game is for the group as a team to get to the finishing line before the other team. There could be a number of different activities for the team i.e. cycling, racing, and swimming. Each Team member doing a certain race has to finish their part for the next member to get involved.

### TEAMWORK/COMPETITION activities → Few teams competing with each other

#### - **OMNIKIN (KIN-BALL)**

- 4 Teams (can be mixed)
- When hitting the ball, the entire team should contribute.
- If none of the selected team touches the ball before it hits the ground, the team who hit the ball gets a point.
- When a team hits the ball they have to shout" OMNIKIN (plus a colour)
- Each team has a different colour.

#### - **PICTIONARY**

- Board game,
- Divide kids into teams and provide each team with pad, pencil, and category card. Each team selects a picturist who will be the one to sketch clues for the team to guess. This could be a word, movie, book title or a sentence. The team has 2 minutes to guess the word. The team which guesses the right word gets a point and the team with more point win.

#### - **TREASURE HUNT**

- Divide kids in small teams.
- Each team is given a clue that leads to another hint and finally to the hidden treasure.
- The first team to find the treasure wins.



**TEAMBUILDING activities** → *For building the team feeling and trust level within the whole group*

**GAME 1: “Close eyes and fall”**

Team stands in a circle and all team members (one by one, or different suggestions made during training) fall backwards and trust that the team member behind them will catch/save them. Then rotate/change positions so that trust is built amongst all team members.

- especially good/useful exercise if it is a long-term team
- however, must keep in mind that it is not a game that can be played at the start when the team is just formed.

**GAME 2: “Run & Catch”**

At the start, one team member runs alone to catch someone. Then he/she holds hands with the person they have caught and they run together for their next victim. The game continues like that until the last team member is caught.

- a team is formed, cooperation and coordination needed in deciding who to chase and in which direction to run
- also team members need to respect and understand each others strength and power to run, since they all run together

**GAME 3: “Bag-running game”:**

4-5 people stand next to each other in bug plastic bags and each persons holds one side of the bag of the person standing next to them, so that they try to move all together as a team. There are two teams, a starting and an ending point, and the teams compete to reach the ending point first.

- trust, coordination, sense of belonging developed in order to move together as a team.

**GAMES 4 + 5: “River Game” (carry persons to the other side) and “Knock-door Game” (carry to opposite side of field)**

- Builds teamwork as team works together to develop strategy
- trust is also developed because you have to trust that the other team members will carry you the other side safely

**COMPETITION based sport games → Individual involvement → Whole group of individuals involved**

- **SOFT COMBAT**
  - o A group of individuals is fighting with swords and shields. Each person should kill another one with a sword. The one that are killed are out of the game. Individuals continue with the game until the last two people in the game are against each other.
  - o When somebody kills another one all the victims of this person become alive.
- **GAGA GAME**
  - o The game starts off with 20 people playing chess. After this game of chess we will have 10 winners that will go to the next round where they will do bike rides. In the bike race the first 5 people are the winner and will progress to the running game. The winner of the running race wins the entire tournament.
- **RODRIGO RACE**
  - o You start by swimming in a river and you swim to the basketball court as quick as possible. Once you reach the basketball court you have a puzzle to solve. Once the entire puzzle is solved carry it as a map and race to the forest. Once in the forest the puzzle should help you find the basketball. And then you have to race back to that basketball court and score triples. The first participant to score triples wins the race.



**Challenges and Development of intercultural acceptance through sports**

<b>Local community</b>	
<b>Challenges</b>	<b>Solutions</b>
Conflicts between the communities	mediation
Partner or an associate in project decides to withdraw from it	Find a new partner
Financial problems ( municipality decide not to give funds)	Find donors outside the community
Hostility of local people (xenophobia, ignorance, passive, the media covered, no interaction)	Long terms: educating community Short term: rewards
Partners do not have skills and knowledge to participate in the project	Change partners; hire specialists;
Organizers do not understand youth problems and needs	Better preparation; Find experienced person (trainers)
Change of the local government during the project	Try to cooperate with the new one
Natural disaster	Postponed the deadline

<b>Potential partners (on local and international level)</b>	
<b>Problems</b>	<b>Solutions</b>
Unavailable partnership mistrust	Allow more time for planning/ search for partners Skype calls to know potential partners a bit more & exchange emails
No reply (losing time by contacting)	Contacting more NGO's in the same country
Unprofessional partners	Do not select them
Exclusion/ break agreement by partners	Try to find new partners or have reserve partners( back up plan)
Language barriers	Finding translators
Discrimination through selection of partners on local level	Impartial selection- selections through questioners
bureaucracy problems	
Partners interested in the topic	Ask partners for feedback & to show you know they applied knowledge in their NGO's
Challenging preparation process( writing, applying, acceptance of project)	Be more informed how to write a project/ through trainings/ have the right documents, templates for the project

<b>Potential participants (local and international)</b>	
<b>Problems</b>	<b>Solutions</b>
Crazy participants, not interested, passive participants, disrespectful, language barrier, tourist, getting visa, certificate	Selection of participants( interview- skype interview)
Bureaucratic problems, visa/passport	Awareness, better information
Not achieving the goals, irresponsible participants, not well informed ( parents, giving up in the middle)	Better preparation, bring precision on the routes and goals, promote creativity, make sure that everybody agrees( make consensus)
Cultural/ religions/ nationality/ multiethnic/ racism/ gander balance/ countries in conflict/ different realities.	Promoting in ICL/ICD/ICA, find a neutral place, neutral trainings as a first step, dialogue, connect participants with different ideas.
corruption	Equal opportunity for everyone, not family, friends cousins
Different realities/ financial problems	Finding money from related project, and sponsorship use available agencies and institutions
Lack of cohesion	Teambuilding, social inclusion games, social events



# RULES

## FAIR PLAY

### IN GAME

- \* ALL MEMBERS OF THE TEAM MUST TOUCH THE BALL AT LEAST ONCE BEFORE SHOOTING AT THE BASKET
- \* THE TEAM WHO SCORES 6 POINTS WINS
- ↳ FINAL GAME PLAYED TO 8 POINTS

### TOURNAMENT

- \* TEAMS GET 2 POINTS FOR WINNING AND 1 FOR LOSING
- \* WINNER OF THE GROUP IS DECIDED BY
  - 1) POINTS
  - 2) POINTS SCORED DIFFERENCE
  - 3) NUMBER OF POINTS SCORED

\* ALL ADDITIONAL RULES ARE TO BE DECIDED BY THE DICTATORSHIP

vs	1 <sup>A</sup>	6 <sup>B</sup>	3 <sup>C</sup>
1 <sup>A</sup>	W	4:6	4:6
6 <sup>B</sup>	6:4	W	6:4
3 <sup>C</sup>	6:4	4:6	W

Points 1,1, 2,2, 2,1

vs	2 <sup>D</sup>	5 <sup>E</sup>	4 <sup>F</sup>
2 <sup>D</sup>	W	5:6	4:6
5 <sup>E</sup>	6:5	W	6:0
4 <sup>F</sup>	6:4	0:6	W

Points 1,1, 2,2, 2,1

- A TEAM 1 vs B TEAM 6 4:6
- D TEAM 2 vs E TEAM 5 5:6
- A TEAM 1 vs C TEAM 3 4:6
- D TEAM 2 vs F TEAM 4 4:6
- B TEAM 6 vs C TEAM 3 6:4
- E TEAM 5 vs F TEAM 4 6:0

### FINAL

TEAM 6 vs TEAM 5 8:5

WIN! **TEAM 6**

## Adaptation of sport methods for intercultural dialogue and acceptance purposes





### “BOX OF MYSTERY”

The following game is not real. It belongs to an invention of the moment so do not guarantee good results.

Goal: Break prejudice for LGBT. Not exclude anyone based on specific characteristic

Game: Competition between two groups of participants, the more the merrier. The groups will include LGBT and others. The whole group is given a question. If they answer it right then one person has to run 100 meters get the key and run back to the group. The whole group then dives into the pool to carry out a big box. The key opens the box and there is another question. If they answer it correctly the game continues for another 4 rounds. If the answer it wrong then they have to score a basket to be given a second question/ chance. Costumes will be provided because during the game no one will know the sexual orientation of each other. After the game, there will be a discussion organized where they will be told that among them there are LGBT's (they will not be pointed out). The participants will understand that to be a team or just a group of friends some prejudices and stereotype thoughts should be broken. Award will be given to the winners, and rewards for participation.

<p><u>Box of Mystery</u></p> <p>→ Goals:</p> <ul style="list-style-type: none"> <li>- break prejudice</li> <li>- not exclude anyone based on specific characteristics.</li> </ul> <p>* Method:</p> <ul style="list-style-type: none"> <li>- competition between 2 groups including LGBT and others</li> <li>- one group is given a question</li> <li>- if they answer right a person has to run 100m to get the key, bring it back to the team</li> <li>- then everyone has to dive in a pool to carry out a big box and get another question every 5 rounds</li> <li>- if they answer wrong a person has to score in a basket</li> <li>- if they answer right a person has to score in a basket</li> <li>- costumes will be provided</li> <li>- rewards will be given to the winners of the participation</li> </ul> <p>• Activities:</p> <ul style="list-style-type: none"> <li>- advertise</li> <li>- organise local sportsday</li> <li>- make it part of a training</li> </ul> <p>* None knows each other's sexual orientation until after the game when they find out/open discussion to observe reactions</p>	<p><u>COMUNITATIES</u></p> <p>→ Goals:</p> <ul style="list-style-type: none"> <li>- Improve communication and interaction between different communities;</li> <li>- Promote a sense of belonging and encourage teamwork and team cooperation;</li> <li>- Encourage participation and active citizenship</li> </ul> <p>→ METHOD:</p> <ul style="list-style-type: none"> <li>• Choose equal number of participants of different communities, not necessarily speaking the same language</li> <li>• Respect gender balance (respect the rules + fair play)</li> <li>• Reward everyone (biggest prize to the winning team)</li> <li>• Demonstration of the game (by example) from trainer</li> </ul> <p>⇒ Game "40 passes"</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>- 40 people in each team</li> <li>- When they do a pass (passing the ball) is equal</li> <li>- Each team has to be with the ball</li> <li>- Everybody has to touch the ball</li> <li>- In just 40!</li> </ul> 	<p><u>GOALS:</u></p> <ul style="list-style-type: none"> <li>- Connecting People, Youth</li> <li>- Improve our skills (physical, social)</li> <li>- Know the</li> <li>- Promotion of healthy activities (physical, social)</li> </ul> <p><u>METHODS:</u></p> <ul style="list-style-type: none"> <li>- Organize Sport Activities (training &amp; tournaments)</li> <li>- Meet &amp; Parties together</li> <li>- Give awards &amp; rewards</li> <li>- Promotion of Activities (everything we do together)</li> </ul> <p><u>GAME:</u> Question-Table Tennis</p> <ul style="list-style-type: none"> <li>- Rules from standard Tennis</li> <li>- Questions from various categories (Sport, Geography, History, Science, Literature)</li> <li>- If Player A scores he chooses the categories and tries to answer the question</li> <li>- If he answers correctly, he wins the point</li> <li>- If he fails to answer the player B chooses the category</li> <li>- If he answers correctly, he wins the point</li> <li>- If he fails to answer, Player A wins the point</li> </ul>  <ul style="list-style-type: none"> <li>- This game can be played 1v1, or 2v2</li> <li>- Even girls can play</li> </ul>
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# PARTICIPANTS' LEARNING OUTCOMES FROM THE EVALUATION FORMS

## Selection of quotes

**How far were your expectations met during training course?** In average: 84,42%

### Comments:

- I enjoyed a lot the training course. Sessions were flowing with theory and action in parallel. Participants were contributing and really diverse.
- Actually the whole training process was useful and quite satisfying for me and I really gained new point of view / perspective. The only thing which didn't meet my expectations was accommodation, food and working spaces.
- This was my first TC, so I can't compare with others, but I really enjoyed it. The activities were interesting.
- I usually try not to put expectations because they are usually hard to meet. However, I really enjoyed this training course because it was well organized and it had a good balance between theory and putting into action what we learned. I am very satisfied.
- I expected more practical work with sport and how to use just sport in work with youth. I have gained some new contacts from around the Europe.
- I met very wonderful people with open minds. We had a great time together; we played a lot of games and sports. Now I feel like I know them all my life.
- This is my first TC so I didn't know what to expect, but I am very surprised with everything because I didn't expect for everything to be this good, fun and useful.
- Actually I didn't expect many things but it would be better if we lived in a hostel which is close to city.
- This was my first training course, so I didn't know what to expect from it and from other participants (the trainers, too). But, it was more than I thought it would be. I am very satisfied with this experience in overall and I would love to do it again. 😊

### What are 3 main things you learnt during this training course?

- I learnt and realized that in spite of the fact that I am not a sporty person – I can still prepare or realize projects or activities connected with sport. I am not as tolerant as I thought I am. Learning process and paths of learning are different for everyone.
- a) Distinguish the following: ICA, ICL, ICD; b) Difference and similarities of youth/sport club and youth/sport organizations; c) Meditation and self regeneration.
- How to use different sports for developing physical and mental skills; to accept different cultures and to break some prejudices.
- ICL, ICD, ICA; Importance of anti-discrimination (in all senses) in sports
- What is a European project and to create one (YiA); The difference between ICD/ICL/ICA; Some good games.
- ICD, ICL and ICA. Sports for all (including everyone and anyone). Mental and physical development of individuals through sports etc.
- Some new ways how to include youth in society, some new games to motivate them, how to motivate youth to be more active.
- How to build a team and make a strategy. How to write a project. Differences of youth club and youth organization.
- New games. Information about ICA/ICL/ICD. Some new information about myself as a person.
- What is the difference between ICL/ ICD/ ICA. How to create a new game. Using meditation and Buddhist techniques for ICA and organisation stuff.
- ICA, Buddhism sucks, sport brings people together.
- Very different realities exist inside a "small" geographical area or even inside one country. Pay attention ICD and know the basic methods about it. How to build up a project.
- Tolerance, how to make dialogue on peaceful way, accept differences, culture in different countries, whole group to be and work like one.
- I learnt that religion and nationality shouldn't be a problem in work with youngsters, disabled people or any other target group. I learnt that every experience (even bad) could and should be useful, and I learnt (ok, still learning) that acceptance is extremely important for self-development.

### Which sessions were the most useful for you? Why?

- Sharing our realities – It's always useful to compare, and share different experiences, expectations and methods.
- The one associated with sport and their connection with youth work. Moreover, the information about YiA and implementation of a project. I gained knowledge and I developed skills.
- I really liked the oriental approach to life and it was useful for me to realize that I carry much function like this in real life. I also liked the practical part where we presented the games.
- Session about meditation because I am also involved with yoga & pilates -> I learnt some really interesting and useful things about the topic during the session.

- Sharing our realities, because I learned a lot what's going on around the world; Intercultural events and physical sport activities, because while I was enjoying myself I got in touch more with other people's opinion; New project ideas, because of using my imagination and creativity more.
- The one when different countries showed the typical games of their countries.
- Each session had its own value and I found all of them useful because they were all connected to each other and the topic of this TC.
- I have found informative the moments in which any participant has shared with the other fragments of their realities. Be aware of different situations, could suggest you new ways to solve your problems.
- Writing the projects. Because I didn't know how to write, and this summer in my NGO every volunteer has to write project so it helped me a lot. Thanks ☺
- Exchanging sport methods and games. Development of intercultural acceptance through sport.
- Every session was useful in some way because they were really connected to each other and I learnt new things from all of them.
- Last one because I learnt about what I should be careful about while I am writing a project.
- Presenting the countries' situations. I really didn't know most of these countries' situations and had chance to know/see about their countries.
- Workshops about problems inside our society/group, and how to make a reflection for solving them.

**What did you learn regarding using sports in youth work; “sports for all” and personal development of individuals through sports; and about health enhancing physical activities?**

- Sport can be really good tool for increasing the acceptance and tolerance. These kinds of projects can help to include and involve youth and children with fewer opportunities into local community.
- Sport is a tool which connects people. As with music and food, could bring people closer. Through game, diverse people could socialise, interact but also acquire knowledge and skills. So, sport in youth work is essential practice for the youngsters. Gained a sense of belonging and appreciated teamwork and cooperation, respecting gender balance. Sports are also important because people need physical and mental exercise in their everyday life.
- I got aware that sports don't only affect physical development but also mental, how you can use sports to overcome some problems like racism, discrimination.
- Realized even more the importance of sports in youth work and sports for all; how they unite people how they promote sense of belonging, team work, anti-discrimination. Individuals can be developed both physically and mentally through sports.
- I think using sports in youth work is a great idea for both developments of individuals physically and mentally. Actually I didn't know that I can play basketball at all, but I learnt to trust myself and at least to try.
- I learned that sports are very useful method to connect people that came from different backgrounds without excluding anyone. An individual and/or group will benefit from them because it will develop their physical, mental abilities as well as accept others and feel as a part of something.
- Nothing new, I just remembered some things and I will include them in my work from now on.
- Sport is a great way to solve conflicts, in the moment in which you are working with children. This method of solving problems is the easiest and the most indicated. Sport is an experience that can advise you about difficulties of life and suggest you strategies to solve your problems.
- Sport for all is good for teamwork, everyone can play, no discrimination. Also good for physical and mental health, it brings everyone together.
- I have already had much of the information that you gave us but still it was interesting for me to hear about experience of the other participants.
- I never liked sports and i never considered the idea of personal development of individuals through sports, but during this training course I learnt ways in which sports are fun and useful.
- I didn't think before that sport could have such an impact by working with youth; especially if you link sport activities with mental reflections. Sharing different skills about games is more constructive than always play the same games, and invent new ones is particularly interesting.
- How to live healthy way of life, how to collaborate with others for achieving the aims, how to have more confidence in yourself, how to trust people in you and you also to trust someone else.

**What did you learn regarding the cultural diversity, intercultural learning, dialogue and acceptance?**

- First of all I am able to separate all these terms, and to have wider view and not to think so schematic.
- Cultural diversity is not necessarily just absence of discrimination of any kind. We learnt how to tolerate and to accept people and their values (iceberg session). ICL is a continuous process and dialogue comes first and after you move to acceptance. Acceptance in this sense for me is tolerance and respect.
- I have learned the difference between all of them (ICA/ICL/ICD) and realised the meaning of it, how it can affect every part of our lives and that we have to be aware of cultural diversity when we are writing projects.
- ICL -> when you learn something new from different cultures. ICD-> constructive conversation. ICA-> fully accept different cultures and people, not just tolerate them.

- I learnt to respect every difference and without having a decision first I learnt how to discuss, ask questions and not to try to change but accept it.
- I was not very familiar with these terminologies so I learned quite new things about them and their importance to society. ICL was an individual terms to learn more about different cultures, ICD was discussing it with someone that belongs to the culture and accept them.
- This TC has made me understand the importance regarding these themes, that before I never considered.
- I learnt in which ways it affects our lives and how can we spread the acceptance of the cultural diversity.
- I didn't know the problems about Balkan countries between them, also relations with Turkey. We were together from Ottoman time, and I see we have common culture and history.
- Everybody has its point of view, no matter how hard you try to change it. There are few chances you will succeed. Acceptance begin with compromise and goes through dialogue. Skills specifically related to each participant about his country.
- I learnt about different perceptions of seeing things and how to set up my mind to see things how other people see them. „Sensibilisation and accept“.

**Has this training motivated you and given more confidence to become more active within the Youth in Action Programme? What possible projects you envisage to initiate?**

- Certainly yes. It just ensured me that I am working on the right field. I will do in the future similar sport training if I get the chance. On the last session I developed an idea with others about addressing the issue of people with fewer opportunities.
- I feel more capable for doing some projects, but not enough to do it by myself. I think I will be more active in YiA. I'd like to do a project connected with alternative art that would help to revive some unused spaces where community could gather.
- Yes, we thought about one project that want to help people with fewer opportunities and want to give them knowledge and skill to improve their conditions.
- It gave me the opportunity to find some new partners for projects in my organization.
- Yes, this course motivated me a lot. Now I have a lot of new ideas that I want to accomplish in Macedonia.
- Now I know much more about creating projects and I would like to use this knowledge to write a project connected to recovery energy.
- I am planning to write a project about common cultural things between Balkans, east of Europe, Greece and Turkey. It includes foods, songs, drinks, dances.
- I have already taken part of youth organisation projects, but not as actively as I want to do now. This training helped me to realise how important could be our/my role in the society in order to improve it and educate young people. I'd like to build project about integration through theatre with the help of my new team mates.
- Yes of course. I will be more active in these kinds of project. I like to be trainer in these kinds of YIA programs. „Intercultural integration through theatre for all for happy Europe“(name of the project).

**Will your participation in this training course be useful for your organization and colleagues? How can you use what you learnt in the course back home?**

- I guess it's useful. I will transfer all the knowledge back home in notes and describe my experience. I will then encourage other youth to participate in similar activities. Lastly, I will keep an eye on the organising NGO for potential partnership as I am satisfied with the quality and organisation of this training course.
- I can use the part of project writing when I will want to write it and I will use the breathing exercises from oriental approach of life.
- I will try to use what I have learnt in my daily life too, because I feel like I have learnt, understood better / deeper the importance of intercultural acceptance and acceptance in general. I realized that I can play basketball somehow! 😊
- Yes it is. I will try to propose more sport/ development activities in my organization, testing what I have learnt in these days.
- I'll use all the things that I have learnt in my jobs- in youth community centre and at school.
- It will be useful because I see some things from a new point of view now and since I work with children with disability I am very happy that some games we did during this TC can be played with them.