



Co-funded by the  
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# Good practice guide





## Introduction

The Green Play project is an exciting Erasmus+ funded project, which connects local officials, representatives from local sports clubs of different European countries, and scholars. The project is led by the Consell Esportiu del Baix Llobregat (Baix Llobregat Sports Council - CEBLLOB) (Catalonia), and counts with the participation of the Finnish Sports Federation Tampere Region (Finland), Società Sportiva Lazio (Italy), Sporting Foundation (Portugal), Istituto di Ricerca Sociale d'Itàlia (Italy), and Sport et Citoyenneté (France).

The Green Play project aims to promote positive educational values in team and individual grassroots sports among children and youth, based on the successful experience of CEBLLOB using the “Juga Verd Play” methodology.

The basic premise of the project is that in order to educate in values, the goal of getting more points than the adversary cannot be the only condition to win the game; values and civic behaviour should count as well.

In this sense, another unique characteristic of the project is the integration of all the target groups that participate in competitions in the assessing process (audience, families, referees and coaches). This assessing process is facilitated by the use of a Mobile app, which appraises the behaviours of all the competition’s target groups involved according to several requirements linked to fair-play and the values of sport.

The partnership has met to discuss the Green Play methodology and develop new ideas to be tested in Finland, Italy, Portugal and Spain. These new ideas have been inspired by international best practices collected in this Guidebook, which features insightful inspirational initiatives to promote fairness in sports from all over the world.



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## Good practice

### Kids play international

#### Key facts

|                   |                                 |
|-------------------|---------------------------------|
| <b>Who</b>        | Kids play international         |
| <b>Where</b>      | Rwanda/Cambodia                 |
| <b>What</b>       | Let's Play Fair Rwanda/Cambodia |
| <b>Since when</b> | 2008                            |
| <b>Resources</b>  | Fundraising/Donation            |

#### Key details of the practice

Founded by 3x Olympian and National Champion in Freestyle Skiing Tracy Evans, and supported by a dynamic team of current and retired Olympians and professional athletes, KPI's mission is rooted in the belief that sport can be a powerful catalyst for social change, guided by the core values of the Olympic movement:

- Excellence: Giving one's best, on the field, in life and when no one is looking.
- Friendship: Forging friendships with people from all over the world despite political, economic, gender, racial or religious differences.
- Fair Play: Promoting gender equality, ethical behaviour and respect for yourself and others on the field and in life.

Integrating these values into a structured curriculum, KPI's programmes bring boys and girls together in a safe environment to teach the fundamentals of teamwork, open communication and positive relationships to help boys and girls treat each other with a deeper level of kindness and respect.

KPI takes a one-village-at-a-time approach, embedding itself in communities and creating sustainable programs that become a permanent part of village life. KPI currently operates in the rural Rwandan village of Gatagara, building a model for success that can be replicated in other communities around the world. KPI has made a long-term commitment to the youth and community members in Gatagara, Rwanda. With the goal of ensuring local ownership and sustainability of programmes, KPI has recruited and trained local community members aged 25-35 as gender equality "Coaches." Many of these Coaches are local school teachers, which further contributes to program seamlessly becoming a part of village life. KPI has 3 partner schools that we work closely with and help support with a quarterly giving programme. The goal of LPF is to use sport and interactive discussions to shift attitudes, behaviours and gender norms between girls and boys. It is based on an understanding that in order to empower girls, boys must play a meaningful role in the process so both genders understand how each contribute to a healthy community.



## Results achieved

Creation of Partner schools in collaboration with the Ministry of Education

Has provided school supplies, uniform or medical insurance for more than 300 kids annually and permitted boys/girls to learn values as gender equity, tolerance....

Gender equity: KPI's community based gender equity programme, Let's Play Fair (LPF), provided a safe place for boys and girls aged 7-18 years old to participate in educational sports activities. The inclusive LPF programme demands teamwork and fosters positive relationships between genders in order to complete programme activities. Youth who participate in LPF are provided with the opportunity through a variety of sports to intensify supportive peer networks and to engage in more frequent and meaningful contact with peers of both genders, ultimately breaking down gender norms and misperceptions about women's capabilities.

## Stakeholders involved

Tracy Evans: a three-time Olympian and National Champion in Freestyle Skiing (aerials), grew up in Hornell, New York in an avid sports family of top-tier athletes. After retiring from Olympic competition (94,98,02), Tracy Evans was inspired by her mother's commitment to international medical work and embarked on a life-changing volunteer trip to Africa. In response to the pervasive inequality she encountered between boys and girls, men and women, Evans founded Kids Play International (KPI) in 2008, with the mission to use sport and the Olympic Values to promote gender equity in communities impacted by genocide. KPI's vision is to "build a better community with a bigger purpose," and inspire the next generation to become a more gender equitable society.

Ambassadors: Kim Vanderberg (swimming), Angela Hucles (soccer), Jaime Komer (waterpolo), Matt Komer (volleyball), Bethany Bedford (luge) and many more

Supporters: Rwanda National Olympic Committee, Sports Studio, Nordic Track and many more

## Replicability and transferability

The aim of this programme is to promote values (education, gender equality...) through sport. The organisation is involved in projects in genocide countries, on poor populations.

Green play has as objective to "tackle cross-border threats to the integrity of sport, such as doping, match-fixing and violence, as well as all kinds of intolerance and discrimination" and encourage positive educational values in team & individual grassroots sports among children and youth.

Good practice: possibility of replicate the programme in our project in order to

- Integrate young migrant people in our society and make events which mix local youth population and migrant young people.
- Fight against gender inequality by making mixed sport events.



## Good practice

### Educational Labs for European young supporters

#### Key facts

|                   |   |
|-------------------|---|
| <b>Who</b>        | Regional Olympic Committee - Lombardy                       |
| <b>Where</b>      | Italy   |
| <b>What</b>       | Prevent and fight against violence and intolerance in sport |
| <b>Since when</b> | 2015/2016   |
| <b>Resources</b>  | Public funding  |

#### Key details of the practice

##### Objectives:

- Promoting a “renewed culture of sport” (e.g. respect for opponents, fair play, etc..)
- Promoting sport as a vehicle for integration and social cohesion
- Promoting further integration of education into different sports.

The project targets young people aged between 11 and 14 years.

The project is structured into 5 work packages and specific activities.

WP1 Preliminary phase and preparation of common Guidelines and multilingual educational kits: Study and analysis of partners’ experience and educational methodologies in order to define the Common Guidelines and educational kits (in several languages)

WP2 Pilot Educational LABs at regional and local level: methodology, educational kits and project materials developed in the previous phase will be used by project partners to carry out the pilot projects of Educational LABs in their regional localities. As a general rule, each EDU LAB will consist of 3 or 4 educational units (of half day or similar duration) targeted to a course group of about 20 youngsters; in each unit experts will carry out creative working groups, interactive teaching activities, sport games, etc. with young pupils to promote the real values of sport.

WP3 ELYS Trans-national Open Days: organisation of a series of European meetings and events to disseminate the project’s materials and results and to discuss common problems and issues related to violence in sport, to share successful experience, to exchange of good practice and transfer of successful case studies.

WP 4 Information and Communication of the project (including the dissemination of final results): particular attention will be given to the project communication and information plan, part of the educational activities and also instruments for making the most of dissemination activities.

WP 5 Management and coordination (including control, monitoring and final evaluation): This WP aims to provide assistance and support to project partners during all stages of the project implementation process.



## Results achieved

The project just at the end of 2016; Waiting for results

## Stakeholders involved

### Partners:

- Comm-Pact
- Hellenic Regional Development Center
- Associação Portuguesa para o Desenvolvimento da Animação Sociocultural
- Netherlands Institute for Sport and Physical Activity
- NGO "My World"
- Romania National Institute for Sport Research
- Diputación Provincial de Albacete Cluster del Deporte de Extremadura
- Värmland Sport Federation (Värmlands Idrottsförbund)
- Foundation for Youth ELMI
- Province of Milan
- Associazione Comunita 'Nouva Onlus'
- Altropallone ASD Onlus
- Adrenaline Alley
- Belfast City Council

## Replicability and transferability

The aim of this programme is to promote values (education, gender equality...), prevent and fight against violence in sport and promote sport as a vehicle for personal and cultural growth.

Green play has as objective to "tackle cross-border threats to the integrity of sport, such as doping, match-fixing and violence, as well as all kinds of intolerance and discrimination" and encourage positive educational values in team & individual grassroots sports among children and youth.

This ELYS project is interesting when it's about creating common guidelines and multilingual educational kits to carry out "Educational laboratories" in project partners' territories which is a good idea to include our partners and maybe organize events in their countries



## Good practice

### Recall: Games of the past – Sports for today

#### Key facts

|                   |   |
|-------------------|---|
| <b>Who</b>        | The Association for International Sport for All (TAFISA)                                    |
| <b>Where</b>      | EU  |
| <b>What</b>       | Promote social and cultural integration by practicing European Traditional Sports and Games |
| <b>Since when</b> | 2015/2016   |
| <b>Resources</b>  | Public funding  |

#### Key details of the practice

Project Recall gathers a collection of European Traditional Sports and Games carefully selected by the various project partners in their own or neighbouring countries, promote social inclusion and cultural integration as well as strengthen an appreciation for local and national identities.

**Aim:** create early positive experiences for children and youth. The Project includes tools and practical advice to help teachers, coaches, instructors, professors, caretakers and volunteers to teach and (re)introduce TSG to children and youth in their own environments (website and smartphone app that showcase, collection of Traditional Sports and Games, their set up, rules and equipment with videos, illustrations and web links, allowing users to search games by the age and size of group, ability level, resources available to play, etc.)

#### Objectives:

- Gather European young people in sport activities
- Make them learn education values through sport
- Develop motor/cognitive/social skills through levels in the game: this level ranking facilitates the choice of the most suitable games accordingly to the purpose and objectives of the instructor, coach or leader. To be sure that a game session is well balanced, each animator should try to make sure to include activities of each level of difficulty when planning (from easy up to hard, more complex games or their variations).

#### Methodology:

- Different games with different levels.
- Teaching style: depends on the ability of the group and the intended outcomes of the activity. The style can include verbal instruction, demonstration, exploration, modelling, chaining and learning by doing. For example, players with visual impairments are best instructed by verbal instruction and a walk through of the game to provide them with a sense of the entire game. For a person with a hearing impairment, manual demonstration is more appropriate.



## Results achieved

Results can be listed in points:

- Social: encourage inclusion, understanding and respect for others, promote children identity and show them the link that exists between them, create connections and ties in the communities
- Educative by learning new games/new rules, by accepting and not judging the children who are not from your country/community, promote gender equality and tolerance

Preserve, promote and increase participation in TSG.

## Stakeholders involved

Partners:

- Aquitaine Sport pour Tous (France),
- ENGSO Youth (Germany),
- European Physical Education Association (Switzerland),
- Finnish Baseball Association (Finland) •
- Gaelic Athletic Association (Ireland), •
- Gerlev Sports Academy and Playpark (Denmark),
- German Sport University Cologne (Germany),
- Hungarian Coaching Association (Hungary),
- Portuguese Confederation of the Culture, Recreation and Sport Associations (Portugal),
- Sport and Citizenship Think tank (France),
- UNESCO Chair in Inclusive PE, Sport, Recreation and Fitness - IT Tralee,
- University School of Physical Education Poznan (Poland)
- Schools and Universities involved in Denmark, England, Finland, Germany, Hungary, Poland and Portugal

## Replicability and transferability

Replicate:

- Levels/difficulty: Introduce levels or difficulties in the Green play project (not make strength and weak teams) could be interesting. In fact, the children would be more attentive and will develop skills
- Promotion of diversity by making children discover other communities/countries in Europe to make them learn how they can be link among themselves



## Good practice

### Mysa

#### Key facts

|                   |  |
|-------------------|--|
| <b>Who</b>        | Mathare Youth Sport Association                          |
| <b>Where</b>      | Kenya first  |
| <b>What</b>       | Education through sport (and more specifically football) |
| <b>Since when</b> | 1987   |
| <b>Resources</b>  | Fundraising/resource mobilization                        |

#### Key details of the practice

MYSA motto is 'giving youth a sporting change on and off the field'. The love of football has enabled many to complete their education, cleanup the areas where they live, taught them how to protect ourselves from sexually transmitted diseases, given them an opportunity to perform on stage and to support the less fortunate in the community.

All MYSA activities are linked by a system of points. You get points for playing in matches, taking part in clean-ups, attending an HIV/AIDS awareness sessions and volunteering as a referee or a coach for other teams. The points go towards your team's ranking in the league. Children can also earn Leadership points for taking part in an activity. These points are part of our Leadership Awards Scheme, that gives education scholarships to the most active and enthusiastic MYSA members.

Education, health education (HIV's prevention campaigns or youth right (anti-child labor) are in the heart of Mysa's programmes.

#### Results achieved

##### Objectives:

- Educational values
- Promotion of gender-equality
- Health prevention

Mysa develops some projects for example: East District Youth Empowerment League (SEDYEL), Botswana: helping the youth of South East District establish SEDYEL as a practical response to the threats of HIV/AIDS and other socio-economic issues in their communities. The first phase of the project involved a series of exchange visits, sharing skills, knowledge and ideas between MYSA youth sports trainers, a team of young people from South East District of Botswana and a representative from Commonwealth Games Canada. In the first phase, a community based football league involving over 800 young players was established, with a special focus on gender inclusion. The league was designed to integrate HIV/AIDS education and life skills messages into a sport and physical activity program, with an overall goal of engaging youth in development activities.



Since this early exchange of ideas, the young people of SEDYEL have taken the concept of sport for development and run with it. SEDYEL uses sport to engage young people in health education initiatives, to facilitate life skills development and challenge gender inequality. There are sexual health workshops run by trained peer educators; a drama group which communicates educational and equality messages to the community through arts; and initiatives to offer girls and young women safe spaces to meet, learn, make friends and participate in physical activities. The district-wide community sports league, tournaments and education activities are all organized and led by youth leaders, and participatory planning and evaluation give young people a voice in how the programme is run and improved

## Stakeholders involved

- Enterprises: Samsung, Nike, Scantrade...
- Organizations: World Health Organization, Sport for development and peace, Fifa
- Foundations: Laureus (Sport for good foundation)
- Non-governmental organizations: Street football world, Tackle & Africa...  
And many more

## Replicability and transferability

Replicability and transferability can be achieved through:

- By practicing sport and making events with others, children can learn about the world in which they live and learn how to behave in society
- Replicate the system of points by playing matches is good in order to implicate more the children in those programmes and give them more will to succeed their integration
- Mixing teams and giving them "lessons" about gender equality/discrimination/health's stuffs is a way to give those children skills, knowledge and human aptitudes (as tolerance or respect)



## Good practice

### Progetto “Green Card” Fair Play

#### Key facts

|                   |  |
|-------------------|--|
| <b>Who</b>        | Federazione Italiana Giuoco Calcio – Settore Giovanile e Scolastico (FIGC-SGS) |
| <b>Where</b>      | Italy  |
| <b>What</b>       | Emphasize the “FairPlay” message on the field – junior football players        |
| <b>Since when</b> | 2007 - ongoing   |
| <b>Resources</b>  | Own resources/sponsors of the Football Schools                                 |

#### Key details of the practice

##### Programme

- Definition of new Green Card Assignment criteria;
- Distribution of the Green Card in the all the Italian Football Schools;
- Development of award criteria for the young football players “Green Players”;
- Creation of events for the “Green Players”;

##### Green Card Assignment Criteria

- For significant gestures during and after the end of the match;
- Green Card assignment at the end of the match for fairness, loyalty, spirit of the game. In this case, the Green Card may be assigned to the young player or to the Team as a whole.

##### Green Card Assignment Mode

- In the first case, the Green Card is assigned by the Referee or, in the case of self-refereeing, by both the Referee Manager and the Coaches of the two teams and it must be shown during the game to the young player who deserved it, shaking her/his hand;
- In the second case, the Green Card is assigned by each team to the opposing team. To this aim, a short ceremony at the centre of the field will be held at the end of the match.

##### Communication Of The Green Cards

- The sports organizations/associations will have to report to the Regional Federal Coordinator SGS and to their own Delegation, through the match report, those who have obtained the Green Card;
- Those who have obtained the Green Card will participate in the extraction of prizes (by providing a FAIR PLAY ranking with the number of Green Cards assigned to each player and each team);

##### Additional Opportunities To Give Visibility To The Fair Play Gestures

The sports organizations/associations will have to report to their Provincial / Territorial Delegation and to the Regional Federal Coordinator of the Settore Giovanile e Scolastico (SGS), specific gestures highlighted during the match, not only through the match report, but through a specific communication.

##### The Green Card must reward spontaneous gestures, such as:

- Stop a clear goal opportunity to help a player;
- Self-sanctioning a foul or a rescue in favour of the opposing team;



- All the situations supporting the referee;
- The losing team congratulate the winning team and the winning team supports and encourages the losing team;
- Children interrupting the match for audience noise;

## Results achieved

The initiative has been important in the light of the positive formation of the personality of young athletes and people, prioritizing the values linked to the sphere of sport loyalty. The Project is characterized by the creation of networks among institutions, organizations and associations and it aims at the development and dissemination of a positive sport image that must ultimately lead to the improvement of the educational and cultural climate around young players, involving all those working together to determine their technical and human growth.

The Project has been crucial because football is the most popular sport in Italy.

## Stakeholders involved

- Italian Football Federation - Juvenile and Scholastic Sector (Federazione Italiana Giuoco Calcio - Settore Giovanile e Scolastico FIGC-SGS)
- Regional Federal Coordinators and territorial Delegations - Juvenile and Scholastic Sector
- Italian Football Schools
- Junior players, referees, coaches, teams, supporters

## Replicability and transferability

The Project is easily replicable in any sport and context as well as by different sports Clubs/organizations: the foreseen activities do not require specific training to the involved target groups or particular financial resources. It can be transferred to any team sport and adapted to individual sports.



## Good practice

### Progetto “Colors”

#### Key facts

|                   |   |
|-------------------|---|
| <b>Who</b>        | Associazione Sportiva Dilettantistica S.S. Lazio Basket   |
| <b>Where</b>      | Italy/Mozambique  |
| <b>What</b>       | Prevent and fight against violence and intolerance in sport, foster fair competition and social inclusion |
| <b>Since when</b> | 2007 - ongoing  |
| <b>Resources</b>  | Own resources/sponsors/crowdfunding   |

#### Key details of the practice

Through the initiative called “Project Colors”, S.S. Lazio Basket offers to children of different nationalities living in disadvantaged area of Italy (and first of all in Rome) the opportunity to learn a sport which, just like education, is one of the greatest equalizer of our time. Until now, several hundreds of young players of about 30 different nationalities have had the opportunity to play basketball (for free) in different centres established by Progetto Colors in Italy.

The initial three years of the initiative have been financially supported by Foundations and Institutions and now crowdfunding is helping S.S. Lazio out to cover part of the costs.

Further centres have been launched by S.S. Lazio Basket in Mozambique. Basketball teams, for boys and girls of different ages, have been established in Zimpeto (a suburb of the capital city of Maputo), within a centre which cares for orphans and street children. A very simple basketball field has been created within the orphanage, where the children can train themselves. The female teams have rapidly reached very positive results (Mozambique boasts a long tradition in female basketball), and they have been enrolled in the official championships in Mozambique (with outstanding results. The under 12 team won the championship). A local branch of Lazio Basket –called Associação Desportiva Lazio Basket- has been established for this purpose.

In Italy, S.S. Lazio Basket made arrangements with schools and organized sports activities in the school gyms. Migrant and Italian youngsters in disadvantaged situations have had the opportunity to train with coaches and with the support of psychologists.

#### Results achieved

Progetto Colors has fostered non-violence, fair competition, teamwork and respect among the children involved and their families. The Project focused on teaching fair play values, contributed to cross cultural dialogue, understanding, unity, tolerance and peaceful-coexistence.

Moreover, the Project is valuable because it allows to shape the personality of the young athletes in the light of positive spirit of sport and it encourages also the creation of networks among institutions, organizations and associations.



## Stakeholders involved

- 
- A.S.D. S.S. Lazio Basket
- Schools, parishes, volunteering associations
- Psychologists, coaches, families
- Young people, migrants

## Replicability and transferability

The Project is replicable in any sport and context as well as by different sports Clubs/organizations: sports activities may be financed by sponsors and through crowdfunding. It can be transferred to any team sport and adapted to individual sports.



## Good practice

### Progetto “Scuola di Tifo”

#### Key facts

|                   |  |
|-------------------|--|
| <b>Who</b>        | Emanuele Maccaferri, former mini basket coach, in cooperation with LGS SportLab; social promotion association “Scuola di Tifo” |
| <b>Where</b>      | Italy – Schools and sports clubs   |
| <b>What</b>       | Prevent and fight against violence and intolerance in Sport (Supporters)   |
| <b>Since when</b> | 2013 - ongoing   |
| <b>Resources</b>  | Own resources of the Clubs; sponsorships; private and public resources   |

#### Key details of the practice

The project aims to promote a 'positive' sports culture among the youngsters through teaching and promoting the logic of rooting “for” their own team, never “against” the opposing team, thus highlighting the noblest values of sport: teamwork, sharing, passion and emotion, respect for the opponents.

The project foresees the organization of training sessions for children, young people and families, during which, through a “role-play”, participants can live a joint “playing and cheering” experience, which will stimulate a reflection on the role of the “supporter” and the meaning of sportsmanship. In the spring of 2013, a first experimental phase was carried out within the Seragnoli Trophy in Bologna.

The experimental phase was carried out with the involvement of professional basketball players and it has awakened great enthusiasm among the young athletes and the interest of their teachers. Following this first phase, the idea has been spread to new contexts, creating a network with partnerships and collaborations throughout Italy.

The activities of the “Scuola di Tifo” are carried out in 2 phases:

- 1) In the first “educational” part, the 'noble' values of sport are analysed and the logic behind rooting “for” a team are explained, giving space to a game where the children/young people are tested in both sport and cheering (“in favour of”);
- 2) The second part foresees the testing on the field (or better, on the stands) at a sports facility, where the beneficiaries can experience a sport event in a new and funny way along with their parents and friends, having the opportunity to support their team during a real game and being involved in some activities before the match and during the interval.

#### Results achieved

Children and young people change their approach to sport and cheering, through positive examples and the possibility to live and understand what rooting “for” truly means, when you are on the field during a game. With “Scuola di Tifo” children and young people become also able to recognize the negative examples.

Parents understand that every gesture made in front of their son/daughter authorizes him/her to do the same: a great potential, but also a great danger.



## Stakeholders involved

- Scuola di Tifo
- Schools
- Sports Clubs
- Children, young people
- Families
- Institutions
- Sports Leagues and Federations
- Professional players

## Replicability and transferability

The Project is easily replicable, because of the simple structure of the activities (two phases: training/educational phase + testing) and it is easily transferable to any team and individual sport, because it focuses on “supporters” and “support”.



## Good practice

### Values in school of Menorca

### Key facts

|                  |   |
|------------------|---|
| <b>Who</b>       | Consell de Menorca (Menorca's Council)  |
| <b>Where</b>     | Balears Islands (Menorca-Spain).  |
|                  | Different sports with school age sport programme  |
| <b>What</b>      | Training and awareness actions<br>Actions in competition: ethical code, regulations, etc. |
| <b>Since</b>     | 2015  |
| <b>Resources</b> | Public funding/Sport events   |

### Key details of the practice

The Sport Department of Consell Insular de Menorca (Menorca's Insular Council) encourages a healthy sport practice and sport training for pupils based on sport and social values. It is important to determine which are our objectives:

- To promote sport practice in school-age sport practice based on the acquisition of educative and social values.
- To promote multisport activity in a transdisciplinary way.
- To ensure that sport training is a respectful process to the person's comprehensive development.

The Consell Insular de Menorca believes that it is necessary to involve four basic pillars in the school sport system to achieve the above-mentioned aims:

- Athletes (age between 6-16 years): they are the main target group of the sport practice.
- Coaches: they are in charge of the athletes' sport and personal development. They must ensure a respectful atmosphere during the sport practice between all the participants. And overall, they are responsible for establishing the guidelines to promote a sport practice based on educative and social values.
- Parents must participate and collaborate to the athletes' training as the main guardians of the pupils' education.
- Referees have the most complicated role. They have to set the regulatory framework to allow for the learning of different sports.

The programme comprises the following training and awareness raising actions:

- "Jornades Entrenar Educant": The objective of these events is to share Menorca's experiences about the comprehensive training.
- Imagesport Contest: It's a contest where the clubs have the opportunity to transmit a message through a video about the sports values.
- "Values in sport" Module: The federations (basketball and tennis) have included this module comprising contents about work on values in the coaches' courses.

The programme also comprises the following actions, developed in competitions:



- Ethical code in cycling and karate: The final ranking includes criteria related to the athlete's behaviour (respect of the sport equipment, punctuality, etc.).
- Ranking golf: It's a ranking based on the acquisition of golf knowledge and abilities independently from the results. The athletes raise positions in the ranking according to the abilities acquired. The athletes are identified by the colour of their caps.
- Ethical code in football: In the lowest categories (under 10), the ranking takes into account the score result (3 points if the team wins, 1 point if the teams are even and 0 point if the team loses), the coaches' behaviour (with 1 point), the players' behaviour (with 1 point), the parents' behaviour (with 1 point) and the participation (1 point if the team calls up at least 80% of the players of the team).
- Implementation of team modality in individual sports in sailing and table tennis practice: A team championship has been established in these sports. In this proposal the teams are formed by athletes from different clubs in order to break down social barriers and reduce the stress.
- Multisport activities in athletics: Multisport activities have been added in the lowest categories.

## Results achieved

This programme has had a very positive impact in the sport practice of pupils in Menorca.

The 19 sport federations that have a school age sport programme have signed an agreement to show their commitment to introducing changes and proposing actions to encourage educative and social values in the sport practice.

Some municipalities have joined the programme implementing similar actions to promote the acquisition of educative and social values through sport.

## Stakeholders involved

- Conselleria de Transparència, Cultura i Esports. (Ministry of transparency, culture and sports)
- Consell Insular de Menorca. (Menorca's insular Council)
- Delegations in Menorca of different sports Federations
- Foundation for the Balearic Sport
- Sport clubs

## Replicability and transferability

The Consell de Menorca (Menorca's Council) believes that this project can be easily transferred to the clubs sport projects of Menorca.

Some clubs have decided to implement training models based on comprehensive education. They complement the sport practices with emotional and corporal awareness activities and also with social work.



## Good practice

### The traffic light of values

#### Key facts

|                  |  |  |
|------------------|--|--|
| <b>Who</b>       | Consell de l'Esport Escolar de Barcelona (School Sport Council of Barcelona)   |  |
| <b>Where</b>     | Barcelona districts (Spain)  |  |
|                  | Team sports (basketball, baseball, beach sports, football, handball, hockey hall, hockey, korfbal, rugby, adapted sports, "tamburello" (parchment-covered racket resembling a tambourine), volleyball, and frisbee).<br>Individual sports (rhythmic, aesthetic and artistic gymnastics, swimming, synchronized swimming, table tennis, skating, and trampoline). |  |
|                  | School age   |  |
| <b>What</b>      | <b>Ranking in values</b>   | Parallel ranking independent from the result/score           |
|                  | <b>Target groups</b>   | Who is assessing? Referee                                    |
|                  |  | Who is being assessed? Audience + coaches + players/athletes |
| <b>Since</b>     | 2011   |  |
| <b>Resources</b> | Public funding and assessment template   |  |

#### Key details of the practice

The main aim of this programme is to promote the positive educational values of sport through a system that encourages positive attitudes and contributes to redirect the negative ones of all the groups involved in sports competitions.

The assessment of the behaviour of the groups' components (players/athletes, coaches and families) is carried out using an assessment template according to the following criteria:

- Green traffic light-Excellent behaviour: 4 points
- Blue traffic light-Good behaviour: 2 points
- Yellow traffic light-Average behaviour: 1 point
- Red traffic light-Bad behaviour: 1 point
- White traffic light-Non attendance: 0 point

#### Results achieved

At the beginning of the programme the entities showed certain indifference towards the result of the ranking in values. However it was mainly due to its lack of visibility.

From the moment the Council gave greater visibility to the ranking in values, teams started to pay more attention to it and wanted to know the reasons why they had been assessed the way they were.



We must point out that if it is true that this visibility may cause some controversy, it also shows that it is a matter of interest to all the groups involved.

The programme has a very big impact on individual sports; we have noticed that the participants show more respect to the rules of good behaviour and to the facilities during competitions.

## Stakeholders involved

- Barcelona City Council
- Government of Catalonia
- Entities, schools and sport clubs involved in the competitions

## Replicability and transferability

This programme has the following main objectives:

- To reward positive behaviours in different sports competitions regardless of the score.
- To redirect negative attitudes, which may occasionally happen.

The format of a ranking in values enables the different groups to find out which aspects could be improved by the team which aspects the team should improve.

This system is easily transferable to any competition or training activity carried out in a group format.

In both cases the system can provide data as to the progress of the players/athletes involved and the person in charge of the group can carry out an assessment of the members' attitudes.



## Good practice

### Values in action/Emporion Games

#### Key facts

|                  |   |  |
|------------------|---|--|
| <b>Who</b>       | CE Alt Empordà / CE Baix Empordà / CE La Garrotxa / CE Gironès / CE Pla de l'Estany / CE Ripollès / CE Selva / CE Cerdanya. |  |
| <b>Where</b>     | Municipalities (Local Council/authorities) of the region of Girona (Spain)  |  |
|                  | Team sports (basketball, volleyball, football, hockey)  |  |
|                  | Individual sports (cross, rhythmic gymnastics, artistic gymnastics, judo, skating, swimming, athletics).                    |  |
|                  | School age  |  |
| <b>What</b>      | <b>Ranking in values</b>  | Parallel ranking independent from the result/score |
|                  |   | <b>Who is assessing?</b> Referee                   |
|                  | <b>Target groups</b>  | <b>Who is being assessed?</b> Players and athletes |
| <b>Since</b>     | 2014  |  |
| <b>Resources</b> | Public funding and Green Card   |  |

#### Key details of the practice

«Valors en acció – L'esport en positiu» (Values in action-Sport in positive) aims to gather all the actions which will raise awareness among athletes/players, coaches, families, directors and referees of the importance of having an adequate behaviour in sport facilities.

The main goal of the Emporion Games is to promote sport culture among the citizens making it compatible with the passing on of educative values, and to encourage them to participate in competition or in taking part in promotion activities open to everybody.

#### GREEN CARD- VALUES IN ACTION

The referees use green cards to reward positive actions such as helping an opponent in an adverse situation, repeatedly encouraging the partners during the match, helping the referee in a conflictive situation or acknowledging publicly that the referee has made a wrong decision that led to an advantage in favour of one's own team.

Each year, the different Consells Esportius (Sports Councils) of Girona organize the Emporion Games. All the finals of the Schools Sports Games of Catalonia take place during this multisport event in which the referees will reward positive behaviours with the Green Card.

#### THE FAIR PLAY DECALOGUE

The Fair Play Decalogue is an awareness action. It is a participative process involving pupils from primary schools.



It includes a didactic activity called “Fair Play Workshop” in which pupils write the Decalogue of their own school. There is also “Commission of Values” in charge of selecting the best pupils to write the regional Fair Play Decalogue.

This didactic proposal aims to raise awareness among the athletes and their families of the importance of adequate behaviours among people in the sports environment.

## Results achieved

Currently the population and the entities of the region identify Sport Councils’ work with a work in values whose perspective goes beyond mere results. It enables the administrations to give greater value and support to the development of regional activities carried out by Sport Councils.

A great number of schools register for the Fair Play Workshop which gives Sport Councils more visibility in regional sport facilities.

## Stakeholders involved

- Girona Provincial Council
- Government of Catalonia

## Replicability and transferability

The «Valors en acció – L’esport en positiu» (Values in action-Sport in positive) programme is easily transferable because it is open enough to be developed in any region. The programme may include different existing activities but also new ones. It therefore makes it easier to transfer the activity programme to other regions since the characteristics and spaces are the same (schools, sport facilities, municipalities, etc.)

The programme strengthens the network activity between the Sport Councils, schools, families, municipalities, etc... who are the common agents to all regions.



| Good practice   |  |
|---|--|
| <b>Targeta Verda al Joc Net (Green Card in Fair Play)</b>   |  |
| Key facts   |  |
| <b>Who</b>  | Consell Esportiu del Baix Camp (Sports Council of Baix Camp)   |
| <b>Where</b>  | Municipalities of Baix Camp region (Spain)   |
|   | Team sports (handball, basketball, football)<br>Individual sports (athletics, badminton, bowling, cross country, chess, gymnastics, swimming, skating, tennis, table tennis, paddle, rhythms and dances, karate) |
|   | School age   |
| <b>What</b>   | <b>Ranking in values</b> Parallel  |
|   | <b>Agents involved</b> Referees  |
|   | <b>Who are assessed?</b> Audience, coaches and players   |
| <b>Since when</b>   | The beginning of the pilot programme in 2006 (in the city of Reus)<br>The beginning of the programme in all the region 2013-2014   |
| <b>Resources</b>  | Public funding<br>Website: <a href="https://targetaverda.jimdo.com/">https://targetaverda.jimdo.com/</a><br>Compendium of best practices<br>Green Card manifest<br>Grid of observation                           |
| Key details of the practice   |  |
| <p>The main objectives of this programme are to use sport as an educational tool and as a psychological development of young athletes. With the green card, we want to reward positive behaviour and promote civic values and healthy sport, in all school age sports competitions organised by the Sports Council of Baix Camp. All the agents that participate in school competitions are involved: families, athletes, coaches, managers and referees. This programme is understood as a common action where the participation of all the agents is crucial to achieve the expected results.</p> <p>The referees use a grid of observation for team sports to assess:</p> <ol style="list-style-type: none"> <li>Each COACH's behaviour: <ul style="list-style-type: none"> <li>- Has he/she done the warm up before the game?</li> <li>- Does he/she encourage their team showing respect?</li> </ul> </li> </ol> <p>If coaches do it right, they will be awarded 1 point, if they don't, they will be awarded 0 point.</p> |  |



## 2. The PLAYERS' behaviour:

- Do they encourage each other?
- Have they shaken hand with the opponent team?
- Are they relaxed and happy?
- Do they applaud good plays?

If the players do it right, they will be awarded 1 point, if they don't, they will be awarded 0 point.

## 3. The AUDIENCE's behaviour:

- Does the audience respect the members of the opponent team?
- Does the audience encourage their team?
- Is the audience relaxed and happy?

If the audience does it right, they will be awarded 1 point, if they don't, they will be awarded 0 point.

## 4. GENERAL assessment:

- Do all the agents (the audience, the coach and the players) accept decisions independently from the result and do they show respect and cooperation?

If they do it right, the team will be awarded 1 point, if they don't, it will be awarded 0 point.

5. EXTRA POINT GREEN CARD! The referees will reward positive actions by showing a green card in order to highlight the good behaviours. They should write down the action they have carry out.

At the end, the points will be added up.

For individual sports, a grid will also be used to assess the athletes' good performance. If they do it right, they will be awarded a green card.

## Results achieved

The programme has been positively received and all the agents involved in sport at school age are aware of this paradigm shift in physical activities organised by Sports Councils. Anyway, as the programme sets a parallel ranking of values, it is not possible to make a real and objective analysis of the impact of the Green Card programme in sports competitions in our region.

## Stakeholders involved

- Municipality of Reus
- Unió de Consells Esportius de Catalunya (Sports Union of Councils of Catalonia)
- Diputació de Tarragona (Deputation of Tarragona)
- Govern de Catalunya (Government of Catalonia)



## Replicability and transferability

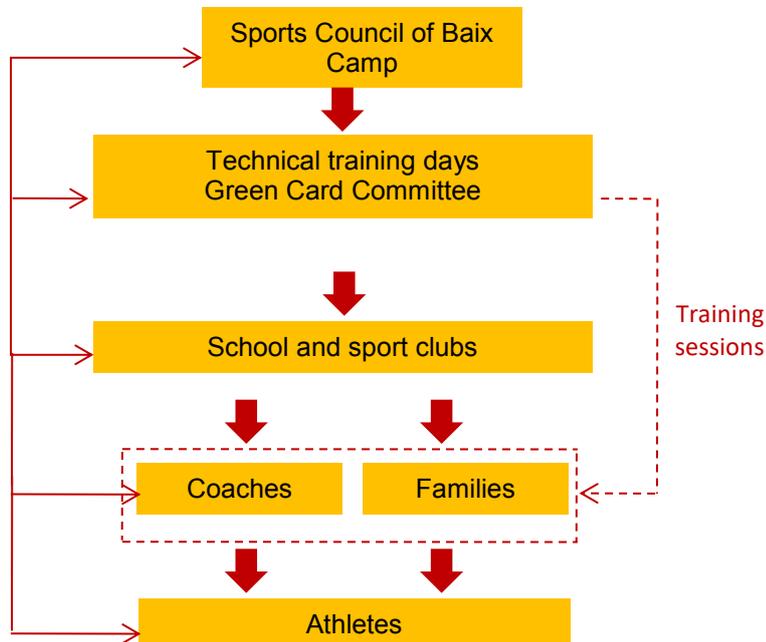
The Sports Council of Baix Camp aims to strengthen sport educational values. The analysis of the relationship between values and competition is very complicated and difficult to assess. For this reason, the Green Card programme was created, based on the awareness of the lack of social importance given to civic behaviours and practices in sport.

We seek to convey the value of a balanced and inclusive sport practice beyond the outcome of the competition. The Green Card programme aims to give visibility and to highlight civic attitudes and practices in sport.

The main message of the programme is to present school-age sport as an educational tool for a comprehensive education in values. This objective is consistent with the School Sports Games of Catalonia (JEEC), the programme promoted by the Government of Catalonia, which establishes the educational purpose of school-age sports.

Other messages may complete the main message promoting attitudes or behaviours that illustrate the different values that can be found in the practice of “good sport” beyond the competitive aspect. These objectives are promoted from a perspective that does not focus on negative behaviours and counter values (associated with punishment or penalty) but on promoting good practice through the audience’s acknowledgment of the merits of the main figures (athletes, managers of organisations, supporters, families, etc.)

Diagram of transmission of the message and values of the Green Card programme:





## Good practice

### Kunnioita peliä - “Respect the Game” -Programme

#### Key facts

|                  |   |
|------------------|---|
| <b>Who</b>       | Finnish Ice Hockey Association  |
| <b>Where</b>     | All The Member Clubs of Finnish Ice Hockey Association (Finland)                              |
|                  | Team Sports (Ice-Hockey)  |
|                  | Junior Players, Parents, Coaches, Referees  |
| <b>What</b>      | To promote “fair play” values, respect of sport and respect of other people in game events    |
| <b>Since</b>     | 2014  |
| <b>Resources</b> | Finnish Ice Hockey Association/Sponsors (Finland`s biggest daily newspaper Helsingin Sanomat) |

#### Key details of the practice

The main aim of this programme is to promote “fair play” values, respect of sport and respect of other people in all the Junior Ice Hockey events in Finland. It is a standard of activity how to respect everybody involved in game events – mutual respect between everybody in different roles of the event or game (players, coaches, referees, parents).

#### The goal of this “mutual respect code” is to:

- Create for every event a positive educational environment where every child can feel safe to succeed or fail
- Make the game itself “safer” for the players
- Guarantee an atmosphere where the coaches and referees can concentrate to do their job without distraction

#### What does that mean for different target groups:

##### Player who respects the game...:

- Does always his or her best
- Respects his or her opponent in every game situation (Tackles fairly - not to the back or head of an opponent, don't provoke or be provoked by his or her opponent)
- Respects referees decisions
- Knows the rules of the game
- Behaves exemplarily on the ice and off the ice (behaves sporty and have a good manners)
- Listens coaches directions and follows them
- Takes care of his or her own gears



- Encourages and cheers his or her teammates

**Parent who respects the game...:**

- Encourages and cheers his or her child always in positive way
- Trusts the decisions made by coaches and referees – understands that everybody makes mistakes
- Gives a working peace and yield to the coaches, referees and game officials
- Behaves like a good role model in every situation

**Referee who respects the game...:**

- Serves the game with trust and respect
- Takes care of the safety, fairness and rules of the game
- Behaves calmly and don't provoke or be provoked
- Is honest and truthful to oneself and to the game

**Coach who respects the game...:**

- Encourages and cheers on every child to try his or her best regardless of the skills or the level of expertise
- Recognizes that a coach is a role model for the children on and off the ice
- Remembers that the parents usually react emotionally
- Keeps calm and predicate all the tactical and technical decisions clearly and pithily
- Understands and accepts possible mistakes made by the referee and gives a referee a chance to learn from his or her mistakes

“Respect the game” Programme is visible in all the ice hockey arenas around Finland (big banners and stickers around arenas to remind everybody about the Respect principles).

Clubs and teams can order “respect the game” stickers and diplomas (for free) from the Finnish Ice Hockey Association and reward “respect” players after the games. At the end of the season the coach can report the names of the players who have got more than three respect rewards (stickers) during the season to the “respect the game” website. All the players reported to the website will participate lottery with very good awards (VIP packages to the Finnish Ice hockey national team (“LIONS”) games, etc.)

Clubs and teams can also have a special “Respect the Game oaths” that can be used in different occasions to remind the people about fair game and respect in Ice hockey events.

Finnish Ice Hockey Association also has a web based feedback system where everybody involved in game events can give feedback on how the events are organized from the respect perspective. This feedback system is linked to the “Respect the game” programme. All the feedback is handled by the Finnish Ice Hockey Association. Clubs will either get positive input or improvement suggestions from the Association.

## Results achieved

“Respect the game” Programme has been successful in making the junior ice-hockey events more “fair-play” events. Because of the programme, people around junior ice-hockey are more aware of fair-play rules and the respect among players, coaches, officials, referees and parents has been increased. This program has also been an important message both inside the ice-hockey community and to the outside society that fair play and respect are important values in ice-hockey even the game itself is quite rough and physical. This is an important aspect because ice-hockey is one of the most popular junior sports in Finland.



“Respect the game stickers” (Respect the game acknowledgements for players) were so popular last year that the Finnish Ice-Hockey Association ran out of them before the end of the season! So the conclusion was that the clubs really adapted the Respect the game Programme and ideology!

### Stakeholders involved

- Finnish Ice Hockey Association
- Finnish Ice Hockey Clubs (junior players, coaches, officials, parents)
- Finnish Ice Hockey Referees Association

### Replicability and transferability

“Respect the game” Programme is easily transferable to any events (trainings and competitions) in all team sports. The system requires commitment from everybody involved (especially Sport Association, Sport Clubs, Coaches, Parents, and Referees). It is vitally important that the principles of the system are acknowledged over the whole system of the sport concerned.



## Good practice

### Ethics in Sports National Plan

#### Key facts

|                         |  |  |
|-------------------------|--|--|
| <p><b>Who</b></p>       | <p>Ethics in Sports National Plan (PNED) represents a governmental initiative and is part of the Portuguese Institute of Sports and Youth.</p> <p>PNED is a set of structured and planned initiatives that aim to promote the ethical values in sports - which are intended to be assimilated and experienced in sports- such as truth, respect, responsibility, friendship, cooperation, among many others.</p>   |  |
| <p><b>Where</b></p>     | <p>Portugal (all regions)</p>  |  |
| <p><b>What</b></p>      | <p><b>Target groups</b></p>  | <p>Children and youth, schools, universities, sport clubs, associations, federations, people with disabilities, sports agents and prisons.</p> <p>PNED intends to involve the maximum of individuals, inviting them to participate actively in the pursuit of their objectives.</p>  <pre> graph TD     PNED[PNED] --&gt; A[Children and youth, schools, universities]     PNED --&gt; B[Athletes, sport clubs, associations, federations]     PNED --&gt; C[people with disabilities]     PNED --&gt; D[Adults and Older people]     PNED --&gt; E[Prisons] </pre> |
| <p><b>Since</b></p>     | <p>2012</p>  |  |
| <p><b>Resources</b></p> | <p>PNED uses several resources to work their mission. The main tool used by PNED is the education of teachers and coaches and the elaboration of guidance documents to work as tools for teachers and coaches.</p> <p>Some examples of those tools are:</p> <ul style="list-style-type: none"> <li>- “Sports Values Center”</li> <li>- “LED's Play Module: Playing with Ethics”</li> <li>- “Parents and Children Resources”</li> <li>- “What would you do if...”</li> <li>- “The dangers of doping”</li> <li>- “Anti-doping declaration - coach and athlete”</li> <li>- “Commitment to Sport Ethics”</li> <li>- “Training Actions”</li> <li>- “White Card   Fair Play”</li> <li>- “Notebooks for Pedagogical Support”</li> <li>- “Oath for Ethics”</li> <li>- “Manual of Good Environmental Practices in Sport”</li> <li>- “Ethical Dilemmas”</li> </ul> |  |

#### Key details of the practice



PNED mission is to promote the ethical values in sports. The Plan aims to reach all areas of society and become accessible to all national and foreign citizens, promoting interaction and social inclusion, intercultural and intergenerational dialogue, contributing to a national unity around a common goal: education and ethical training for a healthy and meaningful sport.

PNED is implemented in a multisector and multidisciplinary methodology with the following goals:

- Promote reflections and activities with the target population, so that the values of sport are understood and experienced;
- Enabling a wide range of institutions (schools, federations, clubs and sports associations, among others) to use resources, means and activities to reflect ethics in sports;
- To place ethics in sport in the media agenda;
- To take advantage of the major sports moments to spread the theme of ethics.

The main objectives are organized in 5 strategic axes:

- Education: Ethics Education for teachers, sports agents, youth, children, parents and population in general.
- Physical activity / Sports events: Encourage ethical values through sports practice or events.
- Publications / Research: Development of scientific studies on ethics in sport and publications. Creation of web portal as well as other digital instruments dedicated to the theme.
- Contests: Creation and implementation of various competitions on ethics in sport in the field of arts, journalism, literature, technologies, photography, among others.
- Campaigns: Organization of various campaigns on ethics in sport, sports events, TV channels, national and regional press.

## Results achieved

Results by strategic axes (from 2016 activities report)

1. Education: This axis manifests itself as the guiding and primordial axis of PNED.

PNED had consistently promoted actions on this axis, in particular, awareness-raising campaigns with schools, grassroots sports clubs and entities.

PNED had also carried out a set of actions in prisoner establishments.

We highlight the innovative initiative in this axis: the application of the white card on sports, one pedagogical card, which already involves 17 sports entities.

Actions taken – 137

2. Physical activity / Sports events: PNED had focus their action under this axis on events promoted by Federative Movements, Associative Movements, Municipalities or other entities.

Actions taken – 70

3. Publications / Research: With regard to the Publications, Research and Digital Platforms, PNED had published several documents in partnership with *Edições Fronteira*:

- "Sport in Words" and "Sport, Ethics and Transcendence".
- "Sports Ethics for all" – A written version and a version a Braille version.
- A comic strip was also produced and published - called "The Adventures of Splitz".



In addition to these, PNED newsletters were published in January, April, July and October.

Actions taken – 9

4. Contests: on this axis PNED continued the contests launched in previous years:

- the V edition of the "Regional Writing Press" competition, a partnership with the CNID;
- The V edition of the Contest "Ethics in Life and Sport", in partnership with the newspaper Bola, the Ministry of Education, and other stakeholders;

Actions taken – 3

5. Campaigns: With the Campaigns axis PNED had consolidated some initiatives, such as:

- "Sport with values" in the "Record" newspaper, where individualities are invited to write about this subject;
- A weekly report on the newspaper "Bola online" about ethics in Sport;
- A Weekly afternoon programme in "Antena 1" radio, called "Move by values".
- Red Card to Bullying
- Campaign for Respect in NOS League (The main football competition on the Portuguese Championship)

Actions taken – 7

The full evaluation report is available on: <http://www.pned.pt/media/42988/Relatório-de-Actividades-do-PNED-2016.pdf>, however it's only in Portuguese.

## Stakeholders involved

- Portuguese governance
- Portuguese Institute of Sports and Youth
- Schools
- Sport Clubs (Grassroots and professional level)
- Social Institutions
- Educational Institutions

## Replicability and transferability

Although PNED is a measure of the Portuguese government, we believe that it is possible to be implemented in all sports and educational contexts, since its mission is education through sport.

In Portugal, several institutions have signed the agreement for Sports Ethics, and all these institutions replicate the PNED activities in its daily intervention.

PNED work is to provide tools for all "partners" promote fair play and social inclusion through sport, and in this sense any institution acting at national or regional level can follow PNEDs methodology.



## Good practice

### Social Inclusion Movement Through Sports and Culture – Movimento de Inclusão Social Pelo Desporto e Pela Cultura - MISCD

#### Key facts

|                  |   |   |
|------------------|---|---|
| <b>Who</b>       | Sporting Foundation – Fundação Sporting |   |
| <b>Where</b>     | Lisbon (Portugal)                       |   |
|                  | Target groups                           | Children and youth from primary and secondary schools, institutions or prisons for youth, between 6 and 16 years old. |
| <b>Since</b>     | 2012                                    |   |
| <b>Resources</b> | Multisport Events                       |   |

#### Key details of the practice

This project looks to mobilise Portuguese society, to promote the assimilation of social rules and values through regular sports initiatives with children and youngsters. The initiatives include monthly multisport events at primary and secondary schools, institutions or prisons for youth, with several sports disciplines from Sporting Clube de Portugal, as Rugby, Football, Karate, Basketball, Boccia, goaboll, Handball, Golf, Kickboxing, Volleyball and Athletics, as well as discussions about subjects such as citizenship, drugs and violence on sport and through sport.

#### Results achieved

Since the beginning of the sport season (august 2016), we have already carried out 6 events, covering 393 children and young people, between the ages of 6 and 16 years old. This Project has forested tolerance, fair play, team work and respect (self-respect, respect for others and for the Human Rights) using sport as a tool to promote empathy and understanding among children, helping children to accept the differences and individualities of each person.

Through this project it's frequent to observe children helping each other, and participate in sport activities with fair play and curiosity. We always have a pre-activity conversation with the coaches to encourage them to promote fair play, respect and generosity through the session.

#### Replicability and transferability

This project is easily replicable and it can be associated to promoting volunteering on sport – if the coaches make the MISCD on volunteering basis. The only cost in this project is the material (and maybe the coaches), but it will depend on the sports and on the hypotheses of the coaches bringing their own material, but in the most cases, schools and social institutions already have materials.

It can be promoted by any social institution, sports institutions, schools, or governmental institutions.

Usually the project takes about 4-5 hours to execute and 8-10 to prepare, and it can be prepared by only one person.



## Good practice

### Arbitragem no Bairro – Referees on the street

#### Key facts

|                  |   |  |
|------------------|---|--|
| <b>Who</b>       | Portuguese Football Referees Association – Associação Portuguesa de Arbitros de Futebol |  |
| <b>Where</b>     | Portugal, especially in main cities as Lisboa, Porto, Setúbal, Aveiro, Faro, Évora.     |  |
| <b>What</b>      | Target Groups   | Young people between 14 and 25 years<br>Old, from social institutions and in both genders.<br>Parents / guardians;<br>Teachers;<br>Social workers; |
| <b>Since</b>     | 2016 (2017 will be the second edition)  |  |
| <b>Resources</b> | Football, sport events, conferences and lectures.                                       |  |

#### Key details of the practice

This project looks to combat the current trend in sports, especially the lack of positive values in sport, such as violence, intolerance and aggressiveness (for instance), promoted by supporters and athletes before, during and after sport events, and about sports in general. Alongside with this objective, this project also aims to provide different opportunities for young people with fewer resources, in a way of making them feel useful, included in society, helping them have a possible profession, and turning them into role model for their peers.

This project consists in 4 distinct phases, for approximately one year, in regular intervals, depending on the awareness and the availability of stakeholders.

The first phase of the project consists in awareness-raising lectures - to a minimum of three thousand people – with all the stakeholders included, about the positive values of Sport, the importance of sports for a healthy and complete lifestyle, and the role of respect (self-respect and respect for others on sport).

In the second phase, the young people are invited for a referee workshop, with the purpose of selecting all of the young people who aspire a referee.

As a side note, it is important to notify that the white card is a specially discipline lecture on the workshop. All the young referees are able to apply the white card (for fair play issues, in Italy and Spain is the Green Card).

In the third phase, the young people selected start to work in private games as referees (through partnerships with grassroots clubs and institutions).



The association offers the yellow, red and white cards, whistles and all the equipment necessary to the young referees.

In the fourth phase the young people are forwarded to local Referees Associations, but stay accompanied by referees' technicians linked to the Portuguese Football Referees Association.

In the end of the project, the young people will work on a legends game in their own institution with a major referee, and they will be invited to be the mentors of the first phase of the next referees on the street project, and start a professional carrier as a referee, if they so desire.

## Results achieved

On the first edition of the project, the Portuguese Football Referees Association was able to include 3 young referees in the professional career path as a football referee.

## Replicability and transferability

Unfortunately, this is an expensive project, since the referees' courses are paid. In Portugal, the courses and workshops are paid by the Portuguese Football Referees Association, but in other countries it will depend on the Associations.

We believe that, if we take the ornamental issue, the project is easily replicable, but will depend on each country's referees association. It is required that the association has a very open mind to complete this project and to have the referees extremely sensitized to the subject.

The first phase of the project is easily replicable, it doesn't have an excessive financial costs and all sports associations would benefit from this, because sport judges and referees represent not only the sport rules, but fair play values as well. It's a usual behaviour to show anger or blame the sport judges and referees when they penalize an athlete for improper behaviour, it means that it's an ordinary believe that the referees and sport judges are responsible for the behaviours on the competitions, and it's important to change minds, responsabilize the athlete for its behaviour and make them use fair play values on sports performance and citizenship values on life.

If other countries could apply the first phase, it will be great, because this phase will increase the sports values by itself.



## Good practice

### Playdagogy

### Key facts

|                   |  |
|-------------------|--|
| <b>Who</b>        | Play International/Sport sans frontières |
| <b>Where</b>      | France                                   |
| <b>What</b>       | Education through sport and kit lessons  |
| <b>Since when</b> | Early 2000's                             |
| <b>Resources</b>  | Public funding                           |

### Key details of the practice

Playdagogie is the accompanying methodology for children aged 6 to 12 years developed by PLAY International since the early 2000s. French programme, it was first introduced in primary schools located in «Zone Prioritaire d'Education » (ZEP), which now exists in outside school programmes/activities.

At school and in refugee camps, this approach allows children to learn and grow by playing sports games. The playdagogic activities allow them to acquire knowledge by spending and having fun:

- Knowledge on a specific theme (nutrition / obesity, hygiene, discrimination, disability, environment, etc.)
- Life skills (self-respect, rules, on the other, collaboration, etc.)
- Behavioral reflexes affecting positively their life course or those of the members of their entourage

The Playdagogie programme refers to the system of tools, training and networking that enable practitioners in education, humanitarian /development and sport to use this methodology. This system is characterized by the provision of shared, co-built and turnkey contents. Content and skills have been distributed in France since the start of the school year in September 2012 through the distribution of ready-to-use kits, an internet platform, video tutorials, federative events for practitioners, etc. A sociometrical study on 6 test classes demonstrates the impact on knowledge and behavior of children.

### Results achieved

The results are a better understanding about topics like disability, life in society, learn about the other, and prevent fear/discriminations, healthcare, nutrition.

The children are full actors in this project through activities in which they can learn, understand topics via experiences they shared with the others (children, disabled people, people with aids...). They are able to disseminate what they learn and develop human capabilities.

### Stakeholders involved

- French ministry of National Education
- Shangri-La Hotel
- Malakoff Mederic
- Federations
- Associations in youth's sector



## Replicability and transferability

Programme axed on different points, kits:

- Playdagogie “vivre ensemble”: live together kit: prevent and fight against racism/discrimination -> remembering better thanks to the physical/emotional and social experience they shared with the others -> no theoretical courses
- Nutrition kit: enables children to strengthen their knowledge -> nutrition’s education through another way
- Disabilities kit “kit playdagogie handicap”: experience activities with disabilities (such as blindness) to make children understand people with disabilities
- Allying methodology and play
- Make children part of it and sensitize them on different topics via funny activities



## Good practice

### Kannusta Mua - "CheerMe" Campaign

#### Key facts

|                  |  |
|------------------|--|
| <b>Who</b>       | Football Association of Finland  |
| <b>Where</b>     | Finland  |
|                  | Team Sports (Football)   |
| <b>What</b>      | To raise positive atmosphere and good manners among all target groups (junior players, coaches, parents, referees) in junior Football in Finland |
| <b>Since</b>     | 2017   |
| <b>Resources</b> | Football Association of Finland and sponsors   |

#### Key details of the practice

The idea of "CheerMe" Campaign is to create positive atmosphere around junior football in Finland. Finnish Football Association invited all the junior football clubs around Finland to join in. "CheerMe" Campaign is open to clubs, teams, individual players, parents, referees and everybody who thinks that a positive atmosphere and good manners are things they want to support in football and in their activities.

Campaign is a great way for clubs to introduce these positive themes in their activities both internally and outwards.

One of the key ideas of the campaign is to tame social media for spreading positive ideas and values among football society.

#### Basic principles of the campaign:

- "Let's create a better hobby for children by listening their opinions"
- "Coach creates a positive atmosphere by appreciating and listening the children"
- "Let your child to decide how he or she is encouraged or supported"

#### How the campaign works – how to be part of the "CheerMe" society:

- Register your team in campaign website
- Join campaign Instagram and Facebook sites
- Be active on social media by sharing good examples of positive actions
- Use diverse campaign materials
- Inspire and challenge others!
- Organize discussions about the importance of good atmosphere in your own organization and society.
- Be positive!

#### Examples of campaign materials:

- "CheerMe" plaques, signs and posters in football fields, clubhouses, etc.
- Banners and badges for social media use



- Cheers cards for good support (for parents, for grandparents, for coaches, for teammates, etc.)
- Diplomas for positive behaviour or good support (for clubs, for teams, for players, for coaches, for referees, for parents, etc.)
- Idea bank about good practises of support for clubs, tournament organisers, coaches and parents



## Results achieved

Hundreds of junior football clubs joined the campaign in spring 2017. It created positive atmosphere around football fields in Finland. Social media was a really good way to reach different target groups and stakeholders. Clubs started even to “compete” who has the most positive atmosphere in their actions! Campaign raised in discussion important issues around junior sports.

## Stakeholders involved

- Member clubs of Football Association of Finland
- Sport clubs, teams, junior players, coaches, referees, team officials, parents

## Replicability and transferability

This programme has the following main objectives:

- To reward positive behaviours in sports regardless of the score.
- To spread good examples and practises of positive atmosphere in junior sports
- To use social media for positive purposes – educate different target groups to use social media in positive ways.

The Campaign is easily replicable, because of the simple structure of the activities and it is easily transferable to any team and individual sport, because it focuses on positive atmosphere around junior sports and also “supporters” and “support”.



## Good practice

### PeliMaaailma säännöt - "GameWorld" rules for Floorball

#### Key facts

|                  |   |
|------------------|---|
| <b>Who</b>       | Finnish Floor Ball Association  |
| <b>Where</b>     | Finland   |
|                  | Team sports (Floorball)   |
|                  | Children aged 9-12 years both boys and girls  |
| <b>What</b>      | To create applicable game system for junior floorball to guarantee maximum time of action for all players in game events. |
| <b>Since</b>     | 2008  |
| <b>Resources</b> | Finnish Floor Ball Association - own resources  |

#### Key details of the practice

A goal of "GameWorld" playing rules is to create applicable game system for children floorball. The basic idea is to have the ideal size playing arena and an ideal amount of players per team in every age groups. The purpose is to have as small groups/teams as possible so that every child would get maximum time of action in all game events.

The rules in "GameWorld" games are much more flexible than in "real" floorball games. That gives a change to develop children's skills in the groups that match their level.

The purpose of these rules is not to support team's competitive success. On the contrary the purpose is to pay attention on every child and guarantee equal playing time for everybody. This flexibility in rules also gives clubs more leeway but also more responsibility.

Teams that take part in official "GameWorld" series must compose also "internal fair play rules" for their team via discussions between coaches, parents and children.

"GameWorld" rules can differ in different regions in Finnish Floorball Association. These regional differences can be found on every regions' website.

"GameWorld" rules contain recommendations of game field size, game time, amount of players, maximum team size, number of referees in games, etc.

"GameWorld" in nutshell:

- Age groups involved: Boys 10-13 years old, girls 12-13 years old



- In these age groups all teams in Finland follows primarily “GameWorld” rules and secondarily the competition rules of Finnish FloorBall Association
- Children/Players can represent multiple teams in different age groups in their club. This collateral representation makes it possible to reinforce teams and gives more playing time for every player. Teams can have 4 over-aged players – 2 of them can enter field in the same time
- Girls can play in the boys games (max. with one year younger boys)
- Game events: Both team coaches salute each other and the referees before and after the game. Game incidences can be discussed after the game but in positive and proper way. Opponent teams salute each other after the game despite the result.

## Results achieved

“GameWorld” system has been a way to renew the rules of children competitions in floorball. “GameWorld” rules are much more flexible than traditional competition rules. It is now a much lower threshold for children to join to floorball clubs. “GameWorld” rules have also decreased “paperwork” for clubs because they are more flexible.

## Stakeholders involved

- Junior floorball teams in Finnish FloorBall Association
- Team officials, coaches, parents, children

## Replicability and transferability

“GameWorld” rules are easily transferable to any events (trainings and competitions) in all team sports. The system requires commitment from everybody involved (especially Sport Association, Sport Clubs, Coaches, Parents, and Referees). It is vitally important that the principles of the system are acknowledged over the whole system of the sport concerned.

“GameWorld” rules are easily replicable and transmittable especially to other team sports and ballgames.



## Good practice

### “Stara Events” in Gymnastics

#### Key facts

|                  |  |  |
|------------------|--|--|
| <b>Who</b>       | The Finnish Gymnastics Federation              |  |
| <b>Where</b>     | Finland  |  |
|                  | Individual and team sports                     |  |
|                  | Age between 7-12 years                         |  |
| <b>What</b>      | <b>Ranking in values</b>                       | Verbal feedback for gymnasts                                     |
|                  | <b>Target groups</b>                           | Who is assessing? Experienced Coaches and educated “Star” tutors |
|                  |  | Who is being assessed? Junior Gymnasts                           |
| <b>Since</b>     | 2010   |  |
| <b>Resources</b> | The Finnish Gymnastics Federation and sponsors |  |

#### Key details of the practice

The main aim of this programme is to give every young gymnast a chance to perform without competing and regardless of the level of their skills.

“Stara Events” are gymnastic events for young gymnastic beginners from 7 – 12 years. “Stara Events” gives every young gymnast a chance to perform to the audience and show the skills she or he has learned in training. Events are mainly intended to “amateur” gymnasts but are also for those who compete more seriously. For already competing gymnasts, these events are changed to practise before going to the “real” competitions.

Gymnasts can perform in “Stara Events” individually or as a team. A performance in these events can be self-made or Gymnastic federations ready-made programme.

In “Stara Events” every gymnast or act will receive feedback from the officials who can be experienced trainers or trained “Stara” officials.

Stara Events can be organized by sport clubs who are members of Finnish Gymnastics Federation. Finnish Gymnastic Federation also organizes some bigger regional “Stara Events” annually. Every gymnast who performs in “Stara Events” needs a special Stara licence and insurance to take part to events. These licences are much cheaper than normal official gymnasts licences needed for official competitions.

#### Results achieved

There are more “low threshold” gymnastic events organized by local clubs nearby. Events are shorter than “real” competition events. “Stara events” are an easy way for clubs to practise on how to organize events and for young gymnast’s low threshold change to practise on how to act in “real” competitions. In “Stara events” one of the main goals is to create positive and supportive atmosphere for everybody involved.



## Stakeholders involved

- The Finnish Gymnastic Federation
- Entities, schools and sport clubs involved in the gymnastic events

## Replicability and transferability

This programme has the following main objectives:

- To reward positive behaviours in different sports competitions regardless of the score.
- To redirect negative attitudes, which may occasionally happen.

The basic idea of “Stara Events” has been to create a common system for “low threshold” events beside official competition system of gymnastics. The same idea would work also in other sports, both individual and collective.