

ACTIVE

TOOLKIT

Youth in Sports



Co-funded by the
Erasmus+ Programme
of the European Union



ACTIVE
European Youth Together



Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CONTENT

1. Introduction	3
2. The ACTIVE Project	4
3. Promoting Youth Goals Through Sports	7
4. 1. Connecting EU with Youth	8
Theoretical framework	9
Key concepts	10
Non-formal activities	15
4. 2. Inclusive Societies	19
Theoretical framework	20
Key concepts	21
Non-formal activities	28
4. 3. Sustainable and Inclusive Sports Events	35
Theoretical framework	36
Key concepts	38
Non-formal activities	46
5. Acknowledgments	53
6. References	54

1.

INTRODUCTION
INTRODUCTION



1. Introduction

The ACTIVE toolkit is meant to be used by individuals training current and future physical education for young athletes. This toolkit presents the basic thematic and theoretical building blocks to promote interest and engagement in European Youth Goals and future EU youth policies among less active youth and youth at risk of marginalization and discrimination. The toolkit provides interactive activities and good practice examples to promote inclusive and sustainable grassroots sports activities.

The chapters are divided into two distinct but complementary parts: a) the theoretical framework examining the key terminology and the key concepts, and b) non-formal activities. As such, this content can be used flexibly and adapted according to different groups and local needs. The content from this toolkit is divided into three distinct units and can be used as the basis for modules or individual training all over Europe.



2.

The ACTIVE Project
The ACTIVE Project



2. The ACTIVE Project

The goal of the ACTIVE project is to connect young people all over Europe through inclusive and democratic sports. The Erasmus+ funded project started in 2021 and includes partner organizations from all over Europe.

The general objective of the action is to promote interest and engagement in European Youth Goals and future EU youth policies among less active youth and youth at risk of marginalization and discrimination by promoting inclusive and sustainable grassroots sports activities.

The specific objectives of the project can be listed as followed:

- Create a network to improve the connection and involvement of less active young people in Europe around European values and EU objectives for youth through sport;
- Strengthen the capacities of coaches and athletes by increasing the engagement on EU issues among their peers, with special attention to children with fewer opportunities, through training and international exchange;
- Promote inclusive and sustainable sport events and activities to increase active engagement and participation of young people in EU affairs;
- Promote networking for continuous and mutual cooperation between youth organisations and sports organisations working with young people across Europe to improve their impact on EU policies and involvement in EU affairs.

2. The ACTIVE Project

In total, ACTIVE involves seven partner organizations from all over Europe. Each organization has previous cooperation and experience in relevant EU projects. They have experience and capacity to reach and involve youth from under-represented youth and are committed to further increase skills, outputs and impact on these target groups and capacity to reach them through sport.

The Italian non-profit organization GEA uses sport and culture to advocate for the rights of young people, refugees and migrants and to promote active citizenship and dialogue between private, public, and state actors. ASSIST, Italian-based as well, is a non-profit Volunteers Association to promote and defend the rights and the image of female athletes and sports workers, to foster equality and respect in sport. The British-Dutch-based FARE network is an umbrella organization that brings together individuals, informal groups, and organizations that are driven to combat inequality in football. The Portuguese organization DOTS promotes the development of educational projects aimed at social, economic, and cultural development through social innovation and lifelong learning opportunities. The Greek organization KMOP is a leading NGO with over 40 years of experience in supporting vulnerable people through the provision of social services, the implementation of social initiatives, research and education. Based in Dresden, Germany, JKPeV strives to strengthen cultural values and foster intercultural and intergenerational dialogue through European projects and events. Lastly, the European Network of Sport Education (ENSE) works to create learning opportunities, skills, competencies and qualifications in the context of sports education.

3.

Promoting Youth Goals
Through Sports
**Promoting Youth Goals
Through Sports**



4. Promoting Youth Goals Through Sports

The European Youth Goals are the outcome of the Youth Dialogue process with over 50.000 young people. They represent the views of young people from all over Europe and are part of the EU Youth Strategy (1). The 11 European Youth Goals summarise the issues that affect young people in Europe and the political priorities that are important to them. The Youth Goals show in which areas change still has to happen so that young people in Europe can use their full potential.

Around 50,000 young people took part in a Europe-wide survey in 2018. Based on this survey, the 11 Youth Goals were formulated with concrete sub-goals under scientific supervision. All EU countries were involved in the development of the Youth Goals and support them. The Youth Goals have been included in the EU Youth Strategy.

The European Youth Goals are:

- ★ 1. Connecting EU with Youth
- ★ 2. Equality of All Genders
- ★ 3. Inclusive Societies
- ★ 4. Information & Constructive Dialogue
- ★ 5. Mental Health & Wellbeing
- ★ 6. Moving Rural Youth Forward
- ★ 7. Quality Employment for All
- ★ 8. Quality Learning
- ★ 9. Space and Participation for All
- ★ 10. Sustainable Green Europe
- ★ 11. Youth Organisations & European Programmes

For the ACTIVE project, the three Goals 1, 3, and 10 were chosen to promote the issues of connecting the EU with Youth (Goal 1), inclusive societies (Goal 3), and sustainable green Europe (Goal 10) through sports activities. Why sport to promote objectives 1,3 and 10? Sport has a unique potential to unite and connect people from different social backgrounds, origins and countries. This aspect will be further explored in section 4.1 Connecting EU with Youth.

Sport is a universal language and has the potential to reduce language, gender and social barriers through teamwork, fun and common goals helping to improve physical, technical but also relational skills. This aspect will be further explored in section 4.2 Inclusive Societies.

Sport can be a means and a platform to talk about themes such as caring for the planet, sustainability and climate change as it allows to reach a large number of people and spread these issues in informal moments, combining pleasure and fun with new knowledge. This aspect will be further explored in section 4.3 Sustainable Green Europe.

(1) European Youth Goals <https://youth-goals.eu/youthgoals>

4.1 Connecting EU with Youth

Theoretical framework

This chapter aims to provide the coaches with a general picture of the policies developed by the European Union concerning youth and sport. In particular, our objective is to explain the EU youth policy in the timespan of 2019-2027.

The name of the framework for EU youth policy cooperation for 2019-2027 is EU Youth Strategy 2 and is based on the [Council Resolution of 26 November 2018](#). The EU Youth Strategy focuses on three pillars of action, identified by three keywords:

Engage, Connect and Empower.

Key terminology

<p>Engage</p>	<p>This pillar of the Youth Strategy aims to promote the active participation of young people in social, cultural, and democratic life. Among the programs developed within this pillar, we can find the EU Youth Dialogue.</p>
<p>EU Youth Dialogue</p>	<p>The EU Youth Dialogue (3) is an 18-month work cycle focused on different thematic priorities, set by the Council of Youth Ministers, in which youth organisations have the opportunity to discuss with decision-makers and institutions. Currently, the thematic priority is “A Sustainable and Green Europe”, which is directly connected to two of the Youth Goals, in particular the number 3 (Inclusive Societies) and the number 10 (Sustainable Green Europe).</p>
<p>Connect</p>	<p>This pillar aims to promote the connections between youth all over Europe. In particular, the member states and the European commission commit themselves to strengthen programs that encourage youth mobility. In this area, we can find the Erasmus+ program and the European Solidarity Corps (4) .</p>
<p>Erasmus+</p>	<p>The program also covers actions in the field of sport encouraging participation in sport, physical activity, and voluntary activities. To address the challenges in this area, the Erasmus+ programme(5) provides three specific opportunities for sports organisations, namely, cooperation partnerships, small-scale partnerships, and not-for-profit European Sport Events.</p>
<p>Empower</p>	<p>The European Union aims to promote the empowerment of young people, to provide them with all the tools to face the different challenges that the world requires. To achieve this goal, the European Union in its various forms is committed to promoting and strengthening youth work.</p>

(2) EU Youth Strategy https://europa.eu/youth/strategy_en

(3) EU Youth Dialogue https://europa.eu/youth/strategy/euyouthdialogue_en

(4) European Solidarity Corps https://europa.eu/youth/solidarity_en

(5) Erasmus+ in the field of sport <https://erasmus-plus.ec.europa.eu/opportunities/organisations/sport-actions>

4.1 Connecting EU with Youth

Key concepts

4.1.2 The EU and Youth

This sub-chapter aims to equip coaches and sports professionals with basic knowledge about the European Union and its work in the youth field as well as information about the European Youth goals and how they came into being. This is to facilitate the first youth goal “Connecting EU with Youth”.

4.1.2.1 A short history of European Integration

The idea of European integration is much older than the EU. The idea of a “United States of Europe” in which “all you nations of the continent will merge, without losing your distinct qualities and your glorious individuality, in a close and higher unity to form a European brotherhood” was already brought up by the French novelist Victor Hugo in 1849.(6) But he was only one of many people expressing pan-European liberal and democratic ideas. The idea that the European countries share the ideals of freedom, peace and solidarity is also reflected in the choice of the Ninth Symphony of Ludwig Van Beethoven as the anthem of the EU. It sets the poem “Ode to Joy” by Friedrich Schiller to music, which expresses the idealistic vision of the human race to become brothers. (7)

After the second world war, especially politicians, but also students and other young people saw the necessity of European unity in order to prevent another world war and to solve the economic problems of the Europeans together. This led to the foundation first (1949) of the Council of Europe that had the goal to foster democracy, human rights and the rule of law on the basis of the United Nations Universal Declaration on Human Rights, today this organization has 46 member states (absent are Belarus and Russia).

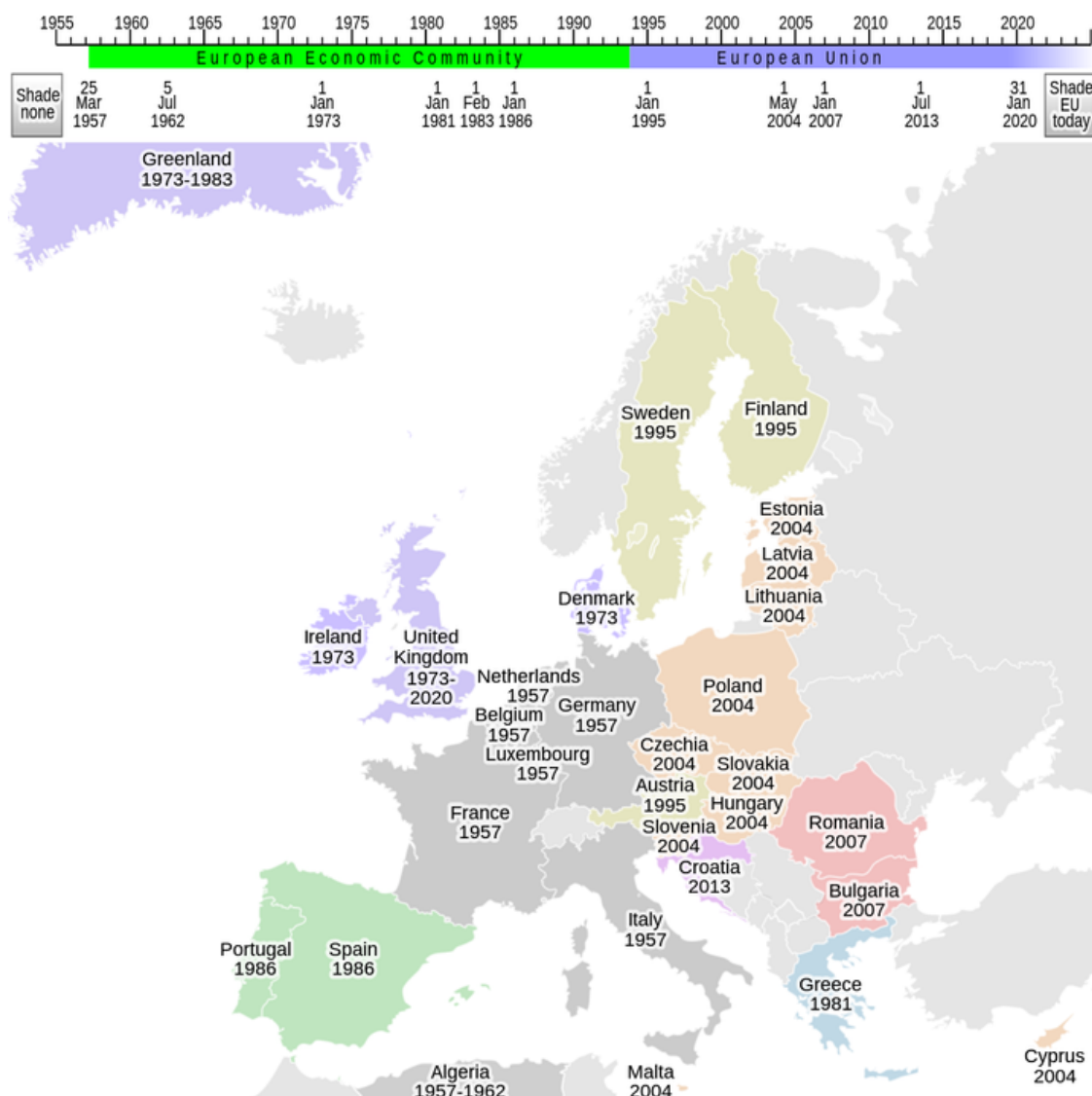
On the 9th of May 1950 followed the “Schuman declaration”, in which the foreign minister of France proposed the plan of his government to integrate the coal and steel industries of especially France and Germany to make war between those countries “not merely unthinkable, but materially impossible”. Following this in 1951 those two countries, the Benelux states and Italy create the European Coal and Steel Community. The 9th of May is nowadays celebrated all over the EU as “Europe Day”.

This nucleus of what later became the EU was soon accompanied by more European Communities, such as in 1957 the European Economic Community and the European Atomic Energy Community. Over the next decades most of Western Europe joined those European Communities. This supported the consolidation of liberal democracy and “marked the beginning of a long, difficult and imperfect process that was always accompanied by tensions and conflicts, but also produced a degree of cooperation and integration that had been unimaginable in the years before the Second World War.” (8)

(6) Teerikoski, S. (2019). 170 years since Victor Hugo's speech about the 'United States of Europe'. Retrieved from <https://www.thenewfederalist.eu/170-years-since-victor-hugo-s-speech-about-the-united-states-of-europe>

(7) European Commission (n.a.), European anthem. Retrieved from https://european-union.europa.eu/principles-countries-history/symbols/european-anthem_en

(8) Kershaw, I (2019), Achterbahn – Europa 1950 bis heute, Deutsche Verlagsanstalt München, p. 71-133.



Timeline of members of the EU (Source)

The democratic revolutions in the eastern part of the European continent in 1989/90 changed the political geography of Europe and led to many more countries wanting to join the European project. In 1991, those Western European countries that were members of the European communities met in Maastricht, to discuss ways of a deeper European integration. The result was the treaty of Maastricht of 1992, which created the European Union and European Union citizenship as well as proposed a common currency, even though Denmark and the UK opted out. The Euro is currently the official currency of 19 of the 27 member states of the European Union.

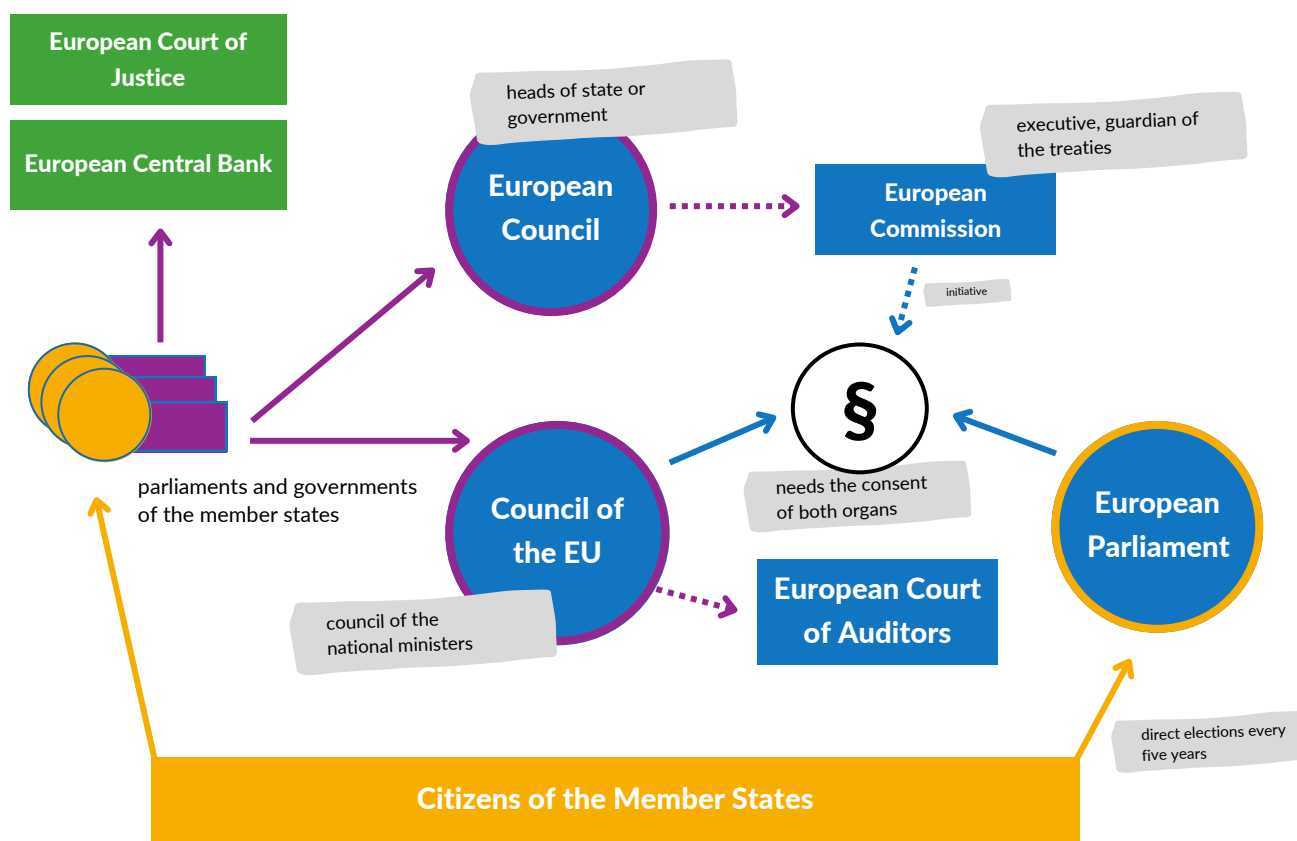
In 1995 Austria, Finland and Sweden joined the EU and in 2004 a greater enlargement to the Baltic states, Czechia, Slovakia, Poland, Hungary as well as Malta and Cyprus took place, with Bulgaria, Romania and Croatia in the years following that. The year 2007 saw with the Lisbon treaty another reform of the EU institutional framework.

(9) Ibid.

(10) European Commission (2022), Areas of EU action, https://ec.europa.eu/info/about-european-commission/what-european-commission-does/law/areas-eu-action_en



European Union (EU) on a globe [\(Source\)](#)



Organogram of the EU and its institutions (Source: [Ziko van Dijk](#))

European Council

- made up of the national heads of state or government
- appoints European Commission members
- outlines main policy and treaty changes (reform of the EU)
- arguably most powerful organ (because nation states are sovereign)
- meets in Brussels

European Commission

- “guardian of the treaties” - enforces EU law
- legislative initiative (proposes EU law)
- 27 commissars - one for each member state
- Located in Brussels

(9) Ibid.

(10) European Commission (2022), Areas of EU action, https://ec.europa.eu/info/about-european-commission/what-european-commission-does/law/areas-eu-action_en

Council of the EU

- made up of national ministers
- different configurations according to topic (f.e. agricultural ministers for agriculture)
- one of the two “vetoing” institutions
- Located in Brussels

European Parliament

- second of the two “vetoing” institutions
- only directly elected institution (every five years)
- elected according the different rules in the different countries
- located officially in Strasbourg, MEPs work in Brussels and travel

European Court of Justice

- supreme court about EU law/overrules national legislation
- can decide if a member state fulfils obligations
- located in Luxembourg

European Central Bank

- responsible for monetary policy
- “independent”, but executive board appointed by the EU council
- located in Frankfurt

European Court of Auditors

- professional external investigatory audit agency, checks if the budget is implemented properly
- composed of one member per country, by European council
- located in Luxembourg

In the last decade, the EU saw several challenges: One was the debt crisis, an ongoing crisis over migration from non-European countries to the EU, “Brexit” – the withdrawal of the UK from the EU as well as a conflict over the rule of law in Poland and Hungary. In 2012, the European Union was awarded the Nobel peace prize “in recognition of the organisation’s effort to promote peace and democracy in Europe”. Important here is to recognize that the EU is not a state but made up of sovereign states that operate through a hybrid system of supranational and intergovernmental decision making, that is limited by the treaties, which allow only action in certain areas.(9)

The EU has exclusive competences in a few areas and 3 principles determine how and in what areas the EU may act: (10)

(9) Ibid.

(10) European Commission (2022), Areas of EU action, https://ec.europa.eu/info/about-european-commission/what-european-commission-does/law/areas-eu-action_en

Conferral	The EU has only that authority conferred upon it by the EU treaties, which have been ratified by all member countries
Proportionality	The EU action cannot exceed what is necessary to achieve the objectives of the treaties
Subsidiarity	In areas where either the EU or national governments can act, the EU may intervene only if it can act more effectively

In the area of youth and sport the EU only has a supporting competency, but no power to pass laws or to interfere with what member countries can do, this area remains with the member states, who however have decided on limited actions together.

4.1.2.2 How the EU Youth goals came into being

At the beginning of the development that led to the European Youth Goals, there was a common desire amongst representatives of member states to create a more youth-friendly Europe of the future. Thus, the EU Youth Strategy for the years of 2019-2027, which defines the direction of common youth policy throughout the EU, included the so-called EU Youth Dialogue. This process was aimed at involving the voices of as many young Europeans as possible and finally reached over 50,000 young people - all of them took part in a broad survey that was launched in 2018. This survey wanted to make the opinions, needs, attitudes and interests of European youth visible and - just equally important - to foster youth participation on all political levels. Based on the survey results that were obtained through the EU Youth Dialogue process, the so-called Youth Goals were born! Eleven individual goals were formulated by means of scientific supervision and with all EU countries involved - needless to say, all these countries have continued supporting the implementation of the EU Youth Goals ever since. Now, these EU Youth Goals are also part of the EU Youth Strategy. They summarize the issues that affect youngsters throughout all corners of our continent and address political topics according to their priorities. As a result, they offer insight into the fields that require change to empower young people to unfold their full potential. (11)

So far, so good - but what has happened since the EU Youth Goals were defined? Since they came into being, the EU Youth Goals have been and continue being implemented within the EU Youth Dialogue program in order to shape policy according to the needs and interests of European youth. This takes place at the European, national and regional level and essentially, young people should be involved at all times and in all stages of decision-making that affects them. It is crucial that these goals do not remain simply a theoretical concept, but that they are actually applied in everyday living. (12)

(11) European Union (2022), European Youth Goals, https://europa.eu/youth/strategy/european-youth-goals_en, accessed on April 19th 2022.

(12) YEPP Europe (2022), Youth Goals, <https://yeppeurope.org/youth-goals/>, accessed on April 17th 2022.

(13) Youth-Goals.eu (n.n.), #1 Connecting EU with Youth, <https://youth-goals.eu/yg1>, accessed on April 17th 2022.

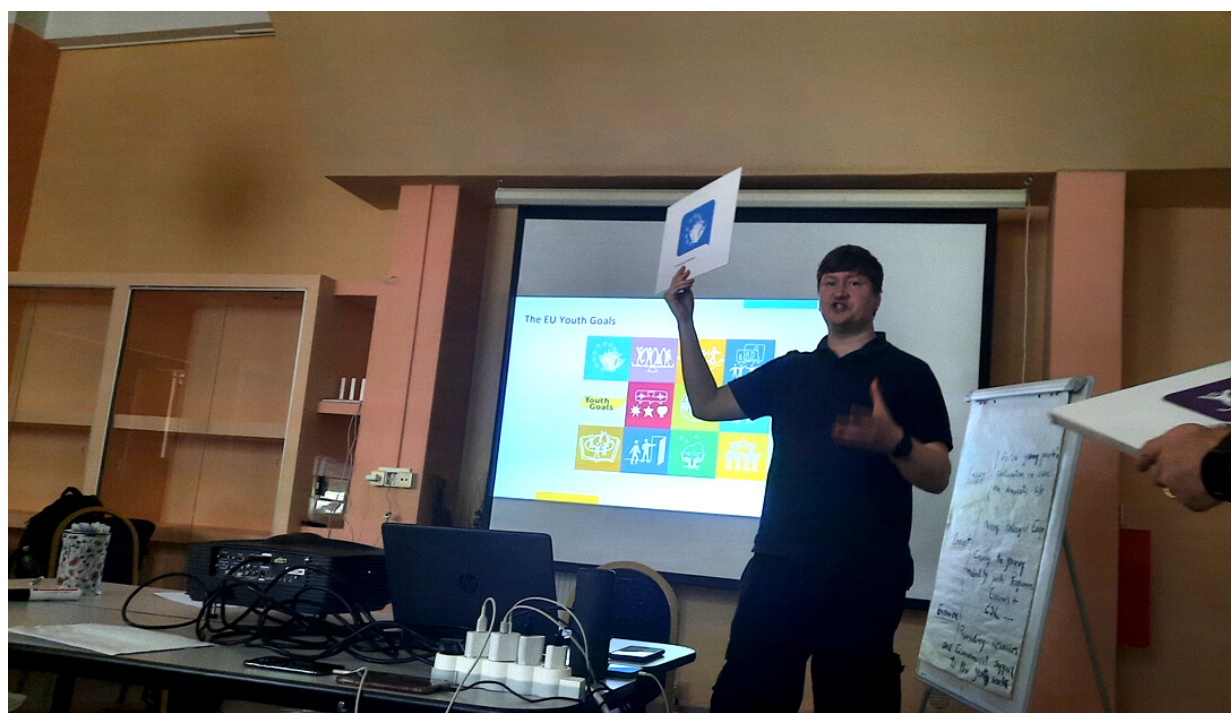
Youth Goal 1

“Connecting EU with Youth”

In the following chapters, a closer look will be taken at Youth Goals 3 and 10, whereas in this chapter, Youth Goal 1 “Connecting EU with Youth” (13) is addressed. The main objectives of this goal are to strengthen the sense of belonging to the European project, build a bridge between the EU and young people and - last but not least- to regain trust and increase participation. In order to do so, it must be ensured that young people are provided with better opportunities to gain a better understanding of the principles, values and functioning of the European Union.

More specific goals include:

- Guarantee meaningful youth involvement and dialogue in all stages of EU decision making by improving existing participatory mechanisms and creating new ones.
- Ensure equal access to quality impartial and youth-friendly information about how the EU works, how to engage in it and what opportunities it offers.
- Introduce and increase education about Europe and the EU in formal and non-formal settings.
- Guarantee fair representation of all member states in political and administrative EU bodies, in line with the principle of equal citizenship.
- Increase the budget and the impact of the EU youth programmes.
- Build young people’s trust in the EU project by addressing the democratic deficit, lack of transparency and visibility.
- Institutionalise the assessment of youth-friendliness, impact and effect of EU policies.



(11) European Union (2022), European Youth Goals, https://europa.eu/youth/strategy/european-youth-goals_en, accessed on April 19th 2022.

(12) YEPP Europe (2022), Youth Goals, <https://yeppeurope.org/youth-goals/>, accessed on April 17th 2022.

(13) Youth-Goals.eu (n.n.), #1 Connecting EU with Youth, <https://youth-goals.eu/yg1>, accessed on April 17th 2022.

4.1 Connecting EU with Youth

Non-formal activities

Number 01

Title of the activity	"1,2,3 ...Youth Policy!"
Themes addressed	Reflecting on what is a Youth Policy
Targets, group sizes	Youth groups (athletes and activists) and coaches, educators, social workers who work with youth
Time	25'
Overview	The aim of this activity is to make athletes or sports activists reflect on what is a Youth Policy. In particular, the aim of this activity is to identify the initiatives, the events, and the programs implemented at the local or national level that can be considered part of a youth strategy.
Goals	<ul style="list-style-type: none"> • Consider the link between the local level and the youth policies • Learn how to define a Youth Policy
Materials	Speaker for the music; flipchart
Preparation	<ul style="list-style-type: none"> • Prepare 1 flipchart, with 1 question: • Which are the initiatives, events, or programs implemented by your municipality or country for the youngsters? • After the exercise, keep ready another flipchart with the definition of youth policy
Instructions	<p>-Ask participants to arrange themselves in scattered order in space</p> <p>-Show them the question and explain that the music will be activated, and they will be able to dance or move freely and every time the music is interrupted they will have to stop in front of another participant and tell each other about the initiatives, programs, and events developed at local/national level in their city/country of origin;</p> <p>-Every time the music restarts they have to dance or move again and repeat the same action abovementioned.</p>
Debrief/Evaluation	There will be a moment of reflection in which the facilitator will ask the participants to say some examples of initiatives, programs, or events that have come out of the moment of exchange of ideas. Then show them the definition of youth policy and tell them that all of the initiatives identified are part of the youth policy.

4.1 Connecting EU with Youth

Non-formal activities

Number 02

Title of the activity	Wordrap
Themes addressed	Getting to know each other, comparison of statements about Europe or politics
Targets, group sizes	Young people (10 years and older), four or more persons.
Time	10 to 30 minutes
Overview	This activity aims to make young people reflect on statements about the European Union and politics and to get to know each others opinion better to be able to cooperate in the future.
Goals	<ul style="list-style-type: none">• Getting to know people through individual answers to pre-set categories• Comparison of statements (for example from young activists)
Materials	A microphone can be useful
Preparation	Depending on how you use the method, the setting will differ. For group work, the method can be implemented in a circle of chairs. The method is also well suited for obtaining statements from a specific group of participants, such as young activists. They can stand or sit in a row in front of the audience.

4.1 Connecting EU with Youth

Non-formal activities

Number 02

Instructions

1. The facilitator specifies a question / sentence to be completed by each participant in a clockwise direction.
2. It is important to keep the answers short. The participants should answer as briefly as possible in one sentence or one word. The facilitator has to make sure that the contributions do not become too long. If you use a microphone, it can be helpful if the facilitator keeps holding it in his*her hand instead of handing microphones to the participants while answering.
3. For the next question /sentence to be completed, the facilitator starts with another person. Thus, everyone is challenged again and again to spontaneously think of an answer.

Examples of questions / sentences to be completed are:

- I feel European when...
- I engage myself for...
- What does participation mean to you?
- Which Youth Goal can best be linked to your work and why?
- Why did you become an activist in sport?

The method could also be applied on a specific Youth Goal like #1 :

- How far away do you live from Brussels?
- What are the advantages of being part of the EU?
- It is important to know about the EU, its policies and institutions because...
- Why are people sceptical/critical about the EU?
- What can be done to bring the EU and young people better together?

Addition: The listeners can also be given cards to evaluate the respective statements. For example, green card = I agree, red card = I disagree, yellow card = undecided

Debrief/Evaluation

There will be a short reflection and evaluation phase at the end of this activity, in which the facilitator asks the participants how they felt during the activity, if it was challenging for them to come up with answers/statements spontaneously, which statement of the other participants surprised/impressed them the most etc.

4.1 Connecting EU with Youth

Non-formal activities

Number 03

Title of the activity	“Youth Goals Force Field Analysis”
Themes addressed	EU youth goal “Connecting EU with Youth” and all the other Youth Goals.
Targets, group sizes	<ul style="list-style-type: none"> ● Young people (athletes and activists) and coaches, educators, social workers who work with youth ● 4 or more participants ● Can be adapted to be suitable for any age range from 14
Time	45 min
Overview	The EU youth goal “Connecting EU with Youth” and the other youth goals are there to affect real change in the society. In order to do that the young people should think about what their concrete goals are and what needs to be done to reach them. This activity addresses the questions of what stands in the way of meaningful change. This activity serves as a method to exchange opinions, experiences and ideas.
Goals	<ul style="list-style-type: none"> ● Analysis of challenging situations ● Analysing pressures for and against change ● Development of possibilities for action
Materials	<ul style="list-style-type: none"> ● Prepared flipcharts with group topics concerning the Youth Goals ● Markers ● Chairs placed in a circle, if available.
Preparation	<ul style="list-style-type: none"> ● Depending on the number of participants, flipcharts with group topics concerning the Youth Goals will be prepared in advance. The idea behind Force Field Analysis is that situations are maintained by an equilibrium between forces that drive change and forces that resist change. The exercise helps analysing these factors. ● 1. The participants are divided into groups of four to six persons. Each group is assigned a table and takes one flipchart with them. Markers are available. ● 2. To get started it is useful to provide some time for the groups to first read the group topic on the flipchart and talk about it freely (whatever comes to their mind). ● 3. Each group discusses forces that are driving change and promote the achievement of the goal. When the group has identified the forces that are driving change, the forces are written down on the left side of the flipchart. ● 4. Now each group discusses the forces that resist or are unfavorable to change. When the group has identified the pressures against change, the factors are written down on the right side of the flipchart. ● 5. Now all forces for change are listed in a column on the left-side, and all forces against change are listed in a column on the right-side. As next step each group uses this analysis to think about how they can strengthen the forces that support the change and weaken the forces opposing it, so that the change is more successful.

4.1 Connecting EU with Youth

Non-formal activities

Number 03

Instructions

- The more concrete the topics, the more concrete the results will be. But make sure not to exclude any of the participants. When formulating the topics, also pay attention to the scope of action and the reality of the lives of your participants.

- Examples for the group topics:
 - We want to counteract gender discrimination in our environment.
 - We want to stand up against racism.
 - We want to raise awareness on fake news on the net.
 - We want rural traditions to be preserved in a contemporary way.

Debrief/Evaluation

There will be a short reflection and evaluation phase at the end of this activity, in which the facilitator asks the participants how they felt during the activity, if it was challenging for them to come up with answers/statements spontaneously, which statement of the other participants surprised/impressed them the most etc.

4.2 Inclusive Societies

This chapter aims to equip coaches and sports professionals with the concept of inclusivity in sports activities, corresponding to Goal 3 – Inclusive Societies of the 11 European Youth Goals (EYG). The general aims of the specific Goal are the following (14) :

1. Provide legal protection and enforce international legal instruments to fight against all kinds of discrimination and hate speech, recognising that young people are subjected to multiple forms of discrimination.
2. Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities and experiences available to them.
3. Ensure that all marginalised young people have equal access to formal and non-formal learning environments, addressing all the dimensions of inclusion.
4. Strengthen the capacities of educators to work with marginalised young people.
5. Provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.
6. Strengthen social support by implementing the right to a living wage, fair work conditions, universal access to quality health care, and ensure specific measures for marginalised young people.
7. Ensure that marginalised young people are participating in all decision-making processes and are key players, particularly in processes concerning their own rights, wellbeing and interests.

When we talk about inclusion we should not confuse it with the concept of integration. Inclusion in sports refers to adopting a practice that allows for equal participation of all individuals, regardless of disability or any other factor by removing or overcoming potential barriers to an individual or minority group within that sport. During integration, the individuals with disabilities may be incorporated into an existing mainstream group, providing that they are able to adapt to the requirements of the existing group (15).

Inclusion constitutes a broad term that encompasses a range of concepts and ideas; however, in this chapter, the main focus is on diverse communities in terms of culture, gender and disability. The chapter is again divided into two distinct but complementary parts: a) the theoretical framework examining the key terminology and the key concepts related to inclusion through sports, and b) non-formal activities.

14 Youth Goals (n.d.) #3 Inclusive Societies. Retrieved from <https://youth-goals.eu/yg3>

(15) EU Erasmus+ funded IDEAL: Intellectual Disability and Equal opportunities for Active and Long-term participation in sport Project, Good Practice Guide for coaching athletes with Intellectual Disabilities, 2019. Retrieved from [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20\(3%20Feb%202020\)%20word.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20(3%20Feb%202020)%20word.pdf)

4.2 Inclusive Societies

Theoretical framework

Key terminology

Social inclusion	The process of individual's self-realisation within a society, acceptance, and recognition of one's potential by social institutions, integration (through study, employment, volunteer work, or other forms of participation) in the web of social relations in a community. (16)
Culture	An integrated pattern of various human behaviours that includes thoughts, communication, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interaction, and roles, relationships, and expected behaviours of social groups. (17)
Intercultural Sensitivity	The ability to develop understanding and appreciation towards cultural differences which promotes appropriate and effective behaviour within intercultural settings. (18)
Racism	"Any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life" (19).
Sex	It refers to the biologically determined characteristics in terms of reproductive organs and functions based on chromosomal complement and physiology. Sex (just like gender) constitutes a spectrum. An efficient representation of the terms around gender are depicted on the <u>Genderbread Person</u>

(16) Kovacheva, S. (n.d.). EU-CoE youth partnership policy sheet- Social Inclusion. European Union and the Council of Europe. Retrieved from <https://pjp-eu.coe.int/documents/42128013/47261683/Social+inclusion+by+Siyka+Kovacheva/651cf755-ca79-486d-9648-5ae89542650b>

(17) EU Erasmus+ funded EYoS – European Youth on Stage Project, Toolkit for Youth Workers, 2020, Retrieved from <https://eyos.reteiter.it/#!/handbook>

(18) EU Erasmus+ funded EDU: PACT Project - Teaching and Learning Guidelines on Intercultural Education through Physical Activity, Coaching and Training, Module Handbook, 2018, Retrieved from <http://edupact.sporteducation.eu/unit-overview>

(19) United Nations (1965). International Convention on the Elimination of All Forms of Racial Discrimination. Retrieved from <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-elimination-all-forms-racial>

Theoretical framework

Key terminology

Gender	The socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for women and men. (20)
Gender Identity	Each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body and other expressions of gender, including dress, speech, and manners. (21)
Gender Equality	It refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys. Equality does not mean that women and men are the same but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. (22)
People with Disabilities	The UN Convention on the Rights of Persons with Disabilities defines persons with disabilities as "those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".(23)
Intersectionality	The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, ableism, and classism) combine, overlap, or intersect for marginalized individuals or groups." The term was initially coined in 1989 by Crenshaw in her work on the intersection of race and feminism.

(20) European Commission (2011). Toolkit- Gender in EU-funded research. Retrieved from https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf

(21) European Institution of Gender Equality (n.d.) Gender Identity. Retrieved from <https://eige.europa.eu/thesaurus/terms/1179>

(22) Council of Europe - Gender Equality Commission (2016). Gender Equality Glossary. Retrieved from <https://edoc.coe.int/en/gender-equality/6947-gender-equality-glossary.html>

(23) United Nations (2006). Convention on the Rights of Persons with Disabilities – Articles. Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>

Key concepts

Approaching intercultural communities

Intercultural competencies (24)

Intercultural competence has been defined as “*the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions*”. It is not a naturally occurring phenomenon, but a lifelong process that needs to be addressed explicitly in teaching and coaching. The main components of intercultural competency are depicted in the next scheme:

Constituent elements of intercultural competence

(Adapted from Deardorff, 2006)



(24) Deardorff, D. K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, *Journal of Studies in International Education*, 10, 241-266.

Key concepts

Approaching intercultural communities

1. Knowledge

- **Cultural self-awareness:** articulating how one's own culture has shaped one's identity and worldview
- **Culture-specific knowledge:** analysing and explaining basic information about other cultures (history, values, politics, economics, communication styles, values, beliefs, and practices)
- **Sociolinguistic awareness:** acquiring basic local language skills, articulating differences in verbal/ non-verbal communication and adjusting one's speech to accommodate nationals from other cultures
- **Grasp of global issues and trends:** explaining the meaning and implications of globalization and relating local issues to global forces

2. Skills

- **Listening, observing, evaluating:** using patience and perseverance to identify and minimize ethnocentrism, seek out cultural clues and meaning
- **Analysing, interpreting and relating:** seeking out linkages, causality and relationships using comparative techniques of analysis
- **Critical thinking:** viewing and interpreting the world from other cultures' point of view and identifying one's own

3. Attitudes

- **Respect:** seeking out other cultures' attributes; value cultural diversity; thinking comparatively and without prejudice about cultural differences
- **Openness:** suspending criticism of other cultures; investing in collecting 'evidence' of cultural difference; being disposed to be proven wrong;
- **Curiosity:** seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's ignorance
- **Discovery:** tolerating ambiguity and viewing it as a positive experience; willingness to move beyond one's comfort zone

In this context a self-assessment tool has been developed by a group of 30 teachers, school heads and experts from all over Europe in a three-day Think Tank, drawing on the shared expertise of the participants and the recent results of research and project work within the Council of Europe and other international organisations. The work was co-organized by the Pestalozzi Programme and the Intercultural Cities project of the Council of Europe and the European Wergeland Centre. The questionnaire is available [here](#).

Example questions

- I show awareness of the fact that my way of thinking and acting is influenced by a set of values and norms. (Attitudes)
- I offer different ways of interpreting the ideas and actions of people. (Skills)
- I recognise that world views and belief systems influence but do not determine a person's or a group's identity. (Knowledge)

Key concepts

Approaching gender equality in sports

In general, men tend to practice sports or other physical activities more often than women in the European Union. For instance, 44% of men exercise or play sport at least once a week, whereas 36% of women do so. The frequency of playing sports or engaging in other physical activity significantly differs according to age. The biggest difference is noticed in the younger group (15-24 years old): 59% of young men compared to 47% of young women practise sport or some other physical activity at least once a week, while 12% of young men compared to 6% of young women engage in sport or other physical activity at least five times per week.

The benefits of participation in sports for women and girls (25)

Limited sports opportunities adapted to women's and girls' requirements/needs/preferences
Lack of time due to family or/and school obligations
Problems related to accessibility (e.g., transportation, late hours of practice, remote sports facilities)
<p>Under-representation of women in administrative positions</p> <p>a. it is considered less necessary to implement policies designed specifically to increase women's and girls' involvement in sport</p> <p>b. lack of female role models mainly in male-dominated sports</p>
Manifestations of racism and discrimination
Lack of interest
Lack of (female) friends in the sporting community
<p>Adolescence and sports</p> <p>The display of gendered bodies during adolescence may be disturbing for girls and deter them from getting involved to the degree that the teachers/coaches/trainers wish.</p>
Inadequate dissemination/information of sports opportunities offered
Little coverage of women's sports = Lack of female role models

Key concepts

Approaching the inclusion of people with disabilities in sports

Sports for individuals with disabilities are often referred to as Parasport or Disability Sports. Among the several organisations that offer sporting opportunities, are the Special Olympics, the World Intellectual Impairment Sport, and the Paralympics (26). While the opportunities for people with disabilities to participate in sports have been raised significantly across Europe, disability remains still a key barrier to participation. According to the European Commission's Special Barometer on Sport and Physical Activity (2018), having a disability (or illness) is the third most mentioned reason (14% of respondents) for not practicing sport more regularly (27). In this regard, the European Commission has highlighted in the latest Equality Strategy for the Rights of Persons with Disabilities 2021-2030 the importance of access to sports for persons with disabilities and aims to act extensively by cooperating with mainstream and disability-specific sports organisations at all levels (28).

When discussing disability, talk about what a person “has” rather than what a person “is”. For example, instead of saying “disabled person,” say “person with a disability.” This approach is a way to center someone’s personhood, instead of focusing on their disability. Language is also varied and preferred terms vary from person to person. If you’re not sure about someone’s preferred language/pronouns around disability, ask them about it! This is a great way to show respect and build trust (29).

26 EU Erasmus+ funded IDEAL: Intellectual Disability and Equal opportunities for Active and Long-term participation in sport Project, Good Practice Guide for coaching athletes with Intellectual Disabilities, 2019. Retrieved from [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20\(3%20Feb%202020\)%20word.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20(3%20Feb%202020)%20word.pdf)

27 European Commission, Directorate-General for Education, Youth, Sport and Culture, (2018). Mapping on access to sport for people with disabilities: a report to the European Commission, Publications Office. <https://data.europa.eu/doi/10.2766/061635>

28 European Commission (2021). Union of Equality Strategy for the Rights of Persons with Disabilities 2021-2030. Retrieved from <https://equineteurope.org/summary-strategy-for-the-rights-of-persons-with-disabilities-2021-2030-a-view-from-equality-bodies/#:~:text=The%20Strategy%202021%2D2030%20aims,numbers%20to%2C%2087%20million%20Europeans.>

29 Schahfer, A. & Robison B. (2020). Accessibility Toolkit for Land Managers: Rethinking Disability & Accessibility for a more Inclusive Outdoors. Retrieved from <https://willamettepartnership.org/accessibility-toolkit/>

Key concepts

Approaching the inclusion of people with disabilities in sports

Obstacles in participation in sports from individuals with disabilities (30,31)

Low levels of confidence or fear of failure in relation to sports, which may derive from unpleasant early experiences at school.
Physical inaccessibility - Unsuitable facilities and equipment
Under-representation of people with disabilities in the coaching workforce, which raise concerns about the skills, confidence, and experience of coaches to work with and support athletes with disabilities.
Lack of appropriately trained sporting staff: many sports providers lack the confidence or experience to support athletes with disabilities, or to provide 'all inclusive' mixed opportunities.
Low media coverage of Disability Sports (except Paralympics)
<p>Transport</p> <p>Inaccessible transports systems, lack of public transport near facilities, individuals with disabilities may have to pay more if forced to use a taxi, lack of awareness of requirements by public transport staff, and community transport not including sports facilities on routes.</p>
Traditional/Conservative/Constraint attitudes on disability from parents, coaches, society
Limited opportunities and programs for participation, training, and competition

(30) Northern Ireland Assembly (2010). Barriers to Sports and Physical Activity Participation. Research and Library Services. Retrieved from <http://archive.niassembly.gov.uk/researchandlibrary/2010/1810.pdf>

(31) sportanddev (n.d.) Barriers to participation. Retrieved from <https://www.sportanddev.org/en/learn-more/disability/sport-and-adapted-physical-activity-apa/barriers-participation#:~:text=Lack%20of%20accessible%20facilities%2C%20such,access%20to%20information%20and%20resources>

Key concepts

How to be an active bystander (and combat discrimination in sports)

As we have already mentioned, acts of discrimination (which may come from spectators, co-athletes, coaches, and referees) may deter a range of individuals belonging to certain social groups from actively participating in sports activities. Indeed members of ethnic minorities, women, and people with disabilities may be hindered from practicing sports due to manifestations of discrimination existing in the sports field. What is your role as a bystander athlete when you witness discriminatory phenomena occurring in front of your eyes?

The research team of the Bystander Anti-Racism Project (32) listed the following actions that you can take to act as an active bystander:

- > Calling the incident "racism" or "discrimination" (if it is safe or productive to do so);
- > Interrupting or distracting the perpetrator;
- > Comforting the person(s) targeted;
- > Expressing bitter feelings;
- > Seeking assistance from a co-athlete/manager/coach, etc.;
- > Reporting the incident to your coach/club manager.

The chances for you to intervene and help, when a racist/sexist/discriminatory act is taken place, raise when:

- You are aware of the harm and consequences of discrimination based on race, gender, or disability;
- You are sure about your skills in how to intervene;
- You feel the responsibility to educate the perpetrator;
- You have strong emotions of empathy, anger or disapproval against discrimination;
- You are committed to social norms such as the social responsibility norm which causes individuals to feel a shared responsibility towards helping others in need.

In converse, you can be stopped from intervening by the following factors:

- You see the target of discrimination as belonging to a different group that you are not responsible for;
- You are afraid of being targeted by the perpetrator;
- You believe that your actions would be ineffective;
- You don't know how to intervene;
- You believe that confrontation would be seen as aggressive or not 'feminine' (if you are woman/girl);
- You want to maintain a good reputation and friendly relationships with everyone;
- You prefer to avoid conflicts in general;
- You believe in freedom of speech and everyone can say whatever he/she wants, avoiding political correctness;
- You believe that everyone ought to 'mind his/her own business';
- You believe that someone else will intervene as you are not the only witness there.

Non-formal activities

Number 01

Title of the activity	The Inclusive spider's web
Themes addressed	Equality and inclusion in relation to a common goal
Targets, group sizes	Youth groups, athletes and coaches, educators, social workers and those who work with youth and are involved in sports. Group size 10-50
Time	20 min
Overview	After explaining the game's rules, participants are gathered in a group and one of them is given a ball of yarn to start the game. At the end of the activity, a net will have been formed, imaginary and real (a network/star that is also beautiful to look at) that will symbolically represent relationships and how one can network simply with a common interest.
Goals	<ul style="list-style-type: none"> • Promote team building and a collaborative environment • Promote common interest and common aspects among a group of people who don't know each other • Make participants feel more confident and trust the group
Materials	Ball of yarn/wool
Preparation	Organize group into a circle and explain the instructions Tip/ remember the person's name you received the ball of yarn from and who you passed the ball of wool to.

Non-formal activities

Number 01

<p>Instructions</p>	<p>All participants stand or sit in a circle. One participant will be handed the ball of yarn (which he/she must hold the ball of yarn with one hand and the end of the yarn/thread in the other not letting this Thread go). The participant, after informing the others of their name and a preference (e.g. a colour, a game, a sport, etc.), wait for the teammate who share the preference to raise their hands, and then throws the ball to one of them, holding tight the end of the thread. The companion who receives the ball of yarn will repeat the exercise and in turn pass the ball of yarn.</p> <p>At the end of the activity, a net will have been formed imaginary and real (a network/star that is also beautiful to look at) that will symbolically represent relationships and how one can network simply with a common interest.</p> <p>To finish the game, the ball of wool must take the reverse route and each person must remember the name of their partner when passing the ball of wool,</p>
<p>Debrief/Evaluation</p>	<p>Participants are invited to express how they felt during the game, proposing suggestions to improve it considering its aims.</p> <p>Participants are asked if they feel more confident with the people of the group and have a brief discussion on the importance of underlining common aspects that can unite us instead of differences that can divide.</p>

Non-formal activities

Number 02

Title of the activity	Questioning the gender gap
Themes addressed	Gender Equality
Targets, group sizes	Youth groups, athletes and coaches, educators, social workers and those who work with youth and are involved in sports. Group size 10-50
Time	20 min
Overview	<p>After explaining the game's rules, participants are gathered in a horizontal line the instructor asks the participants the questions and they must either take a step forward or backwards depending on their answer</p> <p>Take one Step forward if you know the answer</p> <p>Take one Step backwards if you don't know the answer</p> <p>At the end of the activity we hope to...</p> <p>Raise awareness of the gender gap.</p>
Goals	Promote awareness in the gender gap
Materials	A list of questions prepared in relation to sport stars

Non-formal activities

Number 02

<p>Preparation</p>	<p>Create questions in relation to the topic (Gender Equality) Organize the group in one line horizontally and explain the rules. The instructor will ask all participants to take a step forward if they know the correct answer to the question. If they don't know the correct answer they must take a step backwards. To ensure people are honest those that step forward can be asked to explain their answer in this case to describe the character or their accomplishments.</p> <p>The game consists of 4 double questions:</p> <ol style="list-style-type: none"> 1) Who knows Ronaldo? <ol style="list-style-type: none"> 1.a) Who knows Megan Rapinoe? 2) Who knows Usein Bolt? <ol style="list-style-type: none"> 2.a) Who knows Allyson Felix? 3) Who knows De Coubertin? <ol style="list-style-type: none"> 3.a) Who knows Alice Milliat? 4) Who knows MIchale Phelps? <ol style="list-style-type: none"> 4.a) Who is Natalie Coughlin? <p>The 4-leading people with the most correct answers will be the 4 captains for the sitting Volley.</p>
<p>Instructions</p>	<p>All participants stand on the halfway line of the pitch/horizontally, shoulder to shoulder. The instructor will ask all participants to take a step forward if they know the correct answer to the question. If they don't know the correct answer they must take a step backwards. To ensure people are honest those that step forward can be asked to explain their answer in this case to describe the character or their accomplishments. At the end of the activity we hope to set out what we hope to achieve is a visual gap in gender differences. Raise awareness of the gender gap.</p>
<p>Debrief/Evaluation</p>	<p>Participants are asked: How did they feel during the game? What could we do differently to decrease this gender gap?</p>

Non-formal activities

Number 03

Title of the activity	Sitting Volleyball
Themes addressed	Inclusion, (All) abilities, adapted sport
Targets, group sizes	Youth groups, athletes and coaches, educators, social workers and those who work with youth and are involved in sports. Group size 10-50
Time	20 min
Overview	<p>Sitting volleyball is a very inclusive Paralympic discipline which provides precisely by regulation that people with and without disabilities can play together.</p> <p>The activity wants to use this parasport to promote an inclusive sporting environment and promote direct awareness among participants of the different approaches and rules in playing sport in order to include everyone.</p>
Goals	<ul style="list-style-type: none"> • stimulating people with disabilities to engage in sporting activities • raising awareness on the importance that sport can have for everyone in terms of growth and social inclusion • overcome all forms of physical and cultural barriers • make everyone feel included in the game
Materials	<p>A ball</p> <p>A net (or a ribbon which acts as a net)</p>

Non-formal activities

Number 03

<p>Preparation</p>	<p>Prepare a red team of 6 players and A blue team of six players</p> <p>Prepare the court marked out</p> <p>(the court is smaller it measures 6x 10 m and the net is also lower it measures 1.05m for women 1.15 for men)</p> <p>Explain the rules and be ready to show how to start</p>
<p>Instructions</p>	<p>The rules are the same as for volleyball; the only difference is that one must categorically stay seated.</p> <p>Players are allowed to block serves, but one “cheek” must remain in contact with the floor whenever they make contact with the ball.</p> <p>Players must remain in contact with the court at all times when handling the ball. Standing, rising, or taking steps is not permitted.</p> <p>Set more instructions to make sure that everyone can be included in the game.</p> <p>A short loss of contact with the court is permitted in two scenarios: when making a defensive play in the back zone to save a ball and when making a defensive play in the front zone.</p> <p>See this Link for more info.</p>
<p>Debrief/Evaluation</p>	<p>Participants are invited to express how they felt during the game, proposing suggestions to improve it considering its aims.</p> <p>Participants can be also asked if they would be willing to replicate the activity in their sport / inclusion activities in school, sport teams, youth centres etc. in order to promote inclusion</p> <p>Cultural contribution: The winner team has to tell a story about the emancipation of women in sport, but not only women, anyone who has contributed to equality and inclusion in sport.</p>

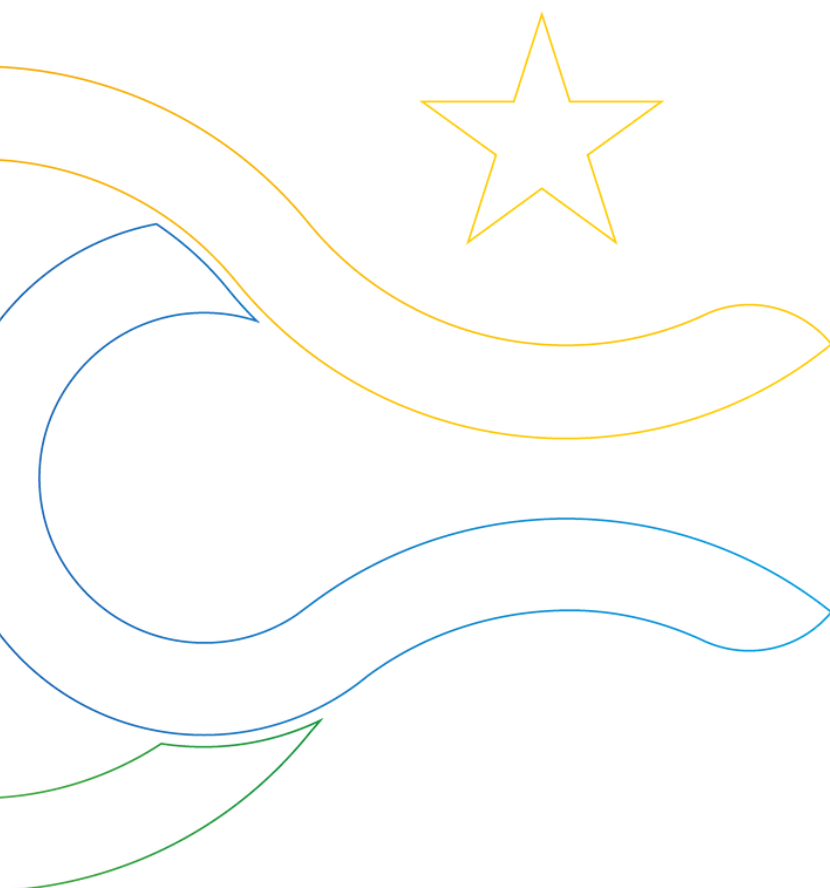
Non-formal activities



4.3 Sustainable and Inclusive Sports Events

This chapter aims to provide coaches and sports professionals with the concept of environmental sustainability in sports activities, corresponding to Goal 10 - Sustainable Green Europe. Environmental sustainability is a broad term that encompasses a number of concepts and ideas; however, in this chapter, the primary focus is on the impact of sport on environmental sustainability and the climate change process.

This chapter aims to provide young athletes with some key concepts about sustainability in the world of sport. The terminology framework is provided to help understand the concepts, interesting examples are presented to draw on, and a checklist is provided that can be used by anyone who wants to create a sustainable and inclusive sporting event. Finally, non-formal learning activities for athletes are provided.



4.3 Sustainable and Inclusive Sports Events

Theoretical framework

Key terminology

<p>Sustainability</p>	<p>Sustainability can usually be defined as any action or process we perform that causes little or no harm to the natural world or living creatures, including other humans. It's about finding ways to meet the demands of life without causing detriment to society or compromising future generations. Lots of people think sustainability is only about the environment, but it also links to the economy and society. The environment, economy, and society all impact each other so we must consider all of them when we consider sustainability.</p> <p>In EU Policy, sustainable development is the development that meets the needs of current generations without compromising the ability of future generations to meet theirs. It is a concept deeply rooted in European policies. Over 40 years, Europe has put in place some of the world's highest environmental standards and ambitious climate policies, and championed the Paris Agreement, a global agreement on tackling climate change.</p>
<p>Diversity</p>	<p>Diversity is about recognising the benefits of different values, abilities, and perspectives, and celebrating people's differences. This means promoting an environment that welcomes and values diverse backgrounds, ways of thinking, skills, and experiences.</p> <p>Each year, the EU holds a Diversity Month throughout May. This month encourages organisations, governments, and decision-makers to evaluate their practices and make active changes to improve their diversity.</p>
<p>Environmental impact (33)</p>	<p>Environmental impact refers to any change to the environment, whether adverse or beneficial, resulting from a facility's activities, products, or services. In other words, it is the effect that people's actions have on the environment.</p>
<p>Eco Friendly (34)</p>	<p>Eco-friendly means not harmful to the environment. This term most commonly refers to products that contribute to green living or practices that help conserve resources like water and energy.</p>

(33) https://energyeducation.ca/encyclopedia/Environmental_impact

(34) <https://homeguides.sfgate.com/ecofriendly-mean-78718.html>

4.3 Sustainable and Inclusive Sports Events

Theoretical framework

Key terminology

Greenwashing	Greenwashing is the practice of making a dishonest or false claim about the environmental benefits of a product, service, technology or company. For example, an aeroplane advertisement that uses images of a green and clean environment is misleading because the airline industry is highly polluting. Consumers who want to make environmentally conscious choices often get tricked into buying products that they are led to believe are environmentally friendly but, in reality, are not.
Event sustainability (35)	Event sustainability means taking action towards ensuring our activities preserve our natural environment, promote a healthy and inclusive society, and support a thriving economy.
Global warming (36)	The term 'global warming' was used for the first time in an article in the journal Science in 1975 to define the phenomenon of rising global temperatures. Since the Industrial Revolution, temperatures worldwide have increased as human activity has led to higher levels of greenhouse gases in the atmosphere. Greenhouse gases retain a portion of the sun's energy and release another part into outer space. Although this mechanism is natural and has allowed life on Earth as we know it (if it did not exist, the average temperatures of the planet would be much lower), the gases emitted by human activity have caused greater retention of heat and overall climate imbalance.
Climate change 37)	The changes to the Earth's climate result from increasing concentrations in the atmosphere of greenhouse gases (GHGs), such as carbon dioxide. The Intergovernmental Panel on Climate Change has determined that the marked increase in GHG concentrations since pre-industrial times is the result of human activity, including the burning of fossil fuels (such as oil), land clearing, and agriculture. Since GHGs trap heat in the atmosphere, the dominant change has been a rise in average temperatures globally, although there is significant variation, with larger increases at the poles.
Zero Water (38)	Zero waste focuses on redesigning processes to prevent waste of resources and limit our environmental impact. Currently, we take resources from the earth and then dispose of them into the ground (a landfill). Zero Waste is the principle of creating a circular economy in which we send nothing to landfill, instead we reduce what we need, reuse what we can, and recycle or compost what we must. Instead of discarding resources, we create a system where all resources can be resumed fully back into the system.

(35) <https://www.eventscouncil.org/Portals/0/EIC%20Documents/Sustainability/Principles%20for%20sustainable%20events.pdf?ver=2019-01-18-123244-787>

(36) <https://www.bbvaopenmind.com/en/science/environment/glossary-5-key-concepts-for-understanding-sustainability/>

(37) <https://content.whistler.com/events/downloads/sustainable%20sport%20and%20event%20toolkit.pdf>

(38) <https://www.goingzerowaste.com/zero-waste-1/>

4.3 Sustainable and Inclusive Sports Events

Key concepts

Everyone has a responsibility to consider sustainability and ensure we are creating a world that is usable for future generations. Sports are no different. While conversations around sustainability and sports often relate to sports mega-events – for example, the environmental impact of international audiences traveling around the world, or the social and financial impact of building brand new stadiums that may not be used beyond the tournament end – there is also an important link to be made between sustainability and grassroots sports.

On the one hand, sports provide the perfect platform to educate people about sustainability and start important conversations. On the other, clubs, coaches, and athletes themselves can lead by example by creating and implementing sustainable strategies for their sports activities.

The team group can raise awareness, reflect and talk about environmental sustainability in sports and non-sports moments, within the team and with their fans.

Wellness and physical and mental health are closely linked to the environment and the context in which one lives. Athletes should connect the issues present in their lives, such as that of environmental sustainability and concern for global warming, even within sports-related moments. Athletes can contribute on a practical level with such expedients as: using refillable water bottles instead of bottles during games and practices, not wasting water during showers in locker rooms, trying to eat healthy food and not junk food, and using outdoor spaces for warm-ups and practices themselves. These are small steps that athletes can take to take care of the environment and even themselves.

Athletes can play an important educational and advocacy role in many communities because, if recognized, their civic engagement can be visible to fans and be taken as a good example. Athletes are the ones who attract fans and they are the ones who can be role models, sending positive messages right during sports performances, activating social change on and off the field.

4.3 Sustainable and Inclusive Sports Events

Key concepts



Morten Thorsby with t-shirt number 2 for season 2021 in Sampdoria (Italian team) (39)

- **Theo Curin, paralympic swimmer:**

As a sportsman committed for many years to the promotion of handisport, the French paralympic swimmer Theo Curin has created his own mini-series where each episode focuses on a value of sport. In season 3, he dedicates an episode to the cause of the environment.

In cooperation with the Eco Run association, he invited former basketball player Tony Parker for a plogging session, which consists in collecting waste during his jogging.

After the episode, Tony Parker gave his impression: "I was really impressed to see that in just a few minutes, we had collected several kilos of waste, and all this was just a few steps from my academy. It really got to me..."

Thanks to the action of Eco Run Team and its members, over the past 5 years of its existence, nearly 7,800 tons of waste have been collected and sorted around the world. (40)

(39) <https://www.bbc.com/sport/av/football/59094984>

(40) <https://www.harmonie-mutuelle.fr/marque/agir-pour-votre-sante/tous-heros/saison-3>

4.3 Sustainable and Inclusive Sports Events

Key concepts

- **Geoffrey Kamworor &- Rhonex Kipruto, long-distance runners - Kenya:**

Both long-distance runners used to run in the Kenyan forests, practice farming, and learned about the importance of environmental conservation. To take care of the environment, they planted thousands of trees around their village to prevent soil erosion and landslides that affects their communities. (41)

- **Dan Lawson, Team GB 24hr Ultra runner, UK:**

With his family, he create ReRun, a small UK company, which aims to campaign, collect and recycle sport clothes and reduce waste in the running community. “ Extending the life of clothes by just nine months of active use would reduce carbon, water and waste footprints by around 20-30% each. “ (42)

- **Lenaig Cormson, Rugbywoman, France:**

During the lockdown, she took part in numerous waste collections on the Breton coast. Involved with Zero Waste, Be Green Ocean, Fair Play For Planet and Ecolosport, the international player is on all fronts!

- **Oluseyi Smith, sprinter, bobsleigh, Nigerian-Canadian:**

Committed to tackle climate changes, he created, as an IOC young leader, the “Racing to Zero YYC project” in Calgary, Canada. How does it work? “The first thing is to get people aware about excessive use of plastic. Because it’s easy to count and to collect. The first goal is to reduce the use of plastic bottles at the track. I bought a mobile fountain for the stadium so that people didn’t have to use plastic bottles. I also created a checklist for athletics meeting directors, to track and measure how sustainable the meeting is and then compare the results with other organisers, to create a bit of competition to see who can be the most sustainable.

The last part concerns the spectators. I created another kind of checklist which is more of a game. They can go to different sections of the stadium, and they are questioned on how much water they use, or what happens to coffee cups when they throw them away. Just to give them small bits of information that they might not know and help them understand that they can have an impact, even if it’s small. And the incentive is that people who answer all the questions correctly get a small prize from our National Olympic Committee.” (43)

(41) <https://worldathletics.org/news/feature/athletes-environmental-sustainability-project>

(42) <https://rerunclothing.org/>

(43) <https://olympics.com/ioc/news/protecting-the-environment-as-a-project-for-an-ioc-young-leader>

(44) “Sustainability in Participatory Sports Events: The Development of a Research Instrument and Empirical Insights” Ine Hugaerts, Jeroen Scheerder, Kobe Helsen, Joris Corthouts, Erik Thibaut, Thomas Könecke

4.3 Sustainable and Inclusive Sports Events

Key concepts

Sustainability, the emergence of a concept

The concept of “sustainability” has been used for centuries and gained popularity in the early 1970s “as a result of the increasing tension between economic growth and environmental conservation”. To raise awareness and implement an environmental long-term strategy, the International Community developed the World Commission on Environment and Development (WCED), a group of experts led by the Norwegian Prime Minister, Gro Harlem Brundtland. The report of this commission, known as “The Brundtland Report”, defined sustainable development as the “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (44)

The definition, even though criticized for being vague, is the most widely used and can be understood from several dimensions, but “always with the perspective that the environment is not an inexhaustible source of resources” and that “economic growth must be able to generate equitable wealth without damaging the environment”. (45)

Different approaches to the concept:

Sustainable development can be roughly divided between two approaches, the ‘strong’ approach and the ‘weak’ one.

Strong sustainability gives priority to the preservation of ecological goods, like the existence of species or the functioning of particular ecosystems. A “weak sustainability” disregards specific obligations to sustain any particular good, espousing only a general principle to leave future generations no worse off than we are.” The concept also produced various models: economic, ecological, and political, which can be complementary. (46)

Youngsters have a big role to play in climate change awareness. A good example of how youngsters can get involved, is the youth-led international, intersectional movement of students striking for climate, Friday For Future. The movement started in 2018 after the Swedish Greta Thunberg, 15 years old, began a school strike for climate change and sat for three weeks in front of the Swedish parliament to protest against the lack of action on the climate crisis. Encouraging other young people to join with the #FridayForFuture hashtag, the movement began global.

Their goal is to put moral pressure on policymakers. Their demands: Keep the global temperature rise below 1,5 degrees, ensure climate justice and equity, follow the Paris Agreement and unite behind science. (47)

(45) <https://www.bbvaopenmind.com/en/science/environment/glossary-5-key-concepts-for-understanding-sustainability/>

(46) https://www.berkshirepublishing.com/assets_news/sustainability/Spirit_SustainabilityTheory.pdf

(47) <https://fridaysforfuture.org/>

4.3 Sustainable and Inclusive Sports Events

Key concepts

Sustainability in sports

Today's sport is the perfect product of our consumer society with its linear production model: buy, consume, throw away.

Every year the sports equipment of many athletes is thrown away as soon as it has imperfections and is not considered for repair, all sports clubs renew their clothing every season to sell the latest version, major sporting events (travelling to the Olympics and ending with marathons and simple matches throughout the season) produce tonnes of waste: bottles, cans, paper, gadgets, etc., all of which are used for the production of sports equipment. For example, in the 2019 London Marathon, 350,000 plastic bottles were left on the ground!

Fortunately, however, in more recent years, public attention is being focused on climate and environmental aspects. Sports fashion companies based on environmental sustainability are springing up, plastics are being replaced by bioplastics, and there is an increasing emphasis on separate waste collection. The environmental rules of the three Rs: Reuse, Recycle, Reduce are starting to take hold but there is still a long way to go.

Sports have started to be considered a potentially valuable contributor to a more sustainable future. It has been presented like this in the publication of the United Nations 2030 Agenda for a Sustainable Development which presented the Sustainable Development Goals (SDGs).

International and national sports organisations have also started to work to become more sustainable. "In 2006, for example, the International Olympic Committee published the "Sport, Environment and Sustainable Development" guide. Ever since then, sustainability has slowly found its way into the business models and strategic planning of international sports organisations with corresponding sustainability standards for their mega-events. Accordingly, an increasing number of international sports events seem to be classifiable under the label "green games" or "green cup", as they strive to be socially equitable and environmentally sustainable."
(48)

(48) "Sustainability in Participatory Sports Events: The Development of a Research Instrument and Empirical Insights" Ine Hugaerts, Jeroen Scheerder, Kobe Helsen, Joris Corthouts, Erik Thibaut, Thomas Könecke

4.3 Sustainable and Inclusive Sports Events

Key concepts

Sustainability in sports

Following Connect4Climate's call, a symposium was created in 2014 to focused on "Climate change and the depletion of natural resources" during the Rio Olympics, and resulted in the Sport4Climate movement in which many international federations and athletes joined:

"Athletes and sports professionals have a uniquely intimate relationship with the climate. To train or compete, skiers and snowboarders need snow. Bicyclists and soccer players need good weather. Runners and surfers require particular conditions for training. This is why so many athletes are signing on to spread the word about climate change, and advocating that governments, business leaders, and everyday global citizens act now." (49)

Another example of sports fighting against climate change is the German "Sports for Future" organisation that gathers athletes, clubs, organisations, fans and supporters into using sports to tackle climate change. Supporting the Friday For Future, they invite sports organisations to submit a statement, challenge the sports sector to get more involved, combine forces and promote projects that are implementing climate protection, sustainability and democracy. They also created a checklist and a workbook to provide guidance to sports organisations. (50)

Tips for promoting sustainability in sport

1. Show commitment in your platform to raise awareness:

Young athletes can make a simple difference by promoting the fight against Climate change and the actions they implement on their social media platform. It leads to inspire young people to follow their example, but also to promote local organisations that people might not be aware of.

Case study: Carolina Visca, javelin throw, Italia

"The rising Italian star, who studies mechanical engineering, spent part of her coronavirus lockdown engaging fans and other athletes in discussions about environmental issues through her new 'Green Mind' video project on her Instagram and Facebook pages" (51,52).

(49) <https://www.connect4climate.org/initiatives/sport4climate>

(50) <https://sportsforfuture.de/en/downloads>

(51) <https://worldathletics.org/news/feature/athletes-environmental-sustainability-project>

(52) https://www.instagram.com/tv/B_xMkoxoRcP/?utm_source=ig_web_copy_link

4.3 Sustainable and Inclusive Sports Events

Key concepts

Sustainability in sports:

2. Make it a competition:

In sports, we all love competition. So what better way to engage people in sustainability issues than by turning it into a contest? This creates an added incentive not only for people to get involved but to also push themselves to maximise their impact.

Case study: Planet Super League

Planet Super League engages schools, children, families and football fans to live greener lifestyles, scoring goals for their football club by completing over 100 green activities, whilst competing against other clubs in a national competition, 'CUP26', which culminates just before COP26.

Some of the activities include: having a meat-free meal, having a screen-free evening, doing litter-picking, spending 90-minutes learning about climate change, and many more.

Checklist for coaches/athletes to implement a sustainable training and event:

Catering guidelines

- Organise catering with food from different cultures
- Organise catering with seasonal food
- Organise catering without disposable items
- Invite participants to bring their own water bottle and cup
- Organise recycling of rubbish

Space guidelines

- Make the place accessible by bike or on foot
- Carry out the activity in an outdoor location
- Cleaning the space after the event together
- Recycle tools by taking them second-hand
- Putting up information boards, especially on "don't waste water", when taking a drink break or showering after training.
- Strive to be paperless

4.3 Sustainable and Inclusive Sports Events

Key concepts

Sustainability in sports

Guidelines for personally being an athlete who promotes sustainability:

- Promote outdoor sports activities in spaces that are in the city (parks, gardens, beaches...) for greater discovery of the area and less environmental impact;
- Create moments of reflection on sustainability and inclusion in the team group;
- Organize slogans to pitch to fans to raise awareness about environmental sustainability;
- Eat healthily with a sustainable lifestyle that is mindful of production and environmental impact;
- Making public statements and using one's voice to promote change and bring attention to sustainability;
- Launching campaigns and challenges that link sports to sustainability;
- Carrying their own water bottle during training sessions;
- Reduce the purchase of sportswear from slave and polluting production;



4.3 Sustainable and Inclusive Sports Events

Non-formal activities


Number 01

Title of the activity	Map and design your own sustainable and inclusive event
Themes addressed	After defining sustainability and its relevance in the EU context, this session will connect the theme to sport. The workshop will allow participants to design and reflect in groups on how to create a sustainable and inclusive sporting event/activity.
Targets, group sizes	Youth groups (athletes and athletes) and coaches, educators, social workers who work with youth
Time	30'
Overview	Everyone has a responsibility to consider sustainability and ensure we are creating a world that is usable for future generations. Sport is no different. While conversations around sustainability and sport often relate to sports mega-events – for example, the environmental impact of international audiences travelling around the world, or the social and financial impact of building brand new stadiums that may not be used beyond the tournament end – there is also an important link to be made between sustainability and grassroots sport. On the one hand, sport provides the perfect platform to educate people on sustainability and initiate important conversations. On the other hand, grassroots clubs and coaches can lead by example by creating and implementing sustainable strategies for their sports activities. Sport for development organisations plays an important leadership, education, and advocacy role in many communities, often supporting individuals outside formal education and civic engagement structures through place-based initiatives which are meaningful and sustainable.
Goals	<ul style="list-style-type: none"> • Consider the link between sport and sustainability • Learn about best practices for sustainability in sport • Recognise your role in creating a sustainable sports environment • Understand how to organise a sustainable sports activity
Materials	Posters, markers, glue and stimulus pictures

4.3 Sustainable and Inclusive Sports Events

Non-formal activities

Number 01

<p>Preparation</p>	<p>Develop a short presentation to introduce the activity and the objective of the activity to the participants. Give participants the poster board, markers, and stimulus pictures.</p>
<p>Instructions</p>	<p>Explain the activity to the participants; the task is to construct on a poster board, in groups, a map with useful concepts for creating a sustainable sports event, aided by stimulus images.</p> <p>Divide the class into small groups and ask them to create their own plan for running a sustainable and inclusive sports event.</p> <p>Hand over the poster on which the facilitator has already drawn a table with the macro-categories and hand over the stimulus images.</p> <p>The macro-categories can be:</p> <ul style="list-style-type: none"> - Space - Transportation - Catering - Equipment -Messages <p>Stimulus images can be:</p> <div data-bbox="639 1256 1195 1592" style="text-align: center;">  </div> <p>The group should use at least 2 stimulus images per category to place in the table on the board and write down the reflections that arose in the group.</p>
<p>Debrief/Evaluation</p>	<p>Get each group to present their plans to one another, encouraging active feedback between groups. Do they think they could realistically implement these plans in their club? How could they encourage other members of their club to invest in these schemes and support more sustainable practices?</p>

4.3 Sustainable and Inclusive Sports Events

Non-formal activities



4.3 Sustainable and Inclusive Sports Events

Non-formal activities

Number 02

Title of the activity	Sustainable Warm Up (GEA)
Themes addressed	After defining sustainability and its relevance in the European context, this session will connect the topic to sports. The activity will consider how play and team activities can be used to understand collective responsibility and commitment useful for environmental sustainability and give correct information on how to recycle.
Targets, group sizes	Youth groups (athletes and athletes) and coaches, educators, social workers who work with youth
Time	45 minutes
Overview	<p>Sports not only provide physical benefits but also contribute positively to the social and mental well-being of participants. Sports help teach people valuable life skills, including teamwork, discipline, respect, tolerance, and social skills.</p> <p>Learning about these issues through a group activity allows each of us to learn about current and important topics in a fun and interactive way. The group activity activates a reflection on the fact that each of us is responsible not only for ourselves but for the entire community and the theme of individual/collective responsibility is connected to environmental sustainability.</p> <p>The individualism that characterises today's society and the high consumption and waste does not allow on many occasions to reflect in a non-formal way on certain topics, often considered boring because academic and locked in institutions, but also "futuristic" because the climate impact is seen as something future and that does not worry people. Checking with one's own eyes, collecting waste by teaming up, and learning how to sort garbage are topics that can through action and play raise the awareness of the participant.</p>
Goals	<ul style="list-style-type: none"> ● Recognise the importance of waste separation and recycling ● Understand the different waste categories such as biodegradable waste, recyclable waste and non-recyclable waste ● Learn to separate waste items into different categories ● Acquire new knowledge through play and fun ● Create cohesion with the group of companion
Materials	Outdoor space, gloves and tongs to pick up the wast

4.3 Sustainable and Inclusive Sports Events

Non-formal activities

Number 02

<p>Preparation</p>	<p>Identify an outdoor location that is meaningful to coaches and other participants in general (neighbourhood square, park near participant's location), identify possible routes that participating teams will need to take. Obtain necessary supplies: trash cans, gloves, and trash tongs. Develop a brief presentation of the activity. Make signage (cardboard or chalk arrows) to direct participants to take the correct route.</p> <p>Appoint managers who help participants follow the route. To keep participants safe, activity organisers must:</p> <ul style="list-style-type: none"> -make an inspection of the area where the route takes place before the activity; - make sure that participants wear gloves properly; -communicate the dangers of certain waste (syringes and toxic waste not to be collected and reported to the person in charge); - have participants respect the marked route; - Prepare a first aid kit
<p>Instructions</p>	<p>The coach organizes a different warm-up/workout than usual. The team is divided into pairs who receive a bag, gloves, and tongs. The pairs then have to run along the marked path and collect the waste from the ground or in the water (if they do it in a canoe). At the end of the course, all the waste is collected in one place and sorted according to the waste collection criteria of the country where the activity takes place. The pair that collects the most waste wins the activity.</p> <p>Variation: The coach appoints a leader who leads the run and gives him gloves and bag, all other athletes are behind the athlete at the head of the line. The warm-up run begins. Only the first in line will be the one to pick up the trash during the run. The line must be careful when the first in line stops to pick up the waste. In addition, with each garbage picked up, the first in line makes a warm-up gesture that the whole row must imitate (squat, jump, crosswalk, sprint and stop).</p>
<p>Debrief/Evaluation</p>	<p>Stop after the activity and sit in a circle with the teams for a time of reflection on the activity. Examples of guiding questions: How did you feel in this activity? How did you work with your teammate? Did you learn anything new? Have you ever done a similar activity on other occasions?.</p>

4.3 Sustainable and Inclusive Sports Events

Non-formal activities

Number 03

Title of the activity	Relays on the theme of the environment(Gea)
Themes addressed	After defining sustainability and its relevance in the EU context, this session will connect the topic to sports. The activity will allow participants to have fun and collaborate in groups and together learn something new related to waste collection, human environmental impact on nature, and healthy food lifestyle.
Targets, group sizes	Youth groups (athletes and athletes) and coaches, educators, social workers who work with youth
Time	45'
Overview	After defining sustainability and its relevance in the European context, this session will connect the topic to sports. The activity will consider how play and team activities can be used to teach recycling and the meaning of healthy and sustainable food.
Goals	<ul style="list-style-type: none"> ● Understand the different categories of waste, such as biodegradable waste, recyclable waste, and non-recyclable waste ● Learn how to separate waste into different categories ● Learning what sustainable and healthy food means ● Acquire new knowledge through play and fun ● Creating cohesion with the group of peers
Materials	poster, paper tape, pictures from newspaper

4.3 Sustainable and Inclusive Sports Events

Non-formal activities

Number 03

<p>Preparation</p>	<p>The coach brings pictures cut out from newspapers from home to give to the participants and 2 posters with the bins drawn on them. Also bring paper tape.</p> <p>The coach divides the athletes into two teams and places them on the starting line. The participants of the teams must line up.</p> <p>At the end of the line, the coach will place 2 placards where trash cans will be drawn: organic, plastic, tin, paper, glass, mixed waste, toxic waste, electronic waste.</p> <p>The participants of the teams will be given pictures cut out from newspapers.</p> <p>Variant: In the poster draw 2 pyramids the first the food pyramid from healthy food to fatty food/ the second the environmental pyramid from sustainable to unsustainable food.</p> <p>The participants of the teams will be given pictures cut out from newspapers.</p>
<p>Instructions</p>	<p>Arrange the teams at the starting line. Briefly explain what is drawn on the poster board and the rules of the relay. Promote encouragement among teammates.</p> <p>They will leave first in line and go to stick the picture in the right bin. They go back and shake hands with the departing partner to attach their image and so on to the last partner.</p> <p>The team that finishes the relay race first and sticks the pictures correctly wins.</p>
<p>Debrief/Evaluation</p>	<p>Stop after the activity and sit in a circle with the teams for a time of reflection on the activity. Examples of guiding questions: How did you feel in this activity? How did you work with your teammate? Did you learn anything new? Have you ever done a similar activity on other occasions?.</p>

5.

Acknowledgments
Acknowledgments



5. Acknowledgments

This toolkit on theoretical input and non-formal activities related to the European Youth Goals and sports is the result of a fruitful collaboration between contributors from different sectors and countries all over Europe. The partner organisations of the ACTIVE project worked on designing the toolkit from May 2021 until May 2023.

The development of this toolkit would not have been possible without the contribution of the 7 partner organisations and the financial support of the Erasmus+ Programme of the European Union.

The ACTIVE project partners have produced this user-friendly toolkit for coaches. Additionally, a second toolkit created for youngsters in sport has been produced and can be downloaded from <https://active.geacoop.org/>.



6.

References
References



6. References

BBC Sports. (2021). Morten Thorsby: The footballer whose shirt number highlights climate change. Retrieved from <https://www.bbc.com/sport/av/football/59094984>

BBVA (2021). Glossary: 5 Key Concepts for Understanding Sustainability. Retrieved from <https://www.bbvaopenmind.com/en/science/environment/glossary-5-key-concepts-for-understanding-sustainability/>

Berkshire Encyclopedia of Sustainability (2012): The Spirit of Sustainability. Retrieved from https://www.berkshirepublishing.com/assets_news/sustainability/Spirit_SustainabilityTheory.pdf

Bystander Anti-Racism Project. Retrieved from https://www.westernsydney.edu.au/challengingracism/challenging_racism_project/our_research/bystander_anti-racism

Connect4climate (n.d.). Sport4climate. Cheer On the Planet. Retrieved from <https://www.connect4climate.org/initiatives/sport4climate>

Council of Europe - Gender Equality Commission (2016). Gender Equality Glossary. Retrieved from <https://edoc.coe.int/en/gender-equality/6947-gender-equality-glossary.html>

Energy Education (2021). Environmental impact. Retrieved from https://energyeducation.ca/encyclopedia/Environmental_impact

European Commission (2011). Toolkit- Gender in EU-funded research. Retrieved from https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf

European Commission, Directorate-General for Education, Youth, Sport and Culture, (2018). Mapping on access to sport for people with disabilities: a report to the European Commission, Publications Office. <https://data.europa.eu/doi/10.2766/061635>

European Commission (n.a.), European anthem. Retrieved from https://european-union.europa.eu/principles-countries-history/symbols/european-anthem_en

European Commission (2021). Union of Equality Strategy for the Rights of Persons with Disabilities 2021-2030. Retrieved from <https://equineteurope.org/summary-strategy-for-the-rights-of-persons-with-disabilities-2021-2030-a-view-from-equality-bodies/#:~:text=The%20Strategy%202021%2D2030%20aims,numbers%20to%2C%2087%20million%20Europeans.>

6. References

European Commission (2022), Areas of EU action, https://ec.europa.eu/info/about-european-commission/what-european-commission-does/law/areas-eu-action_en

European Institution of Gender Equality (n.d.) Gender Identity. Retrieved from <https://eige.europa.eu/thesaurus/terms/1179>

European Solidarity Corps https://europa.eu/youth/solidarity_en

EU Erasmus+ funded IDEAL: Intellectual Disability and Equal opportunities for Active and Long-term participation in sport Project, Good Practice Guide for coaching athletes with Intellectual Disabilities, 2019. Retrieved from [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20\(3%20Feb%202020\)%20word.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20(3%20Feb%202020)%20word.pdf)

EU Youth Dialogue https://europa.eu/youth/strategy/euyouthdialogue_en

EU Youth Strategy https://europa.eu/youth/strategy_en

Erasmus+ in the field of sport. Retrieved from <https://erasmus-plus.ec.europa.eu/opportunities/organisations/sport-actions>

Erasmus+ funded EYoS – European Youth on Stage Project, Toolkit for Youth Workers, 2020, Retrieved from <https://eyos.reteiter.it/#!/handbook>

EU Erasmus+ funded IDEAL: Intellectual Disability and Equal opportunities for Active and Long-term participation in sport Project, Good Practice Guide for coaching athletes with Intellectual Disabilities, 2019. Retrieved from [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20\(3%20Feb%202020\)%20word.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6129c755-dec2-473a-8012-985cd38322f3/Good%20Practice%20Guide%20Final%20(3%20Feb%202020)%20word.pdf)

European Union (2022), European Youth Goals, Retrieved from https://europa.eu/youth/strategy/european-youth-goals_en,

vents Industry Council (n.d.). Principles for Sustainable Events. Retrieved from <https://www.eventscouncil.org/Portals/0/EIC%20Documents/Sustainability/Principles%20for%20sustainable%20events.pdf?ver=2019-01-18-123244-787>

Fridays For Future (2022). Maps of Action. Retrieved from <https://fridaysforfuture.org/>

Harmonie mutuelle (2022). #TousHéros S3 - Les valeurs du sport. Retrieved from <https://www.harmonie-mutuelle.fr/marque/agir-pour-votre-sante/tous-heros/saison-3>

Holzer, D. (2018). What does eco-friendly mean? Retrieved from <https://homeguides.sfgate.com/ecofriendly-mean-78718.html>

6. References

Hugaerts, I., Scheerder, J., Helsen, K., Corthius, J., Könecke, T. (2021) "Sustainability in Participatory Sports Events: The Development of a Research Instrument and Empirical Insights". Kershaw, I (2019), Achterbahn – Europa 1950 bis heute, Deutsche Verlagsanstalt München, p. 71-133.

Instagram (2020). Caroline Visca – Green Mind Project. Retrieved from https://www.instagram.com/tv/B_xMkoxoRcP/?utm_source=ig_web_copy_link

International Academy of Sport Science and Technology. (2010). Sustainable Sport and Event Toolkit. Retrieved from <https://content.whistler.com/events/downloads/sustainable%20sport%20and%20event%20toolkit.pdf>

Kellogg, K. (n.d.) What is zero waste? Retrieved from <https://www.goingzerowaste.com/zero-waste-1/>

Kovacheva, S. (n.d.). EU-CoE youth partnership policy sheet- Social Inclusion. European Union and the Council of Europe. Retrieved from

Northern Ireland Assembly (2010). Barriers to Sports and Physical Activity Participation. Research and Library Services. Retrieved from <http://archive.niassembly.gov.uk/researchandlibrary/2010/1810.pdf>

Rerun Clothing (2022). Extending the life of running clothes. Retrieved from <https://rerunclothing.org>

Olympoics (2021). Oluseyi "Seyi" Smith: protecting the environment as a project for an IOC Young Leader. Retrieved from <https://olympics.com/ioc/news/protecting-the-environment-as-a-project-for-an-ioc-young-leader>

Schahfer, A. & Robison B. (2020). Accessibility Toolkit for Land Managers: Rethinking Disability & Accessibility for a more Inclusive Outdoors. Retrieved from <https://willamettepartnership.org/accessibility-toolkit/>

sportanddev (n.d.) Barriers to participation. Retrieved from <https://www.sportanddev.org/en/learn-more/disability/sport-and-adapted-physical-activity-apa/barriers-participation#:~:text=Lack%20of%20accessible%20facilities%2C%20such,access%20to%20information%20and%20resources>

Sportsforfuture (2022). Mission Statement. Retrieved from <https://sportsforfuture.de/en/missionstatement>

6. References

Talleu, C. (2011). Handbook on good practices- Gender equality in sports: Access for Girls and Women to Sport Practices. Council of Europe. Retrieved from <https://www.icsspe.org/system/files/CoE%20-%20Gender%20Equality%20in%20Sports%20-%20Handbook%20on%20Good%20Practices.pdf>

Teerikoski, S. (2019). 170 years since Victor Hugo's speech about the 'United States of Europe'. Retrieved from <https://www.thenewfederalist.eu/170-years-since-victor-hugo-s-speech-about-the-united-states-of-europe>

United Nations (2006). Convention on the Rights of Persons with Disabilities – Articles. Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>

United Nations (1965). International Convention on the Elimination of All Forms of Racial Discrimination. Retrieved from <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-elimination-all-forms-racial>

YEPP Europe (2022), Youth Goals. Retrieved from <https://yeppeurope.org/youth-goals/>

Youth Goals. #3 Inclusive Societies. Retrieved from <https://youth-goals.eu/yg3>

Youth-Goals.eu (n.n.), #1 Connecting EU with Youth. Retrieved from <https://youth-goals.eu/yg1>

Worldathletics (2020). Athletes and the environment: answering the sustainability call. Retrieved from <https://worldathletics.org/news/feature/athletes-environmental-sustainability-project>

