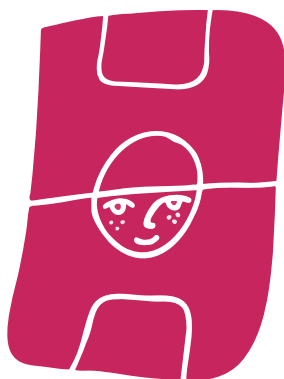




2.0 Training Course for Sport Coaches

Regarding the inclusion of
refugee women through sport



REWINS

REFUGEE WOMEN
INCLUSION THROUGH SPORTS

REWINS 2.0

REWINS 2.0: **RE**fugee **W**omen **I**nclusion through individual and team Sports is focused on fostering the inclusion of refugee women in different team and individual sports by creating sport teams for refugee women and locals, and mentoring coaches. The focus groups of the project are refugee women and coaches/trainers who are working with or interested in working with refugee women. The project follows the footsteps of REWINS (REfugee Women Inclusion through Sport) implemented in 2019 and 2020, is led by Fare network (NL) in cooperation with 4 partners Organisation Earth (GR), Girl Power Organisation (DK), Unione Italiana Sport de Tutti -UISP (IT) and A.E. Ramassa (ES)

Disclaimer: 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.

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



Introduction

This training course, a result of the REWINS 2.0 project, is tailored for sports coaches welcoming women refugees into their sessions. Sport is a powerful social tool that unites people from diverse backgrounds, significantly improving physical and mental health, fostering active citizenship, and promoting social inclusion. The European Commission¹ highlights sport's role in facilitating the integration of migrants and supporting intercultural dialogue, making it a vital mechanism for breaking down barriers and fostering long-term integration.

Sport offers a "global language" that transcends social, cultural, and national borders, providing a unique platform for refugees and local citizens to connect. It creates a secure framework for cultural exchanges, individual and community development, and alternative pathways to education and employment.

In 2023, over half of the 108 million displaced people were women, as reported by the Comisión Española de Ayuda a los Refugiados (CEAR). These women face unique challenges, fleeing not only from war and conflicts but also from specific gender-based violence such as human trafficking, honor crimes, forced marriages, and sexual and gender violence. The recent EU legislative improvements, including the Istanbul Convention and new directives on gender violence and human trafficking, aim to provide better protection and integration opportunities for these women.

Despite legislative progress, the immigration process remains complex. Many refugee women have experienced severe trauma, making it difficult for them to fully engage in and enjoy sports activities. Fleeing violence, war, or insecurity leaves a lasting impact, complicating their integration into new communities.

This two-day training course toolkit/manual equips coaches with the tools and knowledge needed to support the integration and empowerment of refugee women through sports, providing a structured and engaging program designed to address their unique needs and challenges.

Picture a sport field where women from around the world come together, united by the love of the game and a shared journey of resilience. In this dynamic space, empathy guides the interactions, fostering support and understanding among players and coaches.

¹ The White Paper on Sport (European Commission, 2007) clearly highlighted that "sport can also facilitate the integration into society of migrants and persons of foreign origin as well as support inter-cultural dialogue" and that supporting sport-related activities is important for allowing immigrants and the host society to interact together in a positive way.

² European Commission, 2016

network
fare



**GIRL
POWER**

UISP
sportpertutti





1

Role of a Coach - Empowering Refugee Women through Sports

Ice-breaker Activity: Lost on a Deserted Island

This is a team-building activity that helps people share a bit about themselves. Given the scenario that everyone is lost and stranded on a deserted island, each person describes one object they would bring and why. This game serves as a teambuilding and get-to-know-you icebreaker. The recommended group size is medium, although small and large group sizes are also possible. An indoor setting is ideal, and no special props or materials are required. This icebreaker works well for any age group.

Instructions for Lost on a Deserted Island:

The situation is dire following a shipwreck, everyone has been stranded on a deserted island! Each person is allowed to bring one object to the island, ideally something that represents them or something they enjoy. The first part of this icebreaker is simple: each person describes what object they would bring and why. It doesn't have to be realistic; for example, if someone loves music, they might choose to bring a guitar, or an animal lover might choose to bring a dog. Encourage people to be creative. After everyone has introduced their object and explained why they chose it, teambuilding follows. Divide into smaller groups and ask everyone to work together to improve their chances of survival by combining the various objects they introduced. If necessary, you can add more objects, but be sure to use all the objects that everyone mentioned. You can reward the most creative group with a prize.

Introduction to the topic:

In the realm of coaching refugee women through sports, empathy emerges as the cornerstone of success. This chapter explores the critical role of empathy in coaching refugee women through sports. It highlights the essential skills coaches need to foster a supportive and empowering environment, using real-life case studies and testimonials to illustrate effective strategies. The chapter also includes practical activities and workshops designed to build confidence, promote physical and mental well-being, and facilitate skill development and social integration among refugee women. Through compassionate guidance and structured sports programs, coaches can help transform the lives of refugee women, empowering them to reclaim their strength and agency.

Structure of the training course:

The training course is designed to be conducted over a span of two days, ensuring a comprehensive and immersive learning experience. Each day is dedicated to specific chapters and themes around the topic of women refugees' integration in sports, allowing participants to delve deeply into the subject matter. The structure is designed to balance theoretical knowledge with practical application, making it highly interactive and impactful. Below is a detailed breakdown of the recommended structure for the training course, along with a comprehensive programme for each chapter.

Day 1: Introduction and Chapters 1-3

Morning Session:

- ▶ Introduction to the Training Course
Overview of the course objectives and schedule

Chapter 1:

Role of a Coach

– Empowering Refugee Women through Sports

- ▶ Short introduction of the topic
- ▶ Pre-evaluation
- ▶ Ice-breaker
- ▶ Tips and advices
- ▶ Post-evaluation

Lunch Break

Afternoon Session:

Chapter 2:

Approaching Victims of Discrimination

– How to Deal with Trauma?

- ▶ Short introduction of the topic
- ▶ Pre-evaluation
- ▶ Ice-breaker
- ▶ Tips and advices
- ▶ Post-evaluation
- ▶ Break

Chapter 3:

Addressing Language and Cultural Barriers

- ▶ Short introduction of the topic
- ▶ Pre-evaluation
- ▶ Ice-breaker
- ▶ Case studies/testimonies/Presentation of exercises or tips to be replicated
- ▶ Post-evaluation

Day 2: Chapters 4-5

Morning Session:

Chapter 4:

Creating a Safe Place

- ▶ Short introduction of the topic
- ▶ Pre-evaluation
- ▶ Ice-breaker
- ▶ Tips and advices
- ▶ Post-evaluation
- ▶ Break

Lunch Break

Afternoon Session:

Chapter 5:

The Third Half - The Social Part

- ▶ Short introduction of the topic
- ▶ Pre-evaluation
- ▶ Ice-breaker
- ▶ Tips and advices
- ▶ Post-evaluation

General Notes

- ▶ The content of each chapter is designed to be interactive and practical, ensuring participants can apply what they learn.
- ▶ Pre-evaluation and post-evaluation help in assessing the understanding and impact of each chapter.



Tips and advice on empathy:

Consider Layla, a young refugee girl displaced by conflict who finds solace and strength on the soccer field under the guidance of Coach Sarah.

Case Study:

Layla's Transformation

Layla arrives at the sports club with trepidation, her past experiences weighing heavily on her shoulders. Sensing her apprehension, Coach Sarah initiates a conversation, offering a safe space for Layla to share her story. Through active listening and genuine empathy, Coach Sarah establishes a foundation of trust and support. Coach Sarah begins with simple warm-up exercises, gradually building Layla's confidence with each successful completion. As Layla gains proficiency, Coach Sarah introduces team-based drills, fostering collaboration and communication among players. Through incremental challenges and personalised encouragement, Layla blossoms into a confident and resilient athlete, finding empowerment in her newfound skills and sense of belonging.

Good Practices and Testimonies

Coach Maria, an experienced mentor in coaching refugee women, shares her insights into effective coaching strategies rooted in empathy:

"Empathy forms the bedrock of our coaching approach. By creating a nurturing environment where each woman's story is honored and respected, we pave the way for healing and growth. Through sports, we empower refugee women to reclaim their strength and agency, rewriting narratives of adversity into tales of triumph."

Pre and Post Evaluation

Before and after engaging in sports activities, coaches conduct comprehensive evaluations to measure the impact on participants' mental, emotional, and physical well-being. These assessments serve as valuable tools for program improvement and provide tangible evidence of the transformative power of empathetic coaching.

Empowerment and Confidence Building

For refugee women navigating the aftermath of trauma and displacement, rebuilding confidence and self-esteem is paramount. Sports offer a unique avenue for empowerment, allowing women to reclaim agency over their bodies and identities. Through mastery of athletic skills and the camaraderie of team dynamics, refugee women cultivate a sense of achievement and resilience, transcending the limitations of their past experiences.

Consider Aisha, a Syrian refugee who discovers her strength and voice through basketball. With each dribble and shot, Aisha finds empowerment in her ability to overcome challenges and lead her team to victory. Through the unwavering support of her coach and teammates, Aisha learns to trust in her own capabilities, fueling her journey of self-discovery and empowerment both on and off the court.

Skill Development and Integration

In addition to fostering confidence, sports coaching facilitates skill development and social integration for refugee women. Through structured training sessions and friendly competitions, coaches impart invaluable skills such as teamwork, leadership, communication, and goal setting. These skills not only enhance athletic performance but also equip women with the tools they need to navigate the complexities of their new environments with confidence and resilience.

Consider Fatima, an Afghan refugee who finds her voice through the art of volleyball. As she hones her skills on the court, Fatima learns the importance of collaboration and communication, forging meaningful connections with her teammates from diverse backgrounds. Through the shared pursuit of athletic excellence, Fatima discovers a sense of belonging and purpose, transcending cultural barriers and forging lasting friendships.

Promoting Physical Health and Well-being

Beyond the mental and emotional benefits, sports play a pivotal role in promoting physical health and well-being for refugee women. Engaging in regular physical activity not only improves cardiovascular health and strength but also reduces stress and anxiety. For women who have experienced trauma, sports offer a holistic approach to healing, nurturing both body and mind.

Consider Maya, a Congolese refugee who finds refuge in the rhythm of dance. Through expressive movement and physical exertion, Maya discovers a newfound sense of vitality and resilience, reclaiming ownership of her body and spirit. As she embraces the transformative power of movement, Maya embarks on a journey of self-discovery and healing, embracing a future filled with hope and possibility.

Conclusion

Empathy serves as the guiding light in coaching refugee women through sports, illuminating pathways of healing, empowerment, and self-discovery. Through the compassionate guidance of coaches, refugee women embark on a journey of transformation, rewriting narratives of adversity into tales of resilience and triumph. Together on the sports field, they forge bonds of solidarity and strength, celebrating the beauty of diversity and the resilience of the human spirit.

Examples of Activities where coaches can put into practice empathy:

- 1 **Team-building Football Drills:** Divide participants into teams and engage in friendly football matches. Emphasise teamwork, communication, and cooperation to achieve common goals. This fosters a sense of unity and belonging among players from diverse backgrounds.
- 2 **Basketball Shooting Challenge:** Set up basketball hoops at different distances and heights. Participants take turns shooting baskets, with each successful shot boosting their confidence and sense of achievement. Encourage supportive cheers and applause from teammates to create a positive and encouraging atmosphere.
- 3 **Volleyball Passing and Spiking:** Practice volleyball fundamentals such as passing, setting, and spiking in pairs or small groups. Focus on clear communication and trust between teammates to successfully execute each play. This promotes teamwork and fosters a sense of camaraderie among players.
- 4 **Relay Races:** Organise relay races with various obstacles and challenges along the course. Teams work together to overcome obstacles, relying on communication and cooperation to succeed. This activity builds teamwork skills and encourages participants to support one another throughout the race.
- 5 **Obstacle Course Challenge:** Create an obstacle course with cones, hurdles, and agility drills. Participants navigate the course individually or in teams, focusing on agility, speed, and problem-solving skills. This activity promotes resilience and perseverance while fostering a sense of accomplishment.
- 6 **Dance Workshops:** Host dance workshops where participants learn choreographed routines or freestyle dance moves. Dancing is a fun and expressive way to promote physical fitness and boost confidence. Encourage participants to express themselves through movement and celebrate cultural diversity through dance.
- 7 **Yoga and Mindfulness Sessions:** Incorporate yoga and mindfulness exercises to promote relaxation and stress relief. Teach participants breathing techniques, gentle stretches, and meditation practices to enhance mental well-being. This activity encourages self-care and fosters a sense of inner peace and balance.
- 8 **Mini Olympics:** Organise a mini-Olympics event with various sports and athletic challenges. Participants compete in events such as sprint races, long jumps, and tug-of-war, showcasing their athletic abilities and sportsmanship. This event promotes friendly competition and celebrates the spirit of sportsmanship and inclusivity.



By incorporating these games and activities into coaching sessions, coaches can create a supportive and empowering environment where refugee women can develop valuable skills, build confidence, and foster meaningful connections with their peers.

Examples of Workshops

1: A to Z Positivity: Building Self-Esteem through Appreciation

Objective: To foster self-esteem among participants by recognising and appreciating positive traits in each other.

Target Audience: Individuals who could benefit from receiving positive feedback to enhance their self-esteem. Participants should be familiar with each other.

Group Size: Ideal for 4 to 20 participants.

Materials:

- ▶ Paper
- ▶ Pens or pencils
- ▶ Timer or stopwatch
- ▶ Envelope containing slips of paper with letters of the alphabet

Description:

- 1 **Team Formation:** Divide participants into two teams. Each team lists the names of all members from both teams on separate sheets of paper.
- 2 **Letter Selection:** Randomly select a letter from the alphabet envelope and announce it to both teams.
- 3 **Brainstorming:** Give each team two minutes to collectively brainstorm and come up with positive words beginning with the selected letter to describe each person on the opposing team.
- 4 **Example:**
 - If the letter “H” is chosen and the opposing team includes individuals named Fatima, Amy, and Sara, the list might include: Sarah – Hard worker / Fatima – Honest, Humble/ Amy – Helpful
- 5 **Sharing and Scoring:** After the time limit, bring the teams together to share their lists. Each team earns a point for every unique word on their list.
- 6 **Multiple Rounds:** Play several rounds of the game, adjusting rules if necessary. Consider holding brief discussions after each round or at the end of the game.



Discussion Prompts:

- 1 How did you feel about the words chosen to describe you?
- 2 Were you surprised by any of the words? Why?
- 3 Did anyone suggest a word you would use to describe yourself?
- 4 Is it easy or challenging to think of positive words for others? Why?

Variations:

- ▶ Remove time limits and award bonus points to the first team to think of a word for each person.
- ▶ In larger groups, exclude members of one's own team from the list or create more teams.

2: Gift from the Heart Variation:

This activity involves giving imaginary gifts to each group member symbolising understanding and appreciation. After creating the gifts, participants explain why they chose each gift.

Discussion Topics:

- 1 How did you decide on the gifts to give?
- 2 What did you think about the gifts you received?
- 3 Do you believe there was a good match between the recipients and the gifts they received?

By engaging in these activities, participants can strengthen relationships, boost self-esteem, and foster a culture of appreciation and positivity.

3: Self-Esteem Football Tournament:

Imagine setting up a friendly soccer tournament specifically designed for young refugee women. Here's how it could work:

Team Formation: Divide participants into teams. Encourage them to come up with team names that reflect qualities they admire or aspire to, such as "Courageous Warriors" or "Empowered Stars."

Skill Building Workshops: Prior to the tournament, hold workshops focusing on football skills and techniques. These workshops should not only teach them how to play the game effectively but also emphasise the importance of teamwork, communication, and perseverance.

Mentorship: Pair each team with a mentor—someone who can offer guidance, support, and encouragement throughout the tournament. These mentors could be volunteers from the community who have experience playing soccer or have overcome similar challenges.

Round-Robin Matches: Organise a series of round-robin matches where each team competes against the others. Emphasise the fun and camaraderie of the games rather than just the competition.

Celebrating Success: After each match, celebrate the achievements of all participants regardless of the outcome. Highlight moments of teamwork, individual skill, and sportsmanship.

Self-Esteem Challenges: Introduce specific challenges throughout the tournament that encourage participants to step out of their comfort zones and showcase their abilities. For example, challenge them to perform a particular skill they've been working on or to give words of encouragement to a teammate.

Empowering Discussions: In between matches, facilitate discussions on topics related to self-esteem, resilience, and empowerment. Encourage participants to share their experiences, challenges, and dreams, fostering a supportive and inclusive environment.

Closing Ceremony: At the end of the tournament, host a closing ceremony where every participant is recognised for their contributions. Award certificates or medals not just for winning games but for demonstrating qualities like leadership, determination, and teamwork.

By combining the universal appeal of football with opportunities for skill-building, mentorship, and empowerment, this "Self-Esteem Soccer Tournament" could provide a meaningful and impactful experience for young refugee women, helping them build confidence, forge connections, and realise their potential both on and off the field.

¹ www.cactusware.com/blog/what-is-round-robin-tournament

Group Discussion:

How coaches will implement what they have learned in their sessions:

- 1 Has this subject been interesting for you?
- 2 How would you implement this information within your activities as a trainer?
- 3 Is there any information not addressed according to you?

Evaluation – Annex

Aim: To evaluate what the participants have learned during the activity.



2 Approaching Victims of Discrimination – How to Deal with Trauma?

Introduction to the topic:

Refugees often have traumatic backgrounds, especially women who have been victims of harm such as physical or mental injury, emotional suffering, or substantial violation of fundamental rights through acts or omissions that violate criminal law. Many have been victims of sexual abuse and rape. It is extremely important to consider that they deserve a careful psychological and physical approach. Therefore, a successful use of sport for the inclusion and integration of refugees needs to be developed step by step, finding ways to approach victims of discrimination and abuse. Ice-breaker Activity: What Do We Have in Common? Have everyone get into groups of three and stand in a circle. Tell them that their assignment for the next two minutes is to find five distinctive things that the three of them have in common. These things cannot be job-related or obvious. Examples: all are born in the same city, all have two siblings, all show an animal at the fair. Have the first groups that finish sit down. When the two minutes are up, tell the first three groups to introduce themselves and share what they have in common.

Tips and advice:

Get Trained and Informed:

- ▶ A Victim/Survivor-Centered Approach is necessary, focusing on recognising and prioritising the rights, needs, and wishes of the person who has experienced discrimination/violence, creating a supportive environment ensuring safety and dignity to promote a survivor's recovery.
- ▶ Information relevant to the victim should be available in different formats, easy to access via online portals, helplines, social media channels, brochures, leaflets, and posters in public places. Furthermore, it should be available in minority languages and be accessible for people with disabilities or sensory limitations.

Victims should be approached with these aspects in mind, always respecting their dignity and human rights, and taking appropriate measures to ensure their safety, physical and psychological well-being, and privacy.

4 1 Available online from: Guiding Principles for working with Gender-based Violence Survivors www.usaid.gov

5 Understanding the Needs of Hate Crime Victims, 2020, OSCE Office for Democratic Institutions and Human Rights (ODIHR), available online from: www.osce.org/files/f/documents/0/5/463011.pdf

6 Caring for survivors: a principled approach. UNICEF -available from: www.unicef.org » eca » media » file

Use the Guiding Principles/Do No Harm Key Principles for Working with Victims:

- ▶ **Confidentiality:** Not respecting confidentiality can discourage victims from coming forward for help.
- ▶ **Safety:** This includes physical safety and security as well as psychological and emotional safety to protect any person from further violence.
- ▶ **Respect:** Respecting the dignity, wishes, and choices of the victims. Failing to respect dignity and self-determination might increase feelings of helplessness and shame, causing re-victimisation and reducing the effectiveness of interventions.
- ▶ **Non-discrimination:** All people have an equal right to be treated without unfair discrimination.
- ▶ **Honesty:** Victims should receive honest and complete information about possible implications and referrals for service.

Practical Tips for Interacting with Victims/Survivors of Discrimination:

- ▶ Be aware of your body language. Your expression and tone of voice send a clear message about how you perceive the situation. Use an empathetic voice to reassure the survivor.
- ▶ Explain who you are, your role, and responsibilities, and that you are there to support the survivor.
- ▶ Ask what would make the survivor feel safe right now and whether they have any immediate needs they need your help in fulfilling.
- ▶ Use a survivor-centered approach: recognise and prioritise the needs and wishes of the person who has experienced discrimination/violence, creating a supportive environment, ensuring safety and dignity to promote a survivor's recovery.
- ▶ Reassure the survivor. Ask if there is anything they would like to ask or tell you. This helps take the pressure off the survivor and empowers them to take the lead in the conversation.
- ▶ Explain that all information will remain confidential.
- ▶ Show a nonjudgmental and supportive attitude and validate what the survivor is saying.
- ▶ Listen carefully to the survivor's experience and assure them their feelings are justified.
- ▶ Emphasise that violence is not their fault and that the perpetrator is responsible for their own behavior.
- ▶ Use supportive statements such as "I'm sorry this happened to you" or "You have really been through a lot."



Victims find it helpful if this primary point of contact is a trained professional with good knowledge of their rights, who can show compassion and empathy, and provide moral support. Victims feel welcomed if they find a friendly environment where they feel treated fairly and need to be properly informed of the aid they may be entitled to. Even though grassroots sports have an open and inclusive approach, if these elements are not adequately considered, this can be a reason for refugees not returning to sport activities.

Empowering Victims of Discrimination through Sport:

Ideal conditions for refugee involvement in sport activities include developing sport clubs and activities through information and contacts with local authorities and possible services provided in the local community.

The opportunity to participate in sport activities aimed at empowerment can be more successful for their participation in sport activities and social inclusion in the community if delivered while providing practical information on existing services at the local level.

For this purpose, it is useful to establish networking with community groups and organisations that assist victims of crime and violence.

The success of integrating women refugees into sport activities relies heavily on strong community networks. Coaches should:

- 1 Offering Practical Information and Resources:** During sport activities, provide information on local services, such as healthcare, legal aid, education, and employment opportunities. This can be done through informational sessions, brochures, and partnerships with service providers.
- 2 Facilitating Access to Mental Health Services:** Many refugees have experienced trauma and may need mental health support. Coaches should have connections with mental health professionals and organisations that can offer counseling and therapy.
- 3 Encouraging Personal Development:** Use sport as a platform to teach life skills such as leadership, teamwork, and resilience. Empowering women with these skills can boost their confidence and help them navigate their new environments more effectively.

Development of Empathy:

Refugees, and in particular women, due to their experiences in the migration process, are victims of prejudice, racism, and other forms of discrimination. It is important to foster mutual trust and empathy. Empathy helps us cooperate with others, establish contact and relationships, and create confidence and trust. Training in empathy has high potential for promoting intergroup attitudes via social-cognitive abilities. The beneficial influence of empathy is important to tackle prejudice.

Some Steps for Developing Empathy:

- 1 Immersion:** Experiencing/feeling what the other person experiences/feels. In the case of victims of discrimination, trying to feel what the person describes is very important.
- 2 Observation:** Observing people's behavior in the context of their lives.
- 3 Engagement:** Interacting with people and interviewing them.

Group Discussion:

How coaches will implement what they have learned in their sessions:

- 1** Has this subject been interesting for you?
- 2** How would you implement this information within your activities as a trainer?
- 3** Is there any information not addressed according to you?

Evaluation – Annex

Aim: To evaluate what the participants have learned during the activity.



3 Addressing Language and Cultural Barriers

Introduction to the topic:

Welcoming women refugees into sports sessions requires addressing and overcoming any cultural barriers that may exist. These barriers can often manifest as unconscious biases, which coaches may not even be aware of. Hence, it is crucial for coaches to identify implicit discriminations and stereotypes and reflect on effective measures to prevent their influence.

Ice-breaker Activity: Your Favorite One?

Have everyone write on a piece of paper their answers to these questions: What is your favorite food, animal, TV show, hobby, and color? Sign your name. Don't let anyone else see the answers. The leader then reads the answers to the whole group and members try to guess whom each set of answers belongs to. Award one point for each correct guess. The person with the most points wins a prize.

Tips and advice:

Adapting Your Language:

Many women refugees attending sports sessions may not speak the local language. It's beneficial to enlist the help of players or staff members who are fluent in those languages for translation assistance. Often, simple gestures or signs can be used to convey actions, supplemented with words in the local language to aid comprehension. Understanding instructions during training and actively participating can spark an interest in learning the language of the host country.

For example, at *Ovale Citoyen* (now *Sport pour tous*), a rugby club in Southern France that welcomes refugees from diverse backgrounds, the approach to language is exemplified in their testimonies. More than 200 refugees are currently members of *Ovale Citoyen*. Afghans, Somalis, Eritreans, Guineans, and Ethiopians, many of these people arrive at the association with no knowledge of French. This is a major difficulty when it comes to teaching them the rules of rugby, which are already difficult to learn. Although there is no specific method, Jean-François Puech explains that the language is passed on first and foremost through human contact. "At the start, we're not talking about academic rugby but almost American football. The most important thing is that the ball is in movement. They're going to play handball, and gradually we're going to introduce the first rule: the ball always goes behind. As for the language, we manage. We speak English, French, and Spanish, and we have former Afghan players, so it all comes together."

French language courses have been set up, but they are sometimes inconvenient for the refugees. According to Seifeddine, a 26-year-old Sudanese refugee, playing rugby motivates him to learn the language: "I still find it very difficult to go to lessons, but the training sessions are in French, and I have to understand all the words." So rugby has become a determination to learn the language. "The more French you speak, the better you'll be on the pitch," Puech tells his players. In total, 17 nationalities are represented in the team.

Additionally, initiatives like SIMCAS3, which offers practical guidance for integrating refugees into sports sessions, recommend collaborating with language schools, community centers, and cultural organisations. These partnerships provide essential language and cultural support, including "language classes, cultural orientation workshops, and mentorship programs, empowering refugees to navigate their new environment effectively and fostering social interaction within the wider community."

The ISpeak Football initiative is developing a methodology combining football sessions, tailored language classes and a safe mentorship space to support "displaced young people" in learning football through the medium of football. Their programme is unique as they combine football with trauma-informed education, psychosocial support, play therapy and language learning, facilitating their integration but also putting their mental health at the heart of the project.

Their icebreaker activities are built within that perspective:

- ▶ Coaches deliver introductory ice-breaker activities that are not over-reliant on language and verbal communication.
- ▶ All participants take part in games that focus on team building, communication and eye contact
- ▶ Activities are designed using a trauma-informed approach that will allow young refugees to access the sessions without the danger of being re-traumatised - facilitators use simple language and focus on exercises that are inclusive and do not rely on understanding English

Aims and objectives of the activities:

- ▶ Sessions to be accessible to all, regardless of language level
- ▶ To build confidence in participants
- ▶ Exercises are aimed to get people moving, to feel welcome in the new space, and to create connections between participants

Activities

Name Game - Participants and facilitators stand in a circle and one person has a ball in his/her hand. They throw the ball to another person and simultaneously say the person's name.

Progression is to speed up the throwing, adding a second ball to the circle, as well as clapping before catching.

7 Vite App (simcas.eu)

8 I Speak Football uses the term displaced young people to refer to all the young people they support. The vast majority are unaccompanied minors.



Players and Managers - Half the players sit on seats in a circle as “”. Each ‘player’ has a ‘manager’, another player, standing behind them with hands behind their backs. One ‘manager’ has an empty seat in front of him/her. The aim of this ‘manager’ is to wink at one of the “ who are seated as subtly as he can as the ‘player’ must escape the chair without the manager - standing behind - touching them.

Penguin - Each player is sat on a chair and there is one empty chair. One player is nominated as a penguin and has to start on the opposing end of the room from the empty chair and waddle over (like a penguin) and sit on the seat. All the other players have to work together to make sure the penguin is not able to sit down by communicating and shuffling between chairs.

*** The Name Game, Penguin & Players & Managers are examples of activities that will be used throughout the duration of the programme: they act as excellent Ice-breaker exercises and help individuals feel more relaxed and settled in the classroom. This particularly works well if there are new people joining the class at intermittent stages during the programme.*

Cultural Sensitivity:

The cultural sensitivity which, in the UNHCR terms refers to tolerance, respect or sensitivity to cultural norms and rules of other cultures, is another aspect that is essential for coaches to understand and embody.

Refugees people are, in their majority, going through a culture shock phase that may cause homesickness, worry, frustration, anger, sadness. Coaches working with refugees need to understand this process and welcome cultural differences to allow refugees to feel safe and secure.

Following the Taliban takeover in Afghanistan in August 2021, the organisation “Soccer without Borders” based in the USA provided a “Welcoming Afghans Workshop “ aimed at providing key elements for coaches and volunteers to welcome Afghan refugees in their football sessions. They focused on key points of Afghan culture like the role of family, ethnic identities, and the unique challenges faced by refugees. Practical considerations include knowing that respect and hospitality are highly valued and understanding traditional clothing.

Another good practice comes from Discover Football in Germany:

“Discover Football celebrates a one-week international women’s football tournament incorporated into a cross-cultural encounter week for women, football and culture, which was held for the first time in Berlin in 2010.

The international invitation is not aimed at professionally supported clubs but at women’s football teams, which are committed to intercultural football encounters and social improvement. Many of them encounter particular social resistance to their sport involvement or receive little support in pursuit of their sport. It is precisely these players to which Discover Football gives a platform.

The aim is to promote intercultural understanding through international encounters in women’s football. The tournament also includes a special feature that distinguishes it from others: The so called MIX games run parallel to the classic group games. Here the teams are mixed, i.e. two equal groups are formed and then, for example half of the Brazilian team plays together with half of the Indian team against the other half of the Brazilian and Indian women.

Thus, football becomes a bridge, bringing together players who do not know one another. Alongside the tournament, representatives from the areas of society, politics and sport discussed topics around football and women’s rights on the so-called “pink podium”.

This practice can be adapted and replicated within the club or a one-day event by mixing local and refugees teams. As it will be explained in chapter 5, it is also very important to take a time for creating togetherness through informal lunches, after-training drinks, etc. This time will allow players to share their own cultures and customs while discovering new ones. An idea would be to dedicate one day a month to this lunch, each nationality/ background being represented after another.

Practical Tips

- ▶ Don't prohibit religious signs or dresses. Excluding women wearing the hijab may lead to many women being excluded from playing sports.
- ▶ Offer refugees the possibility of providing safe feedback or complaints. Provide a safe space (it can be anonymous) for them to report any incidents they may have faced within their team or the club.
- ▶ Raise awareness and explain clearly what discriminatory behavior is. Provide training to club members and staff, and put information on the clubhouse.
- ▶ Emphasise similarities and shared passions while accepting and welcoming differences.
- ▶ Share a public commitment to interculturalism as a value of your club.
- ▶ Organise mixed teams and activities that include refugees and locals.
- ▶ Suggest to your club creating a Refugee Advisory Board to advise on integration.
- ▶ Encourage refugees' representation at different levels of the clubs.
- ▶ It might be difficult and frustrating to have a regular participation from participants :
 - ▶ Be aware that refugees' lives are usually unstable because depending on administrative/political questions as well as financially precarious
 - ▶ Hold regular sessions and reward regular participation
 - ▶ Distribute uniforms to give a sense of unity
 - ▶ Promote a teambuilding environment

Group Discussion:

How coaches will implement what they have learned in their sessions:

- 1 Has this subject been interesting for you?
- 2 How would you implement this information within your activities as a trainer?
- 3 Is there any information not addressed according to you?

Evaluation – Annex

Aim: To evaluate what the participants have learned during the activity.

9 5 Free Workshop Series: How Soccer Can Support Newcomer Afghan Youth (soccerwithoutborders.org)

10 Mentionned in SPIN inclusion: SPIN_Inclusion of Migrants in and through Sports.pdf (ohchr.org) www.discoverfootball.de

11 Get in the game- social integration through football-based programmes



4 Creating a Safe Place

Introduction to the topic:

The main success of a project or a training session with a group of refugee women is to create a safe place that facilitates and encourages their active participation. Being able to eliminate the initial barriers and prevent possible situations of discrimination and violence during the session will depend on the efforts we put in from minute one to prepare training adapted and focused on the needs of the participants. It is very important to take into account some aspects that can help achieve this objective.

Ice-breaker Activity: Untie the Knot

To break the first barriers and create a relaxed and safe space before sharing different points of view, start the session with an ice-breaker exercise. All participants stand in a line holding hands. The two players at each end begin to move under and over their teammates' hands, tangling the line into a large knot. Everyone has to follow them without breaking the chain. The second part of the challenge is to undo the knot without anyone letting go or breaking the chain.

Variations:

- **Variation 1:** Two players are removed from the line and do not see how the knot is formed. Once the team is done, the two participants must look at the knot and try to undo it through instructions only. The knotted players follow their directions but cannot give advice.
- **Variation 2:** Players are given balls to hold and instructed not to drop them while forming and untangling the knot.

Tips and advice:

Behavioral and Emotional Aspects:

- Invite the participants to define what is important for creating their safe space. This point should be the starting point of the session.
- Avoid using violent and aggressive behaviors and tone of voice. Adopt a no-fighting policy within the session, applying to participants, coaches, and volunteers, including physical and verbal attacks.
- Do not tolerate any bullying cases.
- Always give a transparent, open, empathetic, and dialogic message.
- Maintain confidentiality when a participant shares something privately.
- Use accessible, inclusive, and diverse language. Keep in mind that there may be many cultural barriers that prevent participants from understanding the exercises or asking for help. Use clear pronunciation and non-verbal communication terms that are understandable to participants. Consider translating important terms into participants' home languages. Use a confident

tone loud enough for everyone to hear and use visual examples to explain activities.

- Allow participants to speak about sensitive topics in the language that is most comfortable for them. Be aware that participants who do not speak the majority language may feel marginalised, so try to give them tools to express themselves.
- Establish the rules of the game if possible together with participants and enforce fair play.
- Focus on building a fun and enjoyable space.

Training Space:

- Offer specific places for participants to change freely before and after the session.
- Ensure access to safe and clean toilet facilities and drinking water.
- Ensure that the play space is clean and free from harmful objects such as broken glass and posts.
- Schedule sessions at times and places where participants do not have to walk to or from home in the dark.
- Consider holding sessions in spaces that can be physically enclosed to keep outsiders out and help participants feel secure. Prevent people from outside the training from interfering or making the session difficult.
- Find slogans and proposals for empowering messages with which the players best identify and make them highly visible on the playing field.

Training Material:

- Use material adapted to the participants. Ensure that the clothing for participants is as comfortable as possible. For example, it is better to wear pants in a dark color so that no one has to worry about getting stained with period blood.
- Ensure that participants have adequate protective gear for sports that require it.
- Always have First Aid materials ready in case of injury.



Group Organisation:

- ▶ Promote self-management and the creation of structures for coordination within the co-group. Propose the creation of a self-management group made up of 3 or 4 participants to facilitate communication, coordination with the coach, and management. This group can make decisions based on new proposals, ideas, or improvements
- ▶ Revisit the project and training session concepts continually. Many programs have new members joining regularly, and it is important to discuss rules and expectations with them. Members of the self-management group or more experienced members can lead these discussions.

Additional Services:

- ▶ Organise **childcare services** for women who have dependent children and must bring them to training. This can help participants focus 100% on the training and enjoy the experience to the fullest.
- ▶ Offer **medical insurance** to all participants and network with hospitals and medical centers for referral services in case of an emergency
- ▶ Use a personal data protection document for regular use of video/photos recording, which each participant can accept or decline.
- ▶ Schedule special recreational-sports-cultural activities to encourage new socio-affective relationships among participants and offer new stimuli in the project.
- ▶ Incorporate specific workshops in the preparation of training sessions to enhance the self-esteem, personal well-being, and emotional relationships of participants.
- ▶ Create **alliances with organisations** that offer additional services to the project, helping with the integration process of refugee women in the country. For example, entities that offer specific training or courses adapted to participants' needs and interests or companies that provide work/internship opportunities for labor market access.

Group Discussion:

How coaches will implement what they have learned in their sessions:

- 1 Has this subject been interesting for you?
- 2 How would you implement this information within your activities as a trainer?
- 3 Is there any information not addressed according to you?

Evaluation – Annex

Aim: To evaluate what the participants have learned during the activity.

5 The Third Half – The social Part

Introduction to the topic:

Sports should be considered a leisure activity with a profound impact directly on the participants and indirectly on society and specific communities. Sports can boost socialisation, shape personality, facilitate the establishment and development of bonds, deepen the sense of belonging in a group or community, enhance soft skills, assist the learning of social values, relieve stress and anxiety, create a safe space for personal inclinations and aptitudes, and be a canvas where broader social dynamics are imprinted.

Ice-breaker Activity: Promoting Interaction

To promote inclusion in your club, encourage members to interact with each other through activities for members and families outside of meeting times, such as club picnics, game nights, or potlucks. Encourage members to come early or stay late to play games like kickball or tag. These activities involve the whole family and allow for conversations outside of official club business. Including an ice breaker or mixer at each meeting helps members get acquainted with each other.

Personal Empowerment and Skills Development:

Engaging in sports provides physical benefits, strengthens psychological well-being, boosts self-reliance, and enhances social skills. For refugees, sports serve as a tool for personal empowerment and gaining useful skills. Regular sports activities can be stress-relieving, boosting self-esteem and self-confidence. Various programs use sports to empower participants, especially vulnerable groups, and facilitate soft and professional skills development. Soft skills gained through sport are strong, sustainable, and transversal, meaning they can be applied to other activities or sectors.

Collaboration with Community Partners:

Collaboration with community parties and leaders, as well as humanitarian CSOs and international organisations, is vital for enriching and expanding sports activities. Service mappings by international organisations like UNHCR can serve as a starting point for seeking collaborations. Refugees often have strong ties to their own ethnical, cultural, and religious communities, providing a safety net. Feedback from these communities can lead to collaborations that foster bonding and enhance self-reliance. Sports tournaments can be accompanied by cultural activities, such as dance classes, music concerts, or solidarity kitchens with dishes from their countries of origin.



Social Breaks:

Concentrating all these positive attributes, sports can serve as a wonderful lead for social breaks that bring together participants, coaching staff, volunteers and community members. Sport for development approach to sports does not limit them only to playing time and physical part, but it attempts to underline the importance of what happens before and after as well as in the gaps. Having said that, it is always a very welcome practice when participation in sports is combined with non (strictly) sports activities that enrich the sense of community and maximise the inclusion impact of the given interventions. Community-based activities, excursions, and designated workshops and educative sessions create an extra level of engagement, function as entry points for further integration steps, and establish flexible and transitional safe spaces where each one of the participant has the chance to freely express themselves. As a matter of fact, the part of exchanging, discussing and expressing themselves is vital and unfortunately it is often left behind. Apart from playing this role, this part could also contribute to the broader conflict management within the group, as the spirits are commonly calmer when participants and staff meet after or in a non-sport context.

Depending on the region and the participants' aptitudes, some useful ideas for social break activities could be the following:

- ▶ Excursions or community-based activities that take place in other than trainings' days. These activities could of course include the sport factor (e.g., for a soccer team to make an excursion on the beach, play beach volley and afterwards swim or just drink beverages and chit-chat) or not (e.g., sightseeing and visiting spots of historical or cultural interest) and involve members of the hosting community as well (e.g., attending a women's football game and meeting the players afterwards).
- ▶ Workshops that are located in non-sport places that could combine different topics of interest with sports (e.g., visiting a metropolitan park to play some basketball-related environmental awareness games) can broaden the participants' horizons and further bond the group.
- ▶ Incorporating some info sessions and focus-group discussions after the playing time (or in another time) that could enhance participants' knowledge and lead to fruitful exchanges between the members of the group (e.g., FGDs about the role of sports in society or gender equity in sports etc.). Such activities could also cover entirely non-sport topics and could activate participants to anchor them as well, boosting their self-confidence and self-esteem (e.g., info sessions where participants make an introduction about cultural elements from their home countries or about their perception about migration and Western countries and afterwards they coordinate the conversation).

Example of good practice:

A.E Ramassà:

As an example of how to create a safe space and enhance a "Third part" for refugee women in sports projects, we can highlight the initiative of the Associació Esportiva Ramassà: "Inclusive women's football for asylum seekers and refugees".

The project, launched in May 2021 and held in Barcelona (Spain), aims to facilitate the integration of adult asylum-seeking and refugee women into Catalan territory, improving access to physical activity and sports practice. The project participants are derived from the social organisations with which Ramassà works.

Weekly football training sessions are organised, facilitated by a coach-social integrator, accompanied by a care service for the participants children during the sessions to facilitate family conciliation. These sessions, which have as an objective creating a safe place for the participants, present the following structure:

The training sessions begin with a group circle where the coach-social integrator, together with the team of volunteers, explains the activities to be developed. At this time, they also take the opportunity to ask all the participants how they are, how their week has been, etc, creating a well-being and pleasant atmosphere. It can be used to give the training material to new users, if necessary. Additionally, the person in charge of the childcare service is responsible for picking up all the minors who have attended the training to prepare specific activities (painting, drawing, ball games, children's games, etc.) with them during their mothers session.

The next step is to start physical activity with an icebreaker exercise-game to begin and energise the group. The exercise should be aimed at creating complicity and breaking down possible barriers that exist between new participants or those less open to the rest of the group.

The coach-social integrator and the group of volunteers are attentive to any abnormal situation that may occur during the whole session, to assist the participants who need it and help/explain the details that are necessary.

Once the initial part of the session is over, more specific exercises for the sport being practiced begin to be introduced. These exercises must be adapted to the level of each of the participants, or offer different types of exercises at the same time to distribute the participants into groups so that each one can enjoy this part of the session. In case it is an individual sport, it will not affect. During training, it is important to take into account all the aspects and practical tips that have been discussed previously in this document.

The last part of the session is used to evaluate how the training was developed, ask for feedback from the participants and see what they thought, how they felt and how they think the next session could be improved. If there is any possibility, it is always a good idea to organise a final social break (third half) to share some time all together, participants, coach and the rest of volunteers or staff, and discuss about it informally.

Recreational-sports-cultural outings are also organised during the season to create new networks and circles of personal relationships that are very important during this phase of refugee women's lives. Additionally, they organise specific workshops and sessions to improve the well-being and self-esteem of each of the participants to complement the training structure of the season.

In addition, Ramassà also opened a new area of work to achieve better access to training oriented to the interests of each participant, creating personalised itineraries for each of them to improve their job placement in the employment market.



At the beginning of the season, the coach-social integrator prepares a survey to better understand the problems of each participant, their experience, previous academic training and interests. This will be used to better understand what situation each participant is currently in, solve any problem which may appear during the training sessions, define the degree of urgency of social intervention and search for potential specific trainings and career opportunities that suit their needs.

Likewise, at the end of the season, a new survey is prepared to find out the opinions of the participants and receive information about possible improvements, proposals or problems that have arisen during the training sessions, workshops, activities and trainings offered. This learning process, taking into account the opinion of the project users, is essential for the coach-social integrator to know and better adapt the sessions to the real needs of the group of refugee women, improving its social impact and their integration to the new territory.

This pre and post-evaluation process of the project is also empowered thanks to the great network which works with Ramassà every season in a sport and social dimension, together with the support of UNHCR Spain, and working hand in hand with social entities such as CEAR, Apip-Acam Foundation, Red Cross, ACATHI and Accem. Monthly monitoring by the coach-social integrator together with the social entities that refer the participants to Ramassà is essential to provide an effective response to any unforeseen event, problem or opportunity that occurs during the season with refugee women.

The inclusive women's football project for asylum seekers and refugees is an innovative initiative that responds to a hitherto unresolved problem. Despite the momentum that women's sports is taking in recent years, and taking into account the increase in migratory flows generated during the last decade, A.E. Ramassà observed that there were no projects in the field of sports for development in Spain that facilitated the reception and integration of women collective, and tried to offer this holistic initiative to respond to the problem.

Yoga and Sport with Refugees:¹²

Founded in 2017 in Lesvos island, this project addresses the need for healthy, safe spaces where migrants can participate in physical activity and develop a sense of community. The project runs fully equipped gyms in Athens, Ioannina, and Lesvos, organises various activities such as mountain climbing and open street running, and conducts trainings in public spaces. This approach brings together staff members, volunteers, and beneficiaries, enhancing diversity and inclusion. The project promotes well-being, community building, and leadership opportunities for refugees.

Example of activity:

Sports around the world (Focus Group Discussion)

Participants are invited to form a circle along with the training staff.

One of the training staff members begins by narrating a story about their involvement in sports or about the way sports are perceived in their home countries.

Then, the staff member passes a ball to one of the participants giving them the floor to continue sharing their stories and views about sports from their home countries or the countries they crossed during their travel to Europe and the country of their final destination.

The activity continues the same way.

¹² www.yogasportwithrefugees.org/

Finally, the training staff ask questions about what it was discussed focusing on the transformative power of sports, the participants' aspirations, the barriers that may need to overcome in order to participate in sports activities etc.

This FGD aims at creating a space where different backgrounds, knowledge and views can be blended under the scope of sports' ability to facilitate team-bonding and social inclusion. This activity could be performed when the sport season is beginning and be repeated when new participants join as a form of welcome.

Recycling race

Training staff inform the participants about the significance of recycling, upcycling and reusing, further explaining how to properly collect and dispose the different types of waste.

Depending on the total number of the participants, the latter are divided in at least two different team and are placed in rows.

On the opposite side of the pitch, there are three recycling bins (plastic, metal, paper) for each team while in the middle of the pitch there is one big basket with various mixed types of waste.

Participants are racing to the basket in the middle taking on waste item, then running to the bins to dispose it. Afterwards, they return to their row and the next participants start the race.

When all the waste items are over, the game is over and the training staff along with the participants empty the recycling bins to calculate the teams' points by adding 1 point for every waste properly disposed and removing 2 points for every misplaced one.

This game is an example of linking sports activities with environmental education and provides a nice starting point for further sessions about recycling and sustainability as well as raises participants' environmental awareness.

The game could be also played with the participants who participate in the running being blindfolded and asking help from their teammates about the waste identification and disposal.

Variation:

A maze is formed in the pitch with cones or other training equipment.

Participants are blindfolded and need to cross the maze until its exit with the assistance of their teammates that stand in the side and shout them instructions. The game is over when all the participants cross successfully the maze.

After the game is completed, training staff discuss with the participants about how it felt struggling to perform tasks that they normally find easy, about the participants' understanding about the feelings of people who are physically limited etc.

The game aims at developing empathy towards people who suffer from physical limitations as well enhancing teamwork and the sense of belonging.

Group Discussion:

How coaches will implement what they have learned in their sessions:

- 1 Has this subject been interesting for you?
- 2 How would you implement this information within your activities as a trainer?
- 3 Is there any information not addressed according to you?

Evaluation – Annex

Aim: To evaluate what the participants have learned during the activity.



Conclusion

This training course provides sports coaches with the essential tools and knowledge to effectively support and integrate refugee women through sports. By emphasising empathy, cultural sensitivity, and practical strategies, coaches can create a safe and inclusive environment that fosters personal and community development. Through structured activities, case studies, and real-world examples, this course equips coaches to address the unique challenges faced by refugee women, helping them to build confidence, develop new skills, and form meaningful connections.

As coaches, your role extends beyond the sports field, serving as a beacon of hope and resilience for women who have faced unimaginable hardships. By harnessing the transformative power of sports, you contribute to their healing and empowerment, paving the way for their successful integration into society. Together, we can celebrate diversity, break down barriers, and create a supportive community where every woman has the opportunity to thrive.

To Go Further

Key Projects and Manuals

- ▶ **Projecte de futbol femení inclusiu per a sol·licitants d'asil i refugiades.** Associació Esportiva Ramassà:
- ▶ **The International Guide to Addressing Gender-Based Violence through Sport.** Sarah Murray, Women Win
- ▶ **UEFA Women's Football (2022): The Business Case for Women's Football**
- ▶ **Manual básico para clubes de fútbol que luchan por la igualdad de género.** Dolores Galindo Fontán & Ana Sánchez Mora
- ▶ **Futebol pela igualdade.** Instituto Esporte Mais & Futebol pela Igualdade & FIFA Foundation
- ▶ **Step4Youth Training Manual.** Barça Foundation

Available Reports, Inventory, and Mappings

- ▶ **FIRE+ (Football with Refugees)**
- ▶ **SPIN: Inclusion of Migrants in and through Sports**
- ▶ **Study Template (europa.eu)**
- ▶ **Fare Pitch Play Magazine May 2021**
- ▶ **INSPIRE4ALL Toolkit**
- ▶ **Fare Pitch Play Magazine June 2021**

Further Reading

- ▶ **Norbert Elias, Eric Dunning:** *Quest for Excitement. Sport and Leisure in the Civilizing Process*, Oxford: Blackwell, 1986.
- ▶ **History of Sport for Development**
- ▶ **Barcelona Foundation**
- ▶ **European Parliament Study:** *Female Refugees and Asylum Seekers: The Issue of Integration*

Social Integration

- ▶ **European Commission Report:** *Mapping of Good Practices Relating to Social Inclusion of Migrants through Sport*
- ▶ **European Commission Communication:** *White Paper on Sport*
- ▶ **Migration Policy Institute:** *Beyond Work: Reducing Isolation for Refugee Women and Other Marginalised Newcomers*
- ▶ **European Commission Communication:** *Action Plan on Integration and Inclusion 2021-2027*

Additional Resources

- ▶ **United Nations General Assembly:** *Agenda 2030*, 2015
- ▶ **Common Goal:** *Football for a Better Planet*
- ▶ **Nicola Scholl:** *A Playful Approach to Environmental Education, The International Platform for Sport and Development*, 2023
- ▶ **European Union Directorate General for Climate Action:** *Sport – A Key Player in Climate Action?*, 2023
- ▶ **International Rescue Committee:** *Refugee.Info: A European Information Service for Refugees, Migrants, and Asylum-Seekers*
- ▶ **UNHCR Greece:** *Help for Refugees and Asylum-Seekers: Information on the Road with You*
- ▶ **Women Win Guide on Sport+GBV:** Link
- ▶ **Terre des Hommes:** *Ensuring that Football is Safe for All Children (Project)*
- ▶ **European Union Resolution:** *Work Plan for Sport 2021-2024*
- ▶ **Caterina Gozzoli, Martina Palumbo, Edgardo Zanolì:** *Supporting Employability through Sport: What Kind of Training?*, *Frontiers in Sports and Active Living*, vol. 5, 2023
- ▶ **Jelina Keulen:** *Gender Socialisation in Sports: The Participation of Female Refugees in Football for Development Programs*, Aarhus University, 2021
- ▶ **Melissa Otterbein:** *Sports as a Tool for Social Empowerment*, The International Platform for Sport and Development, 2012
- ▶ **Eleven Campaign Docu-series**
- ▶ **Gary Armstrong and Richard Giulianotti:** *Football in Africa. Conflict, Conciliation, and Community*, Palgrave Macmillan, 2004
- ▶ **Captains of Zaatari (Film):** Link
- ▶ **Dave Zirin:** *The Kaepernick Effect. Taking a Knee, Changing the World*, The New Press, 2021

Annex

Aim: To evaluate what the participants have learned during the activity.

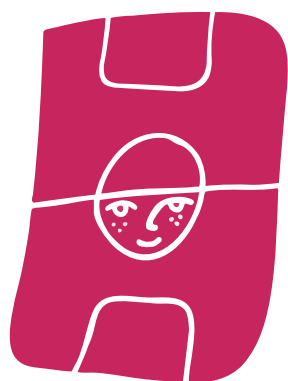
This pre-evaluation form will allow us to analyse the impact that the Training course has had in terms of expectations, knowledge improvement on the topics and the capacity of implementing the acquired knowledge.

- 1 How long have you been coaching
- 2 Have you worked/ are you working with refugees? (Yes/No)
- 3 Have you attended Training Courses or Seminars focused on coaching refugees before?
- 4 Have you struggled in reaching women refugees to join sport teams?
- 5 What are some of the cultural barriers that you have encountered as a coach?

Post-evaluation of the training course:

- 1 Which topic did you find the most interesting?
 - a. Role as a coach
 - b. Addressing traumas
 - c. Addressing language and cultural barriers
 - d. Creating a safe place
 - e. The third part
- 2 Looking back at the Training Course content what would you like to implement/ adapt to your daily coaching?
- 3 On a scale from 1 to 5 (1 being the lowest and 5 the highest), how would you rate the delivered information and ideas regarding the inclusion of refugee women in sport activities?
- 4 How would you include the content learned in your coaching sessions?
- 5 Did this Training Course meet your expectations?





REWINS

REFUGEE WOMEN
INCLUSION THROUGH SPORTS