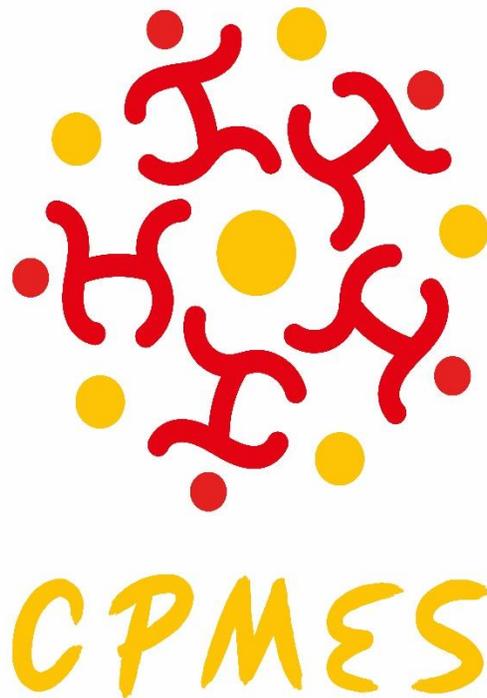




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IO7 Guide on Migrants' Empowerment in Sport

Preface

“Curricular Pathways for Migrants’ Empowerment through Sport” (CPMES) focuses on employing the methodology of Education Through Sport (ETS) as a vehicle of upskilling and curricular enhancement of Sport coaches and Trainers working in the field with disadvantaged target groups with migrant background in the perspective of fostering inclusion and equal opportunities in as well as through sport for migrants.

As displayed in the specific study “Racism and Discrimination in the Context of Migration in Europe” (2016) by the European Network Against Racism (ENAR), the dynamics of social exclusion against migrants are for a large share ushered in by practices of racist discrimination/stereotyping (also escalating in violent attacks), ineffectual integration policies and practices of discrimination in recruitment within the labour market.

In the specific field of Sport, the under-representation of migrants is particularly evident and challenging in their exclusion from positions of authority and from overall representation in non-playing positions (see Inclusion of Migrants in and through Sports. A Guide to Good Practice, 2012).

A key intermediate step in effecting a greater engagement of migrants in the field of Sport entrepreneurship is the development of the necessary methodological capacities for the vast audience of operators (Sport Coaches and Trainers) working with the ultimate migrant targets through Sport methods in order for them to be able to convey the varied set of entrepreneurial attitudes, skills and instruments composing the profile of a Sport Entrepreneur.

Education Through Sport (ETS) is a meaningful combination between Sport and Non-Formal Education (NFE) methods extrapolating and adapting both physical and specific Sport exercises in order to provide a strong lifelong learning outcome, tailored to the needs of society and to the specific educational objectives pursued.

This Guide is a tangible result of the phase of Local Activities with migrants implemented at the level of each partner country, serving as a practical resource for Sport operators and organizations in the concrete implementation of empowerment programmes in Sport Management targeted at migrants.

Based on the results achieved through the Local Activities and the feedback received from migrants and sport operators, this Guide contains specific guidelines on how to implement a transition programme from training to work that will involve migrants that were trained through the physical trainings and those trained through the platform. Some parts of the programme will be common and based also on the “national adaptations” highlighted in the IO3. Other parts will be tailored for the migrants that enrolled in the e-learning course and will need some complementary activities before being involved in the transition process.

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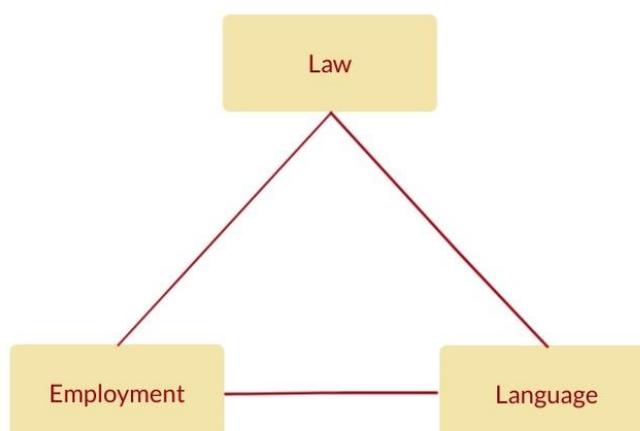
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I. Programme related to the transition from Training to Work

This section is aimed at providing sport operators with specific activities that will support the transition from training to work of migrants potential Sport Managers. In fact, after having acquired the competences related to the Sport Manager Profile through participating in physical trainings or enrolling in the e-learning course (IO8), migrants will need further knowledge and skills to be able to be efficiently in the sport management.

I.A Common Training Activities

The three areas covered in this section were selected through a pondered analysis based on the previous intellectual outputs developed through the project as well as the direct feedback from migrants potential Sport Managers.



Law

Sub-topic	Description
Sessions related to sport policies and regulations	Knowledge related to policies and regulations is a needed base for a Sport Manager, in order to perform all the activities related to the administrative and financial aspects as well as those concerning the sport performance. More specifically migrants potential Sport Managers should be introduced to: <ul style="list-style-type: none"> - Sport policies and regulations at the European level. This will help them to understand the European frame of the sport sector as well as allowing them to properly cooperate with stakeholders from other countries.

	- Sport policies and regulations at the national level, in order for them to be able to properly operate in the hosting country.
Sessions related to bureaucratic systems	A Sport Manager should have knowledge related to all the bureaucratic systems in terms of administration, financial and accountability including tax regulation. Even if there is usually a department taking care of these issues, it is important for a Sport Manager to have knowledge related to these aspects in order to be able to monitor these processes.

Employment

Sub-topic	Description
Sessions related to employment regulations	Knowledge related to the set of rules governing hiring and terminating employees as well as the different types of contract, categories and related working conditions (working hours, part-time & fixed-term work, posting of workers, etc.) is a must for a Sport Manager as it is the key figure that deals with potential and employed Human Resources.
Sessions related to qualification requirements	Knowledge related to the qualification requirements of the profiles involved in the sport sector such as coach, trainer, physician, referee, administrative staff and so on, in order to be able to properly evaluate potential candidates and employed staff.

Language

Sub-topic	Description
Sessions related to sectoral language	Having basic knowledge of the national language of the hosting country is not sufficient. Specific sectoral language related to the sport sector and the profile of the Sport Manager should be provided in order to properly fit in this role for migrants candidates.
Sessions related to non-verbal communication	In order to complete the linguistic level of knowledge it is also important for migrants to acquire all the non-verbal communication

	typical of the hosting country in order to better understand and express themselves in the working relationships established.
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1.B Activities for migrants enrolled in the e-learning course

For this section we selected some of the Education Through Sport workshops contained in the IO4 that will be complementary to the knowledge and skills acquired through the e-learning course.

The selected workshops are focused on specific transversal skills as follows:

- Leadership skills;
- Recruitment skills;
- Coaching and Mentoring skills;
- Social Media skills;
- Organisational skills;
- Communication skills.

Leadership skills

Title of the workshop
Leading Hockey
Materials
Bibs, field hockey sticks, field hockey ball, two goals.
Description
<p>Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).</p> <p>Step 2: During the first round learners will play a field hockey match with normal rules (10 min).</p> <p>Step 3: The Trainer will introduce a new rule: each member will receive a small paper containing a specific role to be covered. The Trainer will highlight the fact that the role should be kept secret from the others.</p> <p>Roles:</p> <ul style="list-style-type: none"> - Leader: lead the team to the victory (x3); - Motivator: motivate the team (x2); - Contrarian: argue with your teammates about everything (x5). <p>After the explanation the learners will play the second match (20 min).</p> <p>Step 4: The Trainer will allow each team to discuss a winning strategy. The roles will be still valid, however the Trainer will ask each team to choose a Captain, who will be the only one allowed to give instructions during the final match (5 min).</p> <p>After the strategy will be decided and the Captains appointed, the learners will play the third match (15 min).</p>
Debriefing
<p>Step 5: The Trainer will lead a debriefing session with the learners (20 min).</p> <p>Questions to be used:</p>

- How did you feel in this workshop?
- Which round did you like the most? Why?
- Which was your role? It was difficult to do it?
- It was difficult to choose a Captain? How did you make the decision?
- What did you learn from this workshop?

Recruitment skills

Title of the workshop
Recruiting Dodgeball
Materials
Bibs, dodge ball, two goals.
Description
<p>Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).</p> <p>Step 2: During the first round learners will play a dodgeball match with normal rules (5 min).</p> <p>Step 3: The Trainer will introduce a new rule: all the members of both team should create a line on the side of its respective field and just one player per team will stay inside. There will be a one on one match until one of the players score. When a player score he/she is allowed to go the other team line and try to recruit a team member in 40 seconds. If he/she succeeds then the member will joint its team.</p> <p>After the explanation the learners will play the second match (20 min).</p> <p>Step 4: The teams will go back to be on the line, but this time two different players are staying alone in the field. Then Trainer will introduce a new rule: the one from the previous round is still valid but, if a team that just recruited a player from the opposite team line, score another point, it is allowed to choose a player from its own line. However, the players in the line will have 30 seconds each to convince the recruiter (who is the player from the opponent team) to pick them, exploiting their presentation skills. In the end the recruiter will chose one player that will join the field. From now own, there will always be the switch between the recruitment of a player from the opponent team and one of the own team.</p> <p>After the rule will be introduced, the learners will play the third match (25 min).</p>
Debriefing
<p>Step 5: The Trainer will lead a debriefing session with the learners (20 min).</p> <p>Questions to be used:</p> <ul style="list-style-type: none"> - How did you feel in this workshop? - Which round did you like the most? Why? - For the recruiters: was it difficult to recruit players from the opponent team? - For the others: did you feel frustrated when you tried to presented yourself as the best and were not chosen? - What did you learn from this workshop?

Coaching and Mentoring skills

Title of the workshop

Assembly line
Materials
Sport equipment and materials to prepare the pitch, flipcharts and markers.
Description
<p>Step 1: The trainer asks for those who want to be an observer who will remain outside the activity and divide the rest of the group into trio.</p> <p>Step 2: Each trio must consist of a builder, a runner and a looker. Each trio independently choose how to give the different roles.</p> <p>Step 3: The lookers go to the gym where the trainer has already prepared the field with many scattered materials; their aim will be to make the builder draw what they see on the pitch. The builders move in another room, at least at 20 m far, where they have to draw what runners will tell.</p> <p>The runners will need to bring the message from the lookers to the builders.</p> <p>Step 4: They will have 30 minutes to achieve their goal.</p>
Debriefing
<p>Step 5: The Trainer will lead a debriefing session. (20 min).</p> <p>Questions to be used:</p> <ul style="list-style-type: none"> - How did you feel in this workshop? - Which was the most difficult thing to do? Why? - How did you feel in your role? - What are the biggest challenges regarding communication and listening? At the end the observer will share what has come out by observing from the outside.

Title of the workshop
Blind Snake
Materials
Bibs, eye patches, cones.
Description
<p>Step 1: The Trainer will introduce the workshop and split the participants into 2 or 3 groups</p> <p>Step 2: each group creates a line (like a snake) according to a simple track. All the members, of the lines will have to be blind folded; except for one who will be the guide/leader.</p> <p>Step 3: the trainer will explain the first round. The leader will have to lead the “Blind Snake” through the track without talking and just by touching the first member of the line.</p> <p>Step 4: The guide changes. The trainer explains the second round. The guide must lead the Blind Snake through the path without being able to touch but only using his voice instead.</p> <p>Step 5: the leader changes again. The trainer will explain again the third round in which the guide must lead the Blind snake through the path without talking, but only touching the last person in the line.</p>
Debriefing
<p>Step 6: The Trainer will lead a debriefing session with the learners (20 min).</p> <p>Questions to be used:</p> <ul style="list-style-type: none"> - How did you feel in this workshop? - How did you feel as a leader? How did you feel while you were led? - Which round did you like the most? Why?

- What are the pros and cons of the different ways of leading?
- What did you learn from this workshop?

Social Media skills

Title of the workshop
Social media in sports organizations
Materials
Flipcharts, markers.
Description
<p>The Trainer states that there are a lot of popular social media platform that can be used for sports organizations.</p> <p>Participants in pairs (group of 2) work on development of social media networks for sports organization.</p> <p>Each group is assigned as it is on the following (2 x 45 min):</p> <p>1) Create a social media strategy of a local Sport Event to promote it pre- during-post. For the exercise participants need to open profiles at social networks: Facebook, Instagram, Twitter and YouTube and plan a 3 month – editorial plan integrating these 4 tools.</p> <p>2) Create a communication strategy of the ordinary activity of a local Sport Club, starting from an “open day” of the previous season. For the exercise participants need to focus on how integrate the different communicational tools (Website, newsletter, social media etc..) in a structured process (data collection offline – online, communication actions, analysis etc..)</p>
Debriefing
<p>Participants are asked to present their profiles to colleagues. Each group will have 10 minutes for presentation of their profiles.</p> <p>They will receive feedbacks from the Trainer and their colleagues.</p>

Organisational skills

Title of the workshop
Life Orientation Race
Materials
Maps, A4 papers, pens.
Description
<p>Step 1: The Trainer will introduce the activity and split the participants into ten teams formed by 3-5 individuals (5 min).</p> <p>Step 2: The Trainer will give a map of the area where the activity takes place to each of the groups. Each map will have 10 clues (points zone) that the teams should look for and find (5 min).</p> <p>Step 3: Then, the Trainer will explain how the activity procedure is. It’s similar to treasure hunt. The groups will have to collect all the clues, separated between them about 500 meters, in order to have all the information about skills that they must acquire. To get the clues, it is</p>

necessary to solve a problem in each clue zone, about the skills we want to teach. These would be some examples:

. Event planning and management. For this skill, three problems have been raised in three clues.

a) Determine the best date for the realization of a popular race in their cities and justify this choice.

b) Decide the best route to carry out this activity in their cities.

c) Propose which would be the authorities that should be informed.

d) Planning and schedule needs to organize a popular race.

e) Training event staff and volunteers.

f) Explain three knowledge that staff need to learn.

g) Explain three knowledge that volunteers need to learn.

h) Propose 4 different ways to train staff and volunteers (online and in person).

i) Ability to use registration and event management programmes.

j) Design a database for a popular race.

k) Find 4 apps that can be used to control event registrations.

l) Find 4 software that can be used to control event registrations

m) Once they have achieved all the clues, they will have to join them together and solve a question among all team members (10 m).

Step 4: Develop the orientation race (60 m).

Debriefing

Each group will have 10 minutes for presentation of their orientation race.

They will receive feedbacks from the Trainer and their colleagues.

Communication skills

Title of the workshop
Basketball as a tool for communication
Materials
Bibs, basket ball, two goals.
Description
First, the trainer will introduce the workshop and explain how to use and adapt the next activity. Basketball as a tool for communication is a way for participants to experiment how different approaches of communication link to different feelings and have an impact on their performances.
The different objectives of this game are:
-to discover causal relations between different approaches to communication and the impact of these;
-be aware of how our minds, feelings are affected by how we communicate;

-to reflect on how to communicate in everyday life in a way that makes everyone benefit it and also in a way that creates development rather than conflict;

The exercise can be divided into 3 modules:

- Basketball 1 (discover the impact of different approaches of communication).
- Short introduction to the appreciative inquiry model, which is an approach to organisational change which focuses on strengths rather than on weaknesses, which is quite different to many approaches to evaluation which focus on deficit and problems).
- Basketball 2 (practical experience of the appreciate inquiry) A debriefing will follow each of the 2 basketball modules.

1st Basketball play:

- The two teams should play basketball (2 games that would last 6min).
- Each team has a coach.
- For the 1st team the coach is told to be exclusively positive and do a lot of compliments.
- For the 2nd team the coach is told only to have an eye on the players deficiencies and be predominantly negative.
- In the second half of the game the two coaches switch roles.

2nd Basketball play:

- Before starting the second game, the trainer can give a short introduction of the concept and idea behind the “appreciative inquiry” model and outline a few focus points for the participants to keep in mind when applying into practice (as acknowledgement of the participants’ efforts, providing feedbacks with the participants’ further development in mind).
- Play basketball (2 times 6 min).
- Different coaches (some exchanges through the game).
- This time all coaches have to practice the appreciative inquiry model.

Debriefing

1st Basketball Play - debrief and evaluation:

- Questions to the coaches:
- How did you feel being respectively the positive and the negative coach?
- Did you recognise any differences in how the players responded to you?

Questions for the players:

- How did you feel playing for the positive/negative coach?
- Was your play affected by the type of coaching? How?
- Any pros and cons of the two ways of coaching?
- Can you relate these experiences to any situations in everyday life?

2nd Basketball Play – debrief and evaluation:

- Repeat the questions regarding the coaches’ and players’ feelings and observations.
- How did this experience differ from the one they had in the last game?

- Any pros and cons of the appreciative inquiry?
- Could this approach be implemented into any situation in everyday life?

Then summary of the whole exercise:

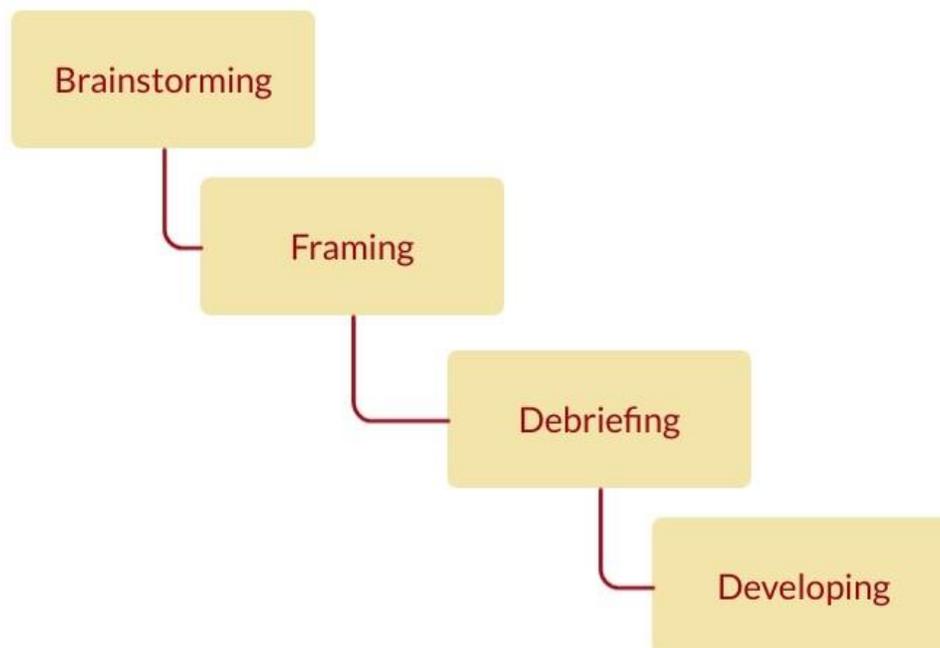
- What did the participants learn?
- How can this knowledge be applied in practice and everyday life?
- What benefits does it bring?
- What is the next step to become good communicators?

II. Work Based Learning

In order to properly integrate trained migrants in the management department a Work Based Learning (WBL) programme is an efficient method in order for them to put in practice what they learnt experience actual work and get accustomed to the sport sector processes.

In this section we provide a set of guidelines to develop a WBL programme adaptable to the structure of the sport club or federation.

The process to develop an efficient WBL programme is constituted by four steps as follows:



Brainstorming

In this step it is important to brainstorm about:

- The typology of WBL that you think is the most suitable for your entity.

Ex.

- job shadowing
- internship
- apprenticeship

- Which departments of your entity should be included in the WBL programme.

Ex.

- management
- administration and accountancy
- trainings planning
- events planning
- communication

- The duration of the WBL programme for each department of interest selected.

Framing

After collecting all the information brainstormed in the previous step it is now important to frame a WBL Plan, including also the staff members that will be involved and the potential activities to be included in the programme.

The following table is a simple tool that can be used to prepare a WBL plan, including some examples.

Typology	Duration	Department	Staff member in charge / Mentor	Set of activities
Internship	3 months	Management	John Smith	- Evaluation CVs - Running interviews - Preparing contracts
Job shadowing	5 months	Events planning	Thomas Ross	- Communication with sponsors - Communication with suppliers - Social Media Strategy
Apprenticeship	7 months	Administration and accountancy	Arthur Scott	- Elaborating financial reports - Preparing invoices - Elaborating budget

Debriefing

After developing the WBL plan, it is necessary to receive direct input from the departments that will be addressed through the programme and the staff members involved to discuss it and especially to define and agree the final and detailed set of activities as well as the requirements needed for the performance of each activity.

Developing

The last phase will be constituted by the development of the WBL programme containing all the information mentioned above, plus the detailed description of all the activities foreseen for

each department.

III. Mentoring Schemes

In order for the WBL programme to be successfully implemented it is important to also foresee mentors that will support migrants in their WBL experience.

Coming back to the previous section, it is important to assign as mentors staff members that have the competences to work with mentees with migrant background, such as cultural mediation, communication facilitation, group dynamic management and trust development.

Matching is one of the most difficult and important aspects of a mentoring program. Participants differ in terms of their characteristics, expectations, competencies, capacities, backgrounds, learning styles, and needs. The success of a mentorship program is determined by the matching of mentor-mentee pairs. How should the pairs be matched? It is preferable to "suggest" mentoring pairs to participants, with the option of making changes if the pairing does not suit one of the two.

The mentor has several roles related to your mentoring programme's aim and dynamics. Therefore, it is crucial to clarify and determine the mentor's role to maintain mentoring relationships in a good way. There are some main and special roles such as supporter, role model, facilitator, collaborator, friend, evaluator, communicator and cultural mediator¹.

Supporter

One of the mentor's role is to support the mentee according to his/her needs, aims and wishes. The mentor assists in the mentee's social and professional development by providing advises, guidelines, sources and a network. Thus, they create a secure environment of support for the mentee by showing an unconditioned acceptance. This may promote the sense of inclusion as well.

Role Model

A mentor is likely to be a role model for the mentee by demonstrating some behaviours, patterns or actions. They assist the mentee by giving examples and standards. They may integrate theory and practice for the mentee. Giving information about the sector according to their mentees' interest and telling their own experiences can also be useful. Mentees might get inspired by their mentors.

Facilitator

A mentor doesn't dictate tasks to the mentee but they can be a facilitator in the mentee's own journey. For example, they can support mentees to identify their needs, aims, plans and priorities for their next steps by asking mentees to discover their area of interest. They can try

¹ "MentorPower" project Guide Book.

to motivate them to be more productive in these fields. In addition, mentors may provide opportunities and sources on mentees aims and possible plans. They try to show how they can reach their target. They may support their mentee about learning to access resources to meet a variety of needs (social services, language classes, paper works, transportations, health services, etc.).

Collaborator

Mentoring is a reciprocal process and the mentoring relationship does not entail a feeling of hierarchy. Therefore, mentors should use a teamwork approach by sharing and reflecting with mentees. They accompany their mentees in their process of development during the mentoring programme.

Friend

The friendship between a mentor and mentee should have a different dynamic and be more critical than a usual friendship. A mentor might act as a critical friend by giving useful feedbacks in a constructive and positive way. They may encourage mentees about their plans or challenges or about trying new things for their development.

Evaluator

Assessing the mentoring relationship is crucial to sustain motivation, determine next steps and increase the benefit of the process. A mentor can evaluate the mentee's development to demonstrate the progress and give feedbacks. To keep the egalitarian dynamics in the mentoring relationship the mentor might assess her/himself as well. It also helps to keep the motivation and clarify mentoring objectives. Mentors can use some assessment tools to conduct the final part of the process more productively. In addition, as it has stated before, mentoring is a highly mutual way of learning.

Communicator

Mentors can use a variety of communication methods and skills in the mentoring process. For example, it is crucial to be an active and non-judgemental listener by understanding their mentees without prejudices. Mentors use a proper way or tool to express their personal and professional experiences and they try to make a contribution to mentees' social and professional development. They arrange face-to-face sessions to be more efficient for his/her mentee and he/she makes an effort to be prepared for those meetings. Use some different tools to increase the efficiency of meetings. These may also support to promote their mentees communication skills and to build a network which make him/her be in touch with some new contacts (people or institutions) regarding their needs and goals.

Intercultural mediator

In a special mentoring programme such as mentoring migrants, a mentor should try to build a bridge between cultures. When adopting an empathic behaviour (try to put himself/herself in his/her mentee's shoes) and being interested in the mentee's culture and language, the mentor is more likely to be able to act as an "intercultural translator". One of the aims is to help the mentee to become familiar with the culture of the host country, without forcing anything, keeping a safe balance between assimilation and integration. In such a multicultural mentoring

programme, cultural and social discrimination can be one of the main ethical issues. A mentor should try to be non-judgemental to mentee's values, attitudes, habits and ideas.

In order to apply a mentoring scheme that is fitting your entity, it is also necessary to choose between the types of mentoring, or to mix them based on the different cases.

Peer Mentoring

This is a type of mentoring that is usually between a person who has lived through a specific experience (the mentor) and a person who is new to the same experience (the mentee). If there are already other staff members with migrant background working in your entity they can be assigned as mentors of those involved in the WBL programme.

Group Mentoring

One mentor works with 4-6 mentees at one time, working together. This works well for organisations with a limited number of mentors and mentees can gain insight from not only the mentor, but also their fellow mentees.

One-to-One Mentoring

Usually a face-to-face communication between a more senior or experienced person (the mentor) and a person who needs guidance and assistance (the mentee).

Once the role of the mentor and the type of mentoring are settled, during the implementation of the WBL programme it is advisable to apply one of the seven layers of mentoring (Clutterbuck, 2010): the technical dialogue.

Technical dialogue meets the mentee's needs for learning about work processes, policies and systems.

How to develop technical dialogue:

- Clarify the task and the learner's current level of knowledge;
- Be available when needed (just in time advice is always best);
- Be precise;
- Explain the how as well as the why;
- Check understanding.

Disclaimer

This guide constitutes one of the deliverables of the MINE VAGANTI NGO-led “Project Curricular Pathways for Migrants’ Empowerment through Sport (CPMES)” project, co-funded by the Erasmus + Programme of the European Union.

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