

ARCTOS

**Stand up against discrimination
in sports!**

ANTI-RACISM-TOOLS

Accompanying references
to the 10 video clips



in cooperation with

Imprint

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Index

Preface	4
Introduction	5
The 10 video clips	9
Clip 1: Choosing a team	9
Background information Clip 1	10
Clip 2: The referee	12
Background information Clip 2	13
Clip 3: The suspect	15
Background information Clip 3	16
Clip 4: For fun	18
Background information Clip 4	19
Clip 5: The trainer's choice	21
Background information Clip 5	22
Clip 6: Green against Green	23
Background information Clip 6	24
Clip 7: I don't drink from that bottle	25
Background information Clip 7	26
Clip 8: Parents who intervene	27
Background information Clip 8	28
Clip 9: Old equipment	29
Background information Clip 9	30
Clip 10: We are not playing with you	32
Background information Clip 10	33
ARCTOS-Workshop	35
Communication rules	36
Links	37
Short portrait of Engso Youth	38
Short portrait & guiding principles of the German Sports Youth	40



Preface

Discrimination, racism and xenophobia are serious challenges that sport organisations must be aware of. Because of that reason the German Sports Youth (dsj) as youth organisation of the German Olympic Sports Confederation took the initiative in cooperating with eight other national sports organisations to develop a multilingual computer-based tool, which can be used easily in national and international youth work to inform and teach young people about these issues.

The result is the present work tool and the corresponding video-clips. These can be used to educate young leaders and coaches as well as in everyday youth work to raise awareness about discriminating situations. The sport organisations from Austria, Finland, Norway, UK, Czech Republic, Latvia and Germany aim to extend their co-operation in anti-discrimination work in sports through ARCTOS. ENGSO Youth acts as coordinating organisation to further spread good practices in anti-discrimination work within sports organisations. You can download these materials on www.engso-youth.eu/youth.htm.

I want to thank those people that worked on the implementation of the ARCTOS project. Especially I want to mention Mag. Barbara Rainer, who spent a lot of time and effort on developing this brochure.

My special thanks are directed towards the successful collaboration between CCPR (Central Council of Physical Recreation) in the UK and dsj in Germany in producing the english version of this brochure. This project has further emphasised the need and success of cross-border cooperation for youth sport across Europe.

I wish you a lot of fun and success with this brochure.

A handwritten signature in blue ink, appearing to read 'Jan Holze'.

Jan Holze
ENGSO Youth chairman

Introduction

What is ARCTOS?

The topic of the 10 ARCTOS video clips is discrimination, exclusion and bullying. Exemplary situations are represented from sport training and instruction, stemming from practical, everyday life. As a team, youth sport coaches from seven countries elaborated these situations. The results were the base for the realization of short non-verbal video clips by the Youth Section of the Austrian Federal Alliance of Sport in cooperation with Metz-Video.



Why is the discriminated person shown in green?

Why are the scenes non-verbal?

ARCTOS is a trans-national EU-Project, oriented towards different language audiences. For non-verbal clips, different languages are no barrier. Additionally, more attention will be paid to the general theme and less to the verbal message in its specific formulation. The clips aren't a tool for training of techniques in argumentation and quick-witted dispute but convey a general, basic explanation.

Green has been chosen for the discriminated person because of the various reasons for discrimination generally. Every distinction, every otherness can become a source for discrimination. Green could be a chifre for persons discriminated due to a handicap, origin or colour. In Austria, for example, one could interpret „Green“ for persons with Turkish mother tongue, while in Finland one could associate with „Green“ a Somali.

What is discrimination?

Originally the term, stemming from the Latin, meant the act of distinguishing, making an observation, a difference, a distinction. In course of time the meaning shifted to a judging, classifying evaluation. The evaluating person or group who exercises in a given situation her power to define (interpret), doesn't only distinguish but adds in her act of distinguishing the negative value of inferiority. That bears some consequences and gains: by pure discrimination, one's own self esteem can rise in contrast to the perceived inferiority of the other. Also, the as inferior perceived other can be exploited in a much easier way. One also can blow off steam easily and without any social sanctions.

Actual or fantasized common characteristics (a „We-feeling“) are an essential factor of a social group. Commonly a group defines herself by an assumed contrast of an other group. Thereby discrimination generates group cohesion and allows her members to see themselves as strong and elevated. The own person or groups is perceived or imagined as „good“ or „pure“ whereas the

Introduction

others appear as „mean“, „inferior“ as well as „dangerous“. The scapegoats are being sent into the desert, loaded with the sins of the community. The community thereby is purified or remains „pure“ and „good“. The resistance and distraction from inner conflicts and tensions is the main function of an enemy's image. The common exterior enemy strengthens own group cohesion.

Discrimination is executed and expressed via various forms: scolding, excluding, ignoring, up to brute force and discriminating law.

Beside the personal, individual level, discrimination occurs also in the social and cultural sphere. The „discourse of the elites“ (van Dijk 1995) communicated via the mass media, influences the general discourse of every day and makes large parts of it socially acceptable for the masses. This social discourse colours or shadows almost every social level and dimension, including education. A special aspect of discrimination is its political dimension. The EU's Anti-Discrimination Policy are based on this legal normative level: legalisation for equal treatment and the right to prosecute illegal discrimination are means to combat and prevent discrimination. These bills aren't proper tools to change stereotypes of members of discriminated groups (e.g. migrants, handicapped people, women, homosexuals) as well as to foster openness and readiness to understand broader social systems and own positions within them. In this social environment we wish to settle our handbook.

Discrimination can occur by very different reasons of „otherness“. „Green“ can stand as a chiffre for various reasons which differ from scene to scene, age group to age group, country to country. There are also distinctions between rural and urban areas.

Discrimination occurs and is triggered by various reasons of „otherness“: downgrading others to elevate oneself; wish to be part of a certain group, excluding others to avoid the chance or danger becoming a „Green“ for oneself.→ All this is certainly part of the main aspects of discrimination within sport. On the other hand, there is direct bullying which must be distinguished from general discrimination: special targeted bullying acts against a certain person.

E.g. a black football player is being distracted and stressed by verbal abuse. But the reasons could also be struggles for resources and space (see clip 10). Sometimes outstanding players will be negatively targeted and (verbally) attacked due to envy. More often discrimination is oriented towards players of the lower range of achievements (the weak ones).

What can a supervisor do against discrimination?

This handbook pursues various targets: Firstly, the social sensibility of trainers and sport education personnel should be intensified to enable them to recognize discrimination at the earliest level.

Introduction

Often these persons are for themselves not conscious about possible own preferences and discriminating attitudes or behaviour. Many times such discriminative acts occur under „stress“ or because the attention of the trainer is focused on the very process of the training. There are also so called „blind spots“, unquestioned assumptions about what is reasonable or what should be tolerable and so on. These assumptions are embedded in the very personal history of socialisation. Some of our clips target this aspect to instigate reflection of ones own behaviour.

The ARCTOS clips as well as the accompanying references are meant to prompt with the problems of discrimination in sport. They attempt to offer impulses and guidelines concerning the avoidance of unwanted attitudes and behaviour as well as prospects for constructive measures in this area. They represent proposals, suggestions and ideas without attempting to be exhaustive or complete. The creativity of the teachers and trainers is called for!

Some of the clips present rather means for preventive measures, while some others deal with repressive measures (e.g. borders) or a represent material for reflection of group behaviour: what has happened, what should happen and what not.

In some cases we can't provide the one and only solution. In practice, often trainers and teachers are faced with situations beyond their abilities and it would be wrong to demand fast and prompt solutions.

An important aspect is the effect of the example, each teacher and trainer is giving. Which comments are stated by these persons, when someone cracks jokes about pupils or youth? Does she or he support this? Or does she or he confront the ringleader by chance putting him- or herself into question? How is it with one's own sympathy or antipathy? How do they deal with group members belonging to the top or the bottom? Is the personal value dependent on the person's sportive achievements? Are the quiet group members easily overlooked or will they be motivated and integrated? How are the reactions by the supervisors on discriminative expressions? Are they ignored, over heard, accepted or strongly sanctioned?

An example will illustrate how important it is for teachers and trainers to cope sensitively with this theme: a female teacher commented a curse by a pupil about another girl: „But she is nice and totally ok, even being black!“ Why should such a reaction be avoided? Because the ascription follows the clichéd dimensions of black/white or foreigner/native as a relevant criterion to distinguish between individuals and thereby perpetuates the stereotype or even prejudice. In this case the negative evaluation lies in the meaning that „black“ persons are generally suspect, mean and the like, but this individual is an exception because she is nice and ok, even if she is black.

Introduction

Our concern is that the trainers learn to recognize discriminating acts and reflect on them and how short- or long term interventions can be undertaken. Sometimes it seems as if one could only support the cursed and discriminated person. It might suffice to pay attention to the victim and show empathy towards her or him.

The clips and the accompanying references as material to „Train the Trainer“

Our proposals, ideas and hints, how a trainer should react in specific situations are suggestions because the actual specific course of action is dependent on various factors. They are determined and influenced by the quality of the relationship the trainer entertains with her or his group, by individual qualities of strength or weakness of the trainer, by his acknowledged status, the relations to her or his colleagues and other agents or actors (parents). Other important factors which might influence possible reactions and interventions are the institutional context and the age of the children or youth of the groups.

Therefore we ask you kindly to watch these clips closely, to allow them to have effects on you by attempting to put yourself mentally into the various social positions of the acting persons. What's in the mind of the „perpetrators“ or „offenders“? How might the „victim“ or dismayed person feel? How would you react as a trainer? What kind of fears would you have as a teacher? Which demands and claims do you put to yourself? What do you wish to achieve?

The questions which are put to every clip should help to clarify and reflect personally with the specific theme of the clip. The background information and hints offer some theoretical information as well as ideas which can and should be adapted and developed by you in your group and working environment.

The clips and the accompanying references as basics for a work-shop

Of course you can use these materials for your group work. We recommend altering the stated questions to enable the youth to work with them according her or his level of knowledge and experience.

Clip 1: Choosing a team

Description:

The scene shows a typical procedure of organizing teams in the gymnastic hall: two pupils elect in turns a member for their group. The „Green“ one remains and the teacher is appointing him to a team.

Theme:

Sensitivity concerning discrimination

Questions:

- What could the „Green“ stand for in this clip?
- How are the feelings of the one who remains left and out? What could be her or his reasoning about this occurrence?
- How could a trainer handle this situation?
- What does a trainer need to be able to manage such a situation?
- How could such situations be avoided in future?



Background information

Clip 1

Background:

The selection procedure discriminates in the original sense of the word (by distinguishing) for strong or weak achievement groups. The very idea is that first the strong performing youth will be selected and the poorly performing at last, hoping that the teams thereby will be „balanced“. But the one who is selected at last is either the weakest or poorest performing youth or the most unpopular one.

The „Green“ in this clip, as in most of the other clips too, can stand for various possible reasons of discrimination: origin, gender, handicap, religion, skin colour, body shape (fat, unusually tall or short) or social appearance and background (financial status, family status). But, of course, a reason that the „Green“ has been selected at last can be due to her or his poor performance in the groups sport.

The repeated experience being selected as the last one is very grievous for most of the kids, even if they don't acknowledge it publicly to avoid the image of a loser. Kids or youth in the age span of 10 to 14 years are in a very sensitive phase of socialization; they start to develop their self-esteem and feel for most of the time insecure. Outsiders often interpret social actions such as being chosen last not only directly related to their sport achievements but, due to their problematic self-esteem, but as an expression of being unpopular or unwanted.

Here it seems important that teachers or trainers are cautious that their own attention, devotion und support is not being made dependent from the level of scores.

What can one do?

Generally a trainer hasn't the chance to show proper interest for the „Green“ in such situations. If he or she would ask the „Green“ in front of the group how he or she is doing, the „Green“ probably would be embarrassed and wouldn't tell what she or he is thinking and feeling. A separate, personal talk would do much better.

How to avoid such situations?

To avoid such situations one should employ different selection procedures. Sequential counting doesn't function after a while because the youth will realize how to posit themselves to increase their chances to associate with the preferred members. Additionally the teams' quality should be balanced to ensure not only fair play but also fun. Otherwise the kids wouldn't take seriously the sport game.

- The teacher could stop the selection process as soon as only six members are left and appoint these to both of the groups

Background information

Clip 1

- The selection could be done by the teacher, starting with two average players and then selecting alternately better or weaker pupils for both groups
- If the groups are large enough, a trainer could split the youth into two achievement oriented groups to offer the weaker ones chances for a game
- Systematic rotation procedures at short intervals (several players change into the other group)
- Self-assessment by the pupils as base for the selection procedure. If it becomes clear that the assessment doesn't work, the pupil should be allowed to correct and change the decision in accordance with the teacher

Sometimes one is confronted with a really strong clique who wishes to perform as their own group by all means. They probably would protest all other selection procedures the mentioned before. It would be important to make clear the guidelines and rationale for the chosen selection procedure. It should be emphasized that all splitting and „separation“ is only temporarily and that they for themselves gain more if they collect experiences in different groups and positions.



Clip 2: The referee

Description:

The youth play football, the trainer acts as referee. In this function she or he handles two fouls differently. The foul of the „Green“ gets avenged, though the other foul hasn't been overlooked, it was not sanctioned.

Theme:

Not a member of the group but the trainer is discriminating by her - or himself. Fouls indicate the sociability of the groups' members. Therefore we treat in this clip also the themes of fair and unfair behaviour, rules and consequences, exemplary and prototypical effects and group dynamics.

Questions:

- Why does the trainer discriminate? What could be the reasons?
- How could or should a trainer react if she or he would observe such behaviour?
- Why is such behaviour inauspicious for the group?
- How could such situations be avoided?



Background information

Clip 2

Background:

Trainers and teachers are confronted with various demands during their work day. It is their primary task to lift the level of achievements of their pupils, individually and as a group. At the same time they have to pay attention to group dynamics, be attentive and considered to personal needs of the youth, level out between wishes and demands from parents and the feasibility of the group and their own preferences.

A simple reason why the trainer hasn't reacted to the second foul as to the first one could have been that he didn't realize it clearly or that he did realize it but was surprised about the undisciplined behaviour of some players which led to his overreaction the second time when he couldn't take it any longer: It's enough! With his sanction he set a sign, based on his understanding of the rules of the game and not as intended discrimination.

Another reason could have been that the foul player has angered him before or the first foul player is very much favoured by him.

The case could be that the different reactions result from pure personal sympathy or antipathy, with other words that the second guy is for the trainer the „Green“ one.

It is important to reflect on ones own frustration, sympathies and antipathies. To know your own preferences or impatience toward certain individuals could help to balance one's behaviour more fairly.

What can be done?

If you observe such behaviour it becomes very difficult to react correctly. Often such events are not witnessed directly but told by pupils. One possibility to treat this problem would be to bring it to attention at the school conference, without naming the person. Depending upon the kind of relationship one has with the trainer in question, one could talk in private with that colleague.

Inconsequent behaviour by teachers or trainers negatively influences the group climate and group discipline. Young people closely observe the teachers' performances and are highly sensitive to incongruities. If trainers don't show consistent behaviour, especially concerning rules, then the group members become frustrated and less motivated to observe these rules by themselves.

One can't overrate the effect of a positive example a trainer is presenting. If she or he starts discriminating, it not only hurts the concerned person but will give the others a kind of warrant for their discriminations.

Rules which can be formulated by the group can be advantageous. For example, at the beginning of the semester or the course, the members can bring in their proposals as well as determine consequences and sanctions. Additional rules could be brought in by the trainer with information or explanation about their necessity (e.g. danger of injury). Important is that the rules are transparent and understood by all. Such rules generated by common decision work probably more effective

Background information

Clip 2

because the kids can identify better with them. Such rules can be extended beyond the sport game, for example for a frictionless course in class or generally for the group's social behaviour. A brainstorming could lead to a reflection of „fair play“ and what it means to the youngsters. Fair play not only means obeying the rules but also that these rules are transparent and fair by themselves.



Another possibility to integrate the youth and to educate them to fair and autonomous play is to let them play the role of the referee. In such a case the trainer should „supervise“ the young referee and support his work if needed.

It could be helpful if at the beginning of the training or game to allow the pupils to „let steam off“ their excessive energy in a social acceptable way.



Clip 3: The suspect

Description:

The group plays in the gymnastic hall. After the course one of the girls' purse is missing. The group suspects and denounces immediately the „Green“ (which in this scene is a boy but could be as well a girl; there is basically no gender related ascription).

Theme:

All against one: exclusion, stigmatisation, outsider. The single person as victim of prejudices and biased sanctions serves as scapegoat.

Questions:

- Do you go along with the group's suspicion? According which assumptions, occurrences or facts?
- How would you personally behave in such a situation?
- Which kind of behaviour should be avoided?
- What could be undertaken to avoid such situations, middle and long termed?
- What knowledge and experience does a teacher or trainer need for competent handling of such a situation?



Background information

Clip 3

Background:

Situations as the one shown in this clip occur relatively often. Not only, when something has been stolen but also with acts of vandalism, and often an outsider is considered responsible. The young people truly believe that those outsiders did commit the offence or act of vandalism. The immediate ascription of guilt to the outsider, the „Green“ follows a quasi automatic reflex which helps the group (the wanted , accepted in-group) to disburden or exonerate themselves from otherwise bad feelings and thoughts due to the unclear situation of not really knowing who did what. Since all are actually suspected it becomes difficult for everyone to prove her or his innocence. That leads to a general mistrust. To point immediately to one person as the guilty one (scapegoat), the group releases tensions and sustains in-group cohesion.

We all have prejudices. There is no one who is free of them. We need prejudices for our fast orientation and decision making and to simplify the complex environment we are living in. But prejudices have also a psychic function, they help to disburden individuals as well as groups from tensions and (inner) conflicts by making responsible others, mainly outsiders (e.g. the typical „Green“) for anything negative, unwanted or disturbing.

What can be done?

First, teachers and trainers must be aware of possible own stereotypes and prejudices. Then they confront themselves with the stated questions and check all possible points: what kind of suspicion, why and for which reasons, facts, assumptions or even expectations? If a trainer realizes that she or he actually shares some prejudices, she or he shouldn't make this open but try to overcome them with even more „fair“ questioning. Of course, it can or should be acknowledged that there are indeed such assumptions which are actually prejudices but the important point is that even first hand plausibility etc. isn't a proof of the factuality, thereby she or he can use the situation to teach a positive lesson by clearing and emphasizing the point: the girl has no proof, only a suspicion, an assumption, often a feeling from the guts. Therefore the teacher or trainer must not share immediately the expressed suspicion but also not exclude its possible correctness, meaning that the „Green“ is actually the offender. But it must be made sure that the „Green“ as well as any other member of the group are treated the very same way and that no one, including the „Green“ is more suspicious than another. This first talk in the group should offer the chance to lower the tensions and to take heat off. The question could be stated why the „Green“ is the suspect. The group talk might provide further information about the actual group dynamics.

To clear the situation it is necessary to have a private talk with the girl (the „Green“). The goal is to find out who committed the offence (stealing the purse). The teacher or trainer could threaten severe consequence if the offender doesn't report. Another way to deal with would be the chance

Background information

Clip 3

given to the unknown offender to return the money anonymously to help her or him to save face (for example by asking every pupil to enter the changing cubicle alone).

In the Middle and long range maybe technical means could prevent such occurrences (locks at the lockers or surveillance). In group talks an could enhance and foster thoughts for more positive and higher sociability to prevent social tensions and conflicts (work and play which improve the group climate and cohesion. There are workshops offered for learning to cope better with group conflicts).

The teacher or trainer must remain „cool“, be aware of possible own prejudices, should listen patiently to all sides and should have the ability to confront her- or himself with conflicts.



Clip 4: For fun

Description:

After the game the “Green” returns to the changing cubicle and realizes that her clothes have been thrown into the shower basin and soaked. Some other girls watch the scene and giggle; obviously they know what’s going on and they are amused.

Theme:

Aggression of a group is oriented towards an individual (bullying). Discrimination in form of fun and practical jokes.

Questions:

- How does the victim feel?
- How could one help and support her?
- How could a teacher or trainer handle this situation?
- Which middle- and long term measures could be taken to avoid such situations in the future?



Background information

Clip 4

Background:

Fun and jokes at the expense of someone else represent the first step to discrimination. What makes it so difficult to deal with is the fact that someone who doesn't join in or who reacts negatively is perceived as a kill joy.

Being the target of a joke can be very dismaying. Unfortunately, many teachers and trainers do not possess the sensitivity to reject such (practical) jokes, as they wish to avoid becoming unpopular. The worst sometimes even join in and laugh about the "Green".

The behaviour by the girls shown in this clip is more than a joke, it is already bullying because the girls singled out a certain person whom they humiliated, humbled, and even interfered with her personal property.

What can be done?

A possible first step in such situations would be to talk with the "Green": Have there been similar occurrences or was this a single case? (Mostly such occurrences follow a pattern which consolidates the "Green's" social position as victim as well as the girls as aggressors.) If it becomes clear that it isn't indeed a single case, the teacher or trainer should contact the parents of all pupils involved and talk about these occurrences.

In a second step you could interrogate the girls to find out who did what and what possible reasons there are to put the "Green" in her victimised position.

The whole group could get involved in an open talk to raise issues from both sides: what does it mean to the "Green", what to the girls? The reasons why such behaviour is not acceptable could be explained and discussed because such actions aren't jokes but bullying.

It is important and a necessity to draw the conclusions from such actions by making clear that an unacceptable line has been crossed. Direct consequences could be to let the girls pay the cleaning bill for the clothes or to lock the changing cubicles, which would punish the whole group, since no one could spontaneously enter the locker room at any time.

It is important that the teacher or trainer takes a clear position and supports the victim. At the same time the girls must not be condemned; the task is to reject unacceptable behaviour without degrading the persons involved.

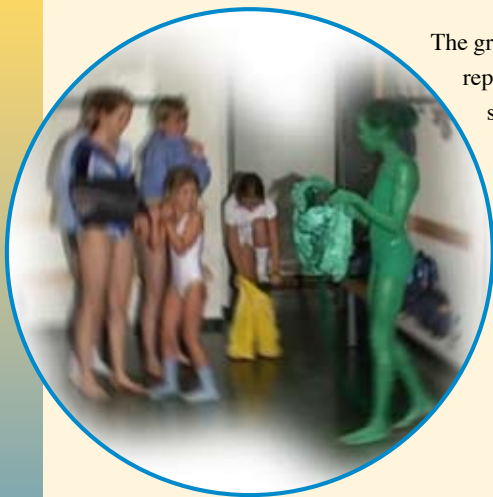
Teachers and trainers must bear in mind their important role and shouldn't overlook the victim. Everything which helps and supports the victim ought to be undertaken.

Background information

Clip 4

For example the teacher or trainer speaks with the whole group about bullying and the consequences for the victim. If this seems too difficult one might contact institutions who offer professional advice and would visit the class in school.

Such occurrences could be a cause to let the group create “rules” with stated consequences if they get violated. Another way of coping could be a temporary separation of the “perpetrators”.



The group should know that further such occurrences will be reported to the principal and their parents. In any case, all stated or “threatened” consequences must be executed to remain trustworthy.

Concerning “bullying” you can find a lot of information in the internet: www.bullying.uk



Clip 5: The trainer's choice

Description:

The trainer chooses competitors for a contest. The criterion for qualification is that the first four who reach the finishing line will participate. Although the “Green” comes fourth the trainer doesn’t chose them.

Comment:

The situation shown in this clip is exaggerated because in such a situation objective technical measures (video recording) would give proof. But for reasons of visualisation this form has been chosen and it should represent situations in which teachers or trainers chose not to apply stipulated or agreed selection criteria but instead opt for personal preferences.

Theme:

Discrimination by the trainer, intended neglect in the procedure to chose participants for a match.

Questions:

- What could be the reasons for the trainer to neglect the “Green”?
- How should the “Green” react?
- What would you do if you would observe such behaviour or if pupils would report to you such an occurrence?



Background information

Clip 5

Background:

Similarly as in clip 2 the scene is about discriminating decision making by a trainer. In such instances the trainer could offer reasons for their neglect, for example the “Green” is a good runner but the trainer knows that she or he doesn’t have strong enough nerves to endure the pressure of the contest.

But the trainer could also have other motives. Maybe she or he was angered by the “Green” recently or does the family background of the “Green” play a role? Or does he assume that the “Green” couldn’t have come fourth? (Maybe, in that case the “Green” is the outsider for the trainer and not for the peers?)

Independent of the reasons for the trainer’s decision, the neglect is problematic. If he considers the “Green” as too unstable for the contest, she or he should have acknowledged that before the match; the “Green” would have had to chosen whether put in more effort but wouldn’t have run believing that he would be measured the same way as the others. The trainer’s action is negative and counterproductive because it breaks his own stated rules.

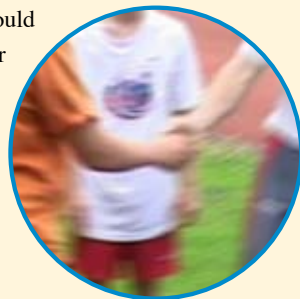


What can be done?

As a colleague you could ask first the “Green” and then the group for further information about what actually happened, clarifying the circumstances of the trainer’s behaviour. If it becomes clear that indeed discrimination has occurred, the problem should be discussed in the school board conference or at the sport clubs board meeting. Maybe an introduction of a “code of conduct” could be instigated or the strong adherence to existing codes could be called for.

Again, you must not overlook the victim. After a talk with him it should be checked what ways there are that the “Green” could participate or that the next time such neglect does not occur.

Coping with such a situation is heavily influenced by the kind of relationship you have with the trainer concerned; that will determine in what way they are criticised, punished or obliged to act in the future.



Clip 6: Green against Green

Description:

Two teams play volleyball. After a mistaken bash by a “Green” the “Green” of the opponent group reacts with aggressive brute force; he punches him and boxes his ear.

Theme:

Aggression is most often oriented towards the weakest of a group, those who don’t have a “lobby”, the “green” ones. The aggressive “Green” could have tried to gain acceptance and approval by being aggressive against the “Green” of the other group; the attack could work as an entrance ticket into the other group.

Questions:

- How do the two different “Greens” feel?
- What might the other players of both groups think?
- How would you react in such a situation?
- Which abilities and experiences would a teacher or trainer need to cope with such a situation?



Background information

Clip 6

Background:

Now and then it happens that a “Green” is attacking another “Green” in an attempt to distinguish and to integrate himself. Theoretically you would expect solidarity between the “Greens” because they are the same. But instead empathy and sympathetic understanding, which often might be the case, we also encounter different mechanisms which lead to the behaviour shown in this clip.


Sometimes people release their tensions at the expense of someone weaker, who due to her or his low social status probably doesn't get any support. According to the theory of frustration and aggression (e.g. frustration can lead to aggression), “Greens” can have an enormously high level of frustration and aggression which can lead to the tendency to overreact at the slightest provocation.

Or “Greens” who display such aggressive behaviour might be trying to impress their peers in an attempt to get accepted and integrated into the group. His aggression will be probably even stronger and more intensive.

“Who deals with strangers becomes a stranger by himself.”

This cliché could lead to attempts by “Greens” to distinguish themselves from each other. It's all to gain respect, to be a part of the group.

What can be done?



The brute force by the “Green” is clearly a crossing of the critical point. Teachers or trainers have to make that clear and to stop the game immediately. In this situation it might be best to talk with all involved about the unacceptability of any aggressive behaviour. It is, however, not advised to focus the blame personally on the offending “Green”. The negative occurrence should be taken as a reason for explanation of social borders and rules and to reflect generally on the difficult theme of aggressive behaviour. In this talk or discussion understanding for certain aggressions could be acknowledged but with the clear emphasis of the unacceptability of any brute force and the need for control. If possible, the aggressor should apologize.

Single or private talks with both of the “Greens” could clarify different backgrounds and could help to (re-)create trust amongst themselves as well as the groups.

In the long term all activities which are not oriented towards competition but focus more on personal interchange and team work lead to better integration.

Clip 7: I don't drink from that bottle

Description:

A group of wheel chair users are playing hockey. After the game they drink from one bottle. A guy is repulsed when he is expected to drink from the bottle the „Green“ has drunk from. He makes a face and doesn't want to drink any more.

Comment:

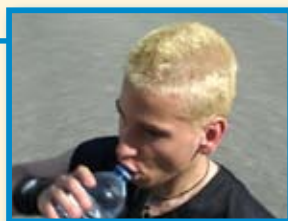
Being disabled will not prevent an individual from acting in a discriminating manner, they are equally susceptible to negative attitudes and prejudices.

Theme:

Repulsion, impurity and everyday situations which might lead to degradation and conflict.

Questions:

- How does the “Green” feel?
- How would you react in this situation?
- Did you experience similar situations?
- How can such situations be avoided?



Background information

Clip 7

Background:

The child is rejecting the bottle because obviously he is repulsed; it is not necessarily intended to hurt or degrade the “Green”. Often the pure strangeness and otherness triggers the image of impurity or dirt and leads to repulsion. Of course, there are different cultural habits of social distance or intimacy, especially concerning body contact or touching; for example drinking from a cup or bottle another has had a their mouth. Indeed, some children encounter the opposite problem of having a too high level of repulsion (in the eyes of the others!), if they don’t continue to lick their ice cream once another child has licked it.

Therefore the theme could also include other everyday acts which can lead to discriminating feelings.

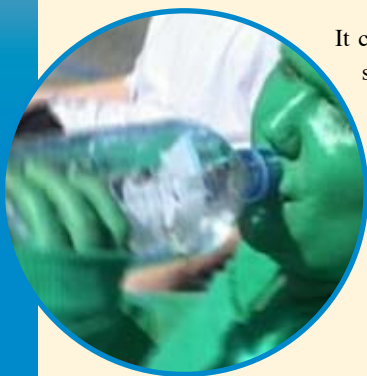
What can be done?

The “Green” experiences the rejection of a peer and the knowledge that she triggers repulsion. This feeling is very unpleasant and degrading. The trainer could ease the situation by demonstratively drinking after the “Green” from the same bottle. Or by asking the pupils what kind of drinking and eating habits their families have, e.g. whether in a family it is generally considered unhygienic to drink or eat from a cup or bottle or plate which has been used by someone else. What other kinds of habits are there? Are their also cultural habits and reasons which explain certain preferences and behaviour?



It could be learnt that in every family specific rules govern various social activities which are distinct from others.

Generally one could avoid such situations if there were enough cups or bottles for all.



Clip 8: Parents who intervene

Description:

Young ones are playing table tennis. As parents pick up their son they realise that he is playing with the „Green“. They contact the trainer and explain that this is unacceptable for them.

Comment:

In this clip it is not made clear whether the parents tell the trainer only that they do not accept that he is playing with the „Green“ or whether they withdraw their son from the class (group).

Theme:

Parents intervene in school and try to take influence on activities. How to deal with external demands and influences.

Questions:

- How does the „Green“ feel?
- Which kind of effect can the behaviour of the parents have on their son?
- How would you react as a trainer in this situation?
- Which kind of measures could be taken to avoid such situations in the future?



Background information

Clip 8

Background:

Many teachers and trainers realise a rising interest by parents concerning the sport career of their offspring which motivates them to keep closer and more active contact or communication with the school or sport club. This generally positive tendency unfortunately can bear also some negative aspects: some parents try to extend their range of influence and intervene in favour of their son or daughter, or they complain about support or, as in this clip, they reject unwanted social contact. It is known that many parents remove their children from schools with high percentages of foreign pupils. As the current research confirms, the influence of a young person's home life plays a paramount role concerning the development of prejudices and discriminatory attitudes and behaviour.

More important is the exemplary role taken by teachers and trainers to alter such positions and to support the development of opinion-forming of their pupils.

What can be done?

If selections for contests are criticised, providing objective criteria for the decision making might be helpful. Parents often tend to overrate the performance of their children. A trainer could ask each pupil for her or his own self assessment after the training to have some information which could be used not only within the group for their own orientation but also as supportive arguments with parents in case of divergence or conflict.

In this situation the „Green“ does need the support of the trainer or teacher. The trainer must talk to them, asks how they are feeling and ensure that the position of the parents isn't supported, helping to boost the self-esteem of the „Green“. Further on a talk with the son as well as the other pupils concerning this matter could help to lower the negative example of the parents.

It might also be opportune to talk with the parents to gain information about the reasons of their behaviour. Maybe there are concrete reasons for their rejection. In such a case alternative procedures could be looked for and talked about. In case that the rejection is indeed based on discrimination (the „Greens“ origin, skin colour, mother tongue or other aspects), it is important that the teachers or trainers do not put under pressure and to make it clear that in the school or sports club nobody is excluded on reasons of origin, religion, mother tongue etc. The school or sports club should have an Equalities Charter and code of practice for such situations.

Yet another possibility would be to declare gymnastic halls and school rooms as a „parental-free“ zone.

Clip 9: Old equipment

Description:

Young people gather for a biking tour. A girl is laughed at because her bike is an old, rusty and clattering one.

Theme:

Discrimination by reason of social status (strata), as well as financial situation and commodities with high symbolic status.

Questions:

- Have you already experienced similar situations?
- How would you react as a teacher or trainer?
- What measures could be taken to avoid such situations?



Background information

Clip 9

Background:

Today it is fashionable to wear branded articles, from special t-shirts to jeans: brands are in and a must. Certain sport shoes, owning the latest equipment etc signal that the person is part of the young generation, is „in“, has „taste“ and the means to show it off. With clothes people can signal how they feels or wish to be perceived. Fashion is a tool for identification, a medium to foster self-esteem and perpetuate group cohesion: visual images indicate immediately which group a person belongs to.

Thereby norms are created which denote who is „in“ and „out“. Kids, as well as parents, who can't afford (often very expensive) fashionable clothes and accessories are „out“.

The pressure placed on parents, children or young people to finance these needs is growing. Of course, fashion is not the primary reason for possible inclusion or exclusion of a group. But for „Greens“ it might become even more important to show with newest equipment and hottest fashion in their attempt to be „in“.

What can be done?

Many parents encounter difficulties and problems in financing the growing needs of their children for equipment, training, events and so on. Talking with the parents can help to show them ways to teach their children other values, which are not material values but such as respect, honesty and understanding towards those less fortunate.

It is important that the „Green“ is supported; the teacher or trainer ought to take a stand and reject the behaviour (and set of attitudes) of those who laughed. It could be brought to discussion how unimportant it is to have brand new equipment, as long as the equipment serves its purpose. It could be demonstrated that the concentration on brands and fashion is unnecessary and dominated by the group codes.

A group discussion might lead to ideas how the situation of the „Green“ could be changed to the positive, either by improving her old bike or by trying to get a better one for her.

The school or sport club could install a fund for financing equipment which will be lent out at low costs.

There is also the possibility to start a school project „brand articles“ to bring attention to the various aspects of brands, fashion and social habits of consumption.

Background information

Clip 9

Brands do not stand for quality. The commodities are not necessarily better; often the equipment breaks or wears out as fast as generic articles do. Many of the desired articles are produced in so called Third World countries, often by children who work very hard, sometimes illegally for minimum wages.

The International Labour Organisation (ILO) assumes that in developing countries approximately 250 million children aged five to fourteen years are forced to work. Of these about 153 million live in Asia, 80 million in Africa and 17 million in Latin America. Most work under conditions which endanger their physical as well as mental and emotional development.

Contrasting the perceived views of those child workers towards brands with those of the young people, would raise awareness that the brands stand first and primarily for a symbol, an image, a projected and imagined value and not for the quality of the commodity.

Workshops concerning self-esteem, self-assessment and identity and the complexity of fashion and brands could help to understand and clarify the meaning of values and symbols in our consumer society. Maybe enabling some learn to formulate and express their own individualism against the group pressure of conformity.



Clip 10: We are not playing with you!

Description:

A group of youths play street ball. A second group is showing up but are not allowed to enter the game. The dominant group occupies the whole space and sets their own rules.

Theme:

Discrimination due to the belonging to a group. Group pressure, struggle for the sport place, space and resources.

Questions:

- What for could stand „Green“ in this case?
- How do the outsiders feel?
- Did you encounter such situations?
- How would you react as trainer?



Background information

Clip 10

Background:

Conflicts as shown in this clip happen regularly. The conflict in question can be interpreted on two levels: on the one hand it is an issue of resources (territory), on the other hand it is demonstrating group dominance, strength and power, even superiority by keeping the other group off. Similar to childhood conflicts between siblings.

The „Greens“ and the „Non-Greens“ stand for:

- Strong / weak (concerning sport achievements)
- Native / stranger (foreigner)
- Boys / girls
- Children (older or younger) / youth (adolescents)

The possibilities to intervene are very much dependent on the context: school areas or public spaces in parks, groups know each other or not, belong to different classes etc.

In public areas (parks) often girls are the „Greens“ because the boys dominate the space and resources.

Therefore the city of Vienna has introduced the action „Mädchenkäfig“ (girls' cage) in 2004: For the time of one hour football cages in public parks were opened only to girls to elevate the public consciousness of this sensitive issue.

What can be done?

Such conflicts result not only from attitudes or degrading behaviour but from the struggle for resources. Therefore it must be dealt with sensitively. First questions should be: is it a singular or repeated occurrence? Did the „Greens“ simply arrive too late? Does it happen continuously that the boys control the space and equipment?

Secondly one could inquire why the „Greens“ were kept out. Single talks with the ringleaders also might clarify the situation. At the same time you might be able to appeal to their understanding of responsibility as adolescents.



Background information

Clip 10

Maybe a common discussion between the two groups could give the „Greens“ the chance to communicate their understanding and feelings and the reasons why they wish to use this space. At the beginning of such a talk it would be advantageous to create common rules for the communication.

The trainer or teacher with her or his role in mind should ensure that they treat all persons involved with respect and ensure that the „Greens“ have enough time and means to communicate their views. A possible first result of such a talk could be an agreement over who is using the space at a particular time.



In this clip the scene takes place within the school area and during training time. That means the teacher or trainer has more authority to intervene.

For example, she or he could start the training first with warm ups in homogenous groups and later on in mixed groups. Competitive games should be performed by heterogenous, mixed groups.

Recommended are also training and tasks which are challenging and distinguish themselves from ordinary training or competitions, especially those which call for creativity and which foster and strengthen self-esteem. (For example warm ups in which everyone shows their favourite movements and similar activities which strengthen group cohesion.)

All activities which strengthen commonness are to be favoured (additional offers of activities which are usually not pursued but are welcomed by all). Group work will lead to closer contact with each other and lower the barriers.

Workshops, projects and all activities which strengthen self-esteem, identity and common communication should be favoured. The goal is to enlarge the range of understanding, knowing and consciousness in the development of the growing personalities which will lead to better teams and communities.

ARCTOS Workshop

How can the ARCTOS Clips be used for working with young people?

In this brochure you will find ideas for developing sessions on the issue of discrimination and exclusion in sports.

- The workshop could be started with a brainstorming or a discussion on the topic of “fair play”: What does fair play mean? (Possible answers: To obey the rules, but also the rules themselves should be fair and give everybody equal opportunities.) Or, why are rules important?
- The group agrees on the rules for the workshop (e.g. Nobody should be laughed at. Everybody should be treated with respect. Everybody should listen and not interrupt. ...) For further information on communication rules: look at communication rules.
- Group discussion: What is bias? What is prejudice? What is discrimination? How can you tell if someone is being discriminated against? (Possible answers: Ignoring the person, swearing, spitting, bad remarks and jokes, physical abuse ... it is important that the young people realise that discrimination is not only violent acts but in many small, everyday actions and attitudes.
- Why do people discriminate against others? What are the positive motives for them?
- How does this make the person who is discriminated against feel?
- Have you ever seen or experienced a situation where someone was discriminated against? Did you or anybody do anything to defend the person? What exactly happened? What were the results?
- Split participants into small groups (four to six people), let them choose one of the ARCTOS clips to watch and work with. You can adapt the questions from the ARCTOS clips or find new ones; for example: What is happening in this clip? How does the green person feel? What could the green person do in this situation? What could the others do? How could the others support the trainer and/or the green person in this situation?
- The groups present their ideas and results one after the other. The other participants add their own ideas after the presentation.
- Finalising the workshop: What can we do to prevent discrimination? Collect ideas for positive reactions in such situations. Ideas for small projects could also be discussed.

Communication rules

Communication Rules for Discussions, Talking to Individuals and Small Groups

- The trainer or teacher actively takes on the role of a moderator. This means that the following items should be made clear at the beginning of the session and should be pointed out time and again during the session. Furthermore the trainer should make sure that everybody has the same amount of time for sharing her or his concerns (e.g. invite the more silent members of the group to participate and have their say).
- Listen and let people make their points without interrupting is a basic ground rule that should be agreed on before every group discussion. For example a small ball can serve as a “microphone” to make it easier to follow this rule, even in emotional debates. Only the person who is in possession of the ball is allowed to speak. When people have finished their statement, the ball is handed over to the next speaker.
- No disparaging statements or nasty comments. Processes, experiences and perceptions can be described, judgements and generalisations should be avoided (“You always make ...”, “X is always behaving that way”)
- I-messages: using I-messages means not to blame the interlocutor, but to speak about one’s needs and feelings. The aim is that the interlocutors don’t start quarrelling about “objective facts” and the others don’t feel that they have to justify themselves. Everybody, even the ones concerned, should get the opportunity to express their needs and share their subjective point of view and how they feel. This important rule should also be obeyed by the trainer or teacher, e.g.: “It is important for me that I can rely on you not to behave in a risky way or hurt yourselves.”
- In conversations (especially with two conflicting partners) it can be agreed explicitly that there should be no blaming and there should also be no justifications. In practice this means that every party should listen to the other side without comment. Whatever they say, they have to use I-messages (e.g. “On this or that occasion I felt ...”, “I think ...”, “I would feel better if ...”, “I wish ...”) never in a blaming way (“You always do ...”, “Because you are ...”).
- Always try to find positive alternatives by asking the participants what should be done to improve a situation. Ask people concerned what they need or want to feel better about the matter.

International Links

<http://www.bso.or.at/main.asp>

Austrian Sports Confederation, BSO-Youth, Vienna (Austria)

The German version of the ARCTOS brochure with 10 video clips and statements of experts can be downloaded here as well as background information on the topic of discrimination in sports.

<http://www.eumc.eu>

European Monitoring Centre on Racism and Xenophobia (EUMC), Vienna (Austria)

<http://www.enar-eu.org>

European Network Against Racism (ENAR), Brussels (Belgium)

ENAR is a network of European NGOs working to combat racism in all EU member states.

ENAR aims to fight racism, xenophobia, anti-Semitism and Islamophobia, to promote equality of treatment between EU citizens and third country nationals, and to link local/regional/national initiatives with European initiatives.

<http://www.farennet.org>

football against racism in Europe, Vienna (Austria)

Football Against Racism in Europe - FARE - will fight through football all forms of discrimination in football. The FARE network dedicated itself to fight racism and xenophobia in football across Europe. Through co-ordinated action and common effort, at local and national level, FARE will bring together all those interested in combating discrimination in football.

<http://www.stop-discrimination.info>

An initiative of the European Union in 20 member states

This website serves as a source of information on the EU-wide campaign "For Diversity. Against Discrimination." At the same time you will find background information about the measures that have been initiated by the European Commission's Directorate General for Employment, Social Affairs and Equal Opportunities to combat discrimination. Finally, the website provides an update on current anti-discrimination issues and activities in all of the 27 EU Member States.

<http://www.youth-sport.net>

German Sport Youth in DOSB e.V., Frankfurt am Main (Germany)

International activities in youth work in sports are in main focus of this website. It informs about opportunities to network, events and the ARCTOS project and its background.

Short portrait of ENGSO Youth

ENGSO Youth

c/o German Sports Youth

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60528 Frankfurt/Main - Germany

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Fax: +49 69 670 26 91

E-Mail: engso-youth@dsj.de

Website: www.engso.com/youth.htm



ENGSO Youth is the youth organisation of ENGSO (European Non-Governmental Sport Organisation) with 41 members, which are national umbrella organisations for sport from across Europe. Youth sport for all is our main focus. We promote sport and health, participation and volunteering of children and young people in sports and international cooperation.

ENGSO Youth is a non-profit organisation and consists of the **ENGSO Youth** Assembly and Youth Committee. The Youth Assembly is the highest decision making body of ENGSO Youth and meets every two years. The ENGSO Youth Committee consists of 9 elected members from the Youth Assembly.

What do we do?

ENGSO Youth has the aim:

- To represent the interest of people under the age of 35 dealing with sport in Europe;
- To achieve, promote and support the implementation of the ENGSO guidelines for children and youth sport;
- To develop the ENGSO policy in the field of children and youth, which includes finding the financial resources for these activities;
- To represent the interest and voice of young people in sport at the European level. Through the work of the Youth Committee, **ENGSO Youth** have prioritized four work areas that will help us to deliver our aim, these are
- Providing support, advice and guidance for members who want to establish their own Youth Committee
- Promoting group practice and facilitating learning opportunities at annual conferences and seminars for member organizations
- Working in partnership with the European Union, the Council of Europe and other European Organizations to represent the voice of Youth Sport.
- Providing up to date communications and good practice to all member organizations through a **ENGSO Youth** newsletter and website

What have we achieved?

We organise conferences, forums, meetings and exchanges with the intent to empowering youth to develop their opportunities in sport. ENGSO Youth contributes to European wide discussion on youth and sport related topic.

For example:

- we provided an opportunity for learning and development amongst member organizations at the **ENGSO Youth** conference 'Future Leaders – Empowering Young Europeans'
- we are joint organizer of the annual European Youth and Sports Forum addressing topics such as: combat discrimination through sport, health and sport, volunteering and active citizenship, equality, education and financial support for youth sport project
- we published the 'Motivation Paper' that raises awareness about the benefits of establishing youth committees,
- supported by ideas about the first steps to take
- we provide statements on developments within youth and sport in Europe (e.g. Structured Dialogue with young people, Nutrition and Healthy lifestyle)
- we published the multimedia anti-racism tool in sport called **ARCTOS**
- we organise seminars to support member organisations to develop youth sport structures
- we provide updates and information through the **ENGSO Youth** newsletter and website
- we represent youth sport in the co-management system of the Council of Europe

Give youth a real say in sport

How to build a youth committee in your sports organisation? Other question ... **Contact us!**



Chair: Mr Jan Holze, German Sports Youth (dsj)

Vice Chair: Ms Anna-Mari Hämäläinen, SLU / Young Finland Association

Members: Ms Barbara Lang, Austrian Sports Federation (BSO), Mr Doitchin Angelov, Bulgarian Union for Physical Culture and Sport, Ms Eszter Rudas, Hungarian Sports Confederation, Ms Natasa Jankovic, Olympic Committee of Serbia,

Ms Karine Teow, French Olympic Committee (CNOSF), Ms Anna Eliasson, Swedish Sports Confederation,

Ms Yvette Heywood, Central Council of Physical Recreation (CCPR)

Secretary General: Ms Rebekka Kemmler-Müller, German Sports Youth (dsj)



Short profile of the German Sports Youth

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E-Mail info@dsj.de

The German Sports Youth connects the interests of:

- over 9,5 million children and young people up to the age of 27
- who are organised in about 90.000 sports clubs in 16 Youth Organisations of the Land Sports Confederations, 53 Youth Organisations of the National Sports Federations
- and 10 Youth Organisations of Sport Federations with Particular Tasks

Therefore, the German Sports Youth is the largest non-governmental body responsible for children, youth work and youth welfare services in the Federal Republic of Germany

Scope of activity

Together with its member organisations and their members, the German Sports Youth offers a great variety of different options in the entire federal territory.

Profiles

Competence in youth sport

- Children in motion
- Youth work in sports
- Children and youth welfare, sport and school

Voluntary work

- Social talents
- Civil commitment and voluntarism
- 'Juniorteams'
- Voluntary Social Year in Sports
- Compulsory non-military national service in sports

Social commitment

- Social campaign
- National Fan-Project-Coordination Centre
- Youth for environment and sports (JUUS)

International activities

- Youth work in sports on an international level
- Europeanisation
- Development cooperation

Furthermore, the German Sports Youth is the central agency responsible for the

- Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
- German-French Youth Office
- German-Polish Youth Office
- Coordination Centre for German-Israeli Youth Exchange (ConAct)
- Coordination Centre for German-Czech Youth Exchange (Tandem)
- Foundation for German-Russian Exchange

Board (Election period 2006/2008)

Ingo Weiss (Chair)
Günter Franzen (Vice-Chair)
Ralph Rose (Boardmember Finances)

Martina Bucher
Benjamin Folkmann
Jan Holze
Tim Scholz
Martin Schönwandt (dsj-managing director)

Office

The office with 30 employees is divided into four departments as follows:

- Services
- Youth Work in Sports
- International Youth Work and Europeanisation
- Business Management

Guiding principles of the German Sports Youth

Mission

Character

The German Sports Youth develops innovative conditions for youth sport and administers result oriented child and youth services. In this job the codetermination of young people is quite important. The German Sports Youth is one of the biggest national youth organisations in Europe and holds the youth-political mandate of the German Olympic Sports Confederation (DOSB). The organisation acts neutrally with regard to party political, religious and worldwide views.

Strength

The German Sports Youth contributes to area-wide activities within nongovernmental youth services. These activities for a holistic youth work in sport are flexible, as the requirements of young people are taken into account. The activities in relation to information, communication and services are proficient and target-orientated.

Relations

The German Sports Youth in its function as a federally organised system realises the contents of the Child and Youth Services Act at Federal and Federal States level, in and through sport. All decisions are made cooperatively and are transparent for everyone.

Message

The German Sports Youth represents a youth-orientated and healthy sport, as well as standing for responsible interaction. This is related to the policies agreed upon in the Agenda 21 and its principles of an ecologically and environmentally compatible and sustainable development. The principles of fairness, diversity, voluntarism and democracy are the benchmarks, voluntary work forms a strong basis.

Vision

Invest in the future
of youth -
through sport



im Deutschen Olympischen Sportbund e.V.

Stakeholders

The dsj, on behalf of its members from the National Sports Federations, the Land Sports Confederations and Sport Federations with particular tasks, communicates and discusses actively and professionally with partners from politics, economy, media and sports.

Intention

Youth Welfare Services

The German Sports Youth supports the personal development of young people and encourages self dependent action, social responsibility, social commitment, integration and intercultural learning.

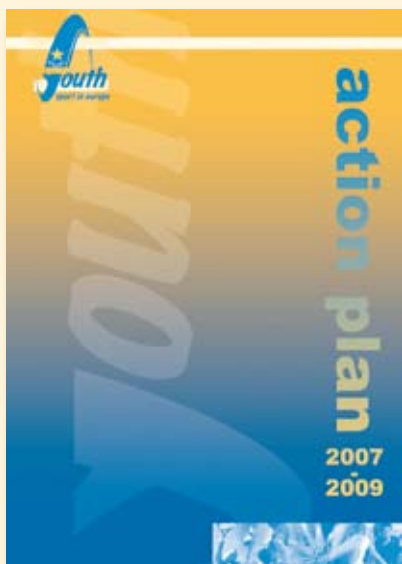
Sport

The German Sports Youth encourages individual top level performance, recreational activities, healthy lifestyles and community-minded behaviour of young people in sport. But most important is having fun.

Resources

The German Sports Youth takes care of the professional development of volunteers, encourages long-term volunteering and commitment and qualifies and trains its staff. Within the framework of Europe, mediation and networking, the organisation provides modern information systems. Our financial means are made up of public funds, sponsorships, own resources and grants.

Information tools Engso Youth



More information www.engso.com/youth.htm



Subscribe the newsletter:

email to engso-youth@dsj.de – “Sign me up for the newsletter”

Video disc



Stand up against discrimination in sports!



funded by:



Federal Ministry for
Family Affairs, Senior Citizens,
Women and Youth

www.engso.com/youth.htm