



EPLAY – Educating Parents, Leaders And Young People
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089497



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EDUCATING PARENTS, LEADERS, AND YOUNG PEOPLE

EPLAY

Research

Designed by the University of Modena and Reggio Emilia (UNIMORE: task leader) with the support of all partners

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Introduction: Positioning of the document and aim of the research

EPLAY is a European project involving three National Football Associations (FAs: namely, the Football Association of Lithuania, the leader of the project, the Malta Football Association, and the Football Federation of Romania), the UEFA Foundation for children, UNIMORE (a University with specific expertise in social inclusion and discrimination), Athletes Inspire for Children, a no-profit association, and FORMODENA, an association specialized in training. UEFA is involved as the supporting institution.

EPLAY aims to promote fairplay among parents of children aged 8-14 years playing football. In doing so, E-PLAY has the priority to respond to the need of the football world of re-educating sport. Our goal is to use football as a vehicle for fighting racism and intolerance (e.g., inter-ethnic and gender discrimination) and for spreading a positive message of inclusion. We plan to do that by:

1. Educating parents of young athletes in the context of football matches.
2. Transforming parents in active role models.
3. Building sport communities, by making football clubs cohesive, inclusive and educational environments.





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First of all, the present document is meant to offer a theoretical framework on the importance of building a culture of fairplay and social inclusion in youth sports, also providing an overview on the main causes of unsportsmanlike behaviors in youth sports. Second, we investigated the current situation regarding coaches' experiences of parents' negative behavior during football youth events within EPLAY's project partner Football Associations (FAs). A state-of-the-art analysis of each FA social context has been conducted, as well as an analysis of the good practices aimed at favoring fairplay, social inclusion, and respect for diversity –both directly and indirectly– to which all Project partners (PPs) participated. To do so, an analysis grid was prepared by UNIMORE (with feedback from all PPs and approval of the EPLAY scientific committee).

In sum, in the following pages, the present document will:

- provide a definition of fairplay and a theoretical rationale for the phenomenon of unsportsmanlike conduct in youth sports.
- give an overview of the prevalence of parents' negative behavior during football youth events within the PP Countries, through the FAs (namely, Football Association of Lithuania, the Malta

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Football Association, and the Football Federation of Romania), obtained by administering a scientifically grounded questionnaire to football coaches

- offer and discuss a list of good practices to foster fairplay and social inclusion, also (but not only) within the football context.



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Chapter 1. Theoretical background

1.1 The importance of fairplay in sports

Fairplay is a multifaceted concept encompassing a number of fundamental values that are not only essential within sports but also applicable to everyday life. To cite a few, values such as respect, team spirit, equality, integrity, solidarity, and tolerance lie at the heart of the definition of fairplay (International Fair Play Committee, 2015).

Over the years, the topic of fairplay gained progressive attention both at the scientific and at the institutional level. On the one side, researchers in Sport Psychology attempted to identify the underlying psychological factors, processes, and consequences associated with this phenomenon. For instance, several articles investigated the associations between perceived motivational climate, goal orientation, intrinsic motivation, and prosocial or antisocial behavior in sport (for a review see Serrano-Durá et al., 2021).

On the other side, the need of actively supporting a sport culture based on tolerance and respect progressively became a priority also in the agendas of sport governing bodies, given that episodes of unsportsmanlike behaviors are still widespread, especially in team sports (Vveinhardt





& Fominiene, 2020). Importantly, while there may be a decreasing trend in aggressive play observed in elite categories, such as top European soccer leagues (Sapp et al., 2017), unsportsmanlike conduct in youth sports remains an ongoing issue that needs to be addressed to create a more respectful and nurturing environment for young athletes (e.g., Banjac et al., 2020). For instance, Fields and colleagues (2010) found that 59% of high school athletes think that various forms of intimidations –including shoving, pushing, and rough play– are acceptable during the course of a game. Importantly, the same study also emphasized that instances of "striking, punching, wrestling, and other forms of physical assault" were recognized as potential consequences of participating in the sport.

1.2 Causes of youth unsportsmanlike conduct

In order to properly understand the phenomenon of unsportsmanlike conduct in youth sports it is important to gain insights into the driving forces behind it. Importantly, one of the main predictors identified by researchers in Sport Psychology is the perceived spectator behavior, in particular of coaches and players' parents (e.g., Shields et al., 2007). Indeed, children tend to respond and be sensitive to their parents' and coaches' actions. This happens because children





tend to mimic the behavior of the authoritative figures around them. Therefore, when parents and coaches, who often serve as significant role models for children, demonstrate acceptance of poor behaviors, children may feel entitled to engage in similar conducts (Wells et al., 2006).

1.2.1 *The role of coach-child dynamics*

Data suggest that there are significant ethical problems related the poor behavior of coaches, which occur in many youth sport programs. For instance, forms of aggression can be dramatically frequent within the sport field. Results of a study involving a large sample of young athletes (> 800) playing in ten different sports found that 45% of the participants were somehow verbally aggressive toward them, while 26% even reported being told that retaliating toward an opponent was acceptable (Shields et al., 2005).

Importantly, another factor contributing to athletes' poor behavior is when coaches prioritize winning at all costs. This leads athletes to feel appreciated only when they win rather than when they perform well or show sportsmanship (e.g., Buford May, 2001). Therefore, it is likely that taking shortcuts or engaging in unsportsmanlike behaviors are seen as the most effective ways to gain approval by the coaches. Moreover, the fact that coaches choose to ignore unsportsmanlike





conducts, yet continuing to praise athlete solely based on their performance, can inadvertently foster a culture of poor sportsmanship (Shields et al., 2007).

This evidence leads to important insights on the powerful role that coaches have in shaping values, attitudes, and behaviors of young players. By ignoring instances of unsportsmanlike conduct, such as disrespectful behavior towards opponents or engaging in unfair play, coaches send a subtle message that ethical considerations can be disregarded. On the contrary, coaches must actively be on the frontline in the fight against unsportsmanlike behavior, by sending a clear message that success is not solely measured by winning, but also by demonstrating fairplay and an ethical conduct both on and off the field.

1.2.2 The role of parent(s)-child dynamics

Beyond and above coaches, parents are key figures in determining the quality of young athletes' sport experience (Daninoni & Barni, 2019). Indeed, despite parents can foster motivation, enjoyment, and involvement in sports (e.g., Ullrich-French & Smith, 2006; Light et al., 2011), a wide range of studies highlighted the fact that parents of young athletes often display undesirable and inappropriate behaviors. For instance, a 2017 study from the US National Association of





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Sports Officials (NASO, 2017), which represents all kind of sports levels (youth, amateur, college and professional), found that 40% of referees named parents as the main source of unsportsmanlike behavior, far more than coaches (29%) and general fans (18%).

Importantly, those negative behaviors can take many forms, occur in a wide range of situations, and be directed toward different targets. For instance, it was found that in both youth hockey games (Bowker et al., 2009) and youth football matches (Omli & LaVoi, 2009) parents displayed aggressive verbal behaviors (i.e., insults/screams) toward the referee, more than toward their children. Despite, on the one hand, parents are generally supportive toward their children, on the other hand, there is still a share of them who publicly address them with negative epithets (Holt et al., 2008).

Parents can also negatively influence their children through more subtle means, for instance by overemphasizing the importance of winning, setting unrealistic expectations, or pressuring them by incentivizing participation. These tendencies can lead children to feel pressure and anxiety related to their performance (Keegan et al., 2009) and/or reinforcing extrinsic, rather than intrinsic, motivation (McCarthy & Jones, 2007). All those elements play a role in fostering children's unsportsmanlike behaviors.

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As mentioned above, parents of youth athletes display negative and/or aggressive behaviors toward different targets. For instance, Goldstein and Iso-Ahola (2008) showed that parents can become aggressive during competitive youth football matches. In particular, the authors showed that the range of anger-related behaviors displayed by parents toward other spectators and/or in response to competition outcomes include muttering and yelling comments, walking away from events in anger, making offensive gestures, and having confrontations. Importantly, the provocative nature of parental involvement in youth sports can also escalate in intimidating and violent behaviors, for instance toward coaches or other parents both during the game (Elliott & Drummond, 2013) and after (Elliott & Drummond; 2015).

Overall, these findings highlight the negative impact of poor parental behaviors on young athletes' sport experience. On the one side, when parents display a negative conduct, it can have an emotional impact on their children, making them feel hurt or ashamed. This emotional harm can significantly affect the athletes' overall enjoyment and well-being in sports. On the other side, they can affect children's inclination toward unsportsmanlike behaviors. Because parents are role models for their children, they can normalize and reinforce the idea that poor behaviors are acceptable in (and off) the sport field.





To address the issue of poor parental behavior, efforts should be directed in promoting positive parental involvement, providing education and guidance to parents regarding appropriate behavior, emphasizing the importance of sportsmanship and fairplay, and creating a supportive and respectful environment for all involved. By addressing these issues, we can strive to enhance the overall quality of the sport experience for young athletes and foster their development both as athletes and individuals.

1.3 Possible solutions: a joint effort is the key to success

To achieve the goal of spreading the positive values of respect and tolerance toward others within and beyond the sport field, concrete actions must be developed. As suggested by Bloom and colleagues (2013), the peculiarity of youth sport is the fact that the young athletes' sport experience involves communication, coordination, and relationships with multiple adults, namely their parent(s) and coach(es). For this reason, a joint effort that involves all those figures is required to achieve the desired outcomes. Creating a solid network between parents, coaches, and teammates might be the key to foster the values of fairplay and social inclusiveness.





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On the one hand, this joint effort has the potential to allow children to grow within a solid and coherent moral environment. On the other hand, if provided with the right instruments, coaches can involve and educate parents to promote fairplay and social inclusion through sports, transforming parents in active role models and increasing the extent to which the sport field is a cohesive educational environment.



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Chapter 2. The Research

2.1 Introduction and purpose of the survey

The EPLAY research was aimed at obtaining the information necessary to identify, define, and develop the contents of the coaches' training course and of the activities to be implemented with parents and children. A survey was developed by the University of Modena and Reggio Emilia (UNIMORE) and distributed among the coaches of the PP FAs (namely, the Football Association of Lithuania, the Malta Football Association, and the Football Federation of Romania). Football coaches were asked to report their experiences on parents' negative behavior during football youth events. All the details of the data collection, as well as the findings derived from it are reported below.

2.2 Methods

2.2.1 Participants

A total of 195 youth football coaches took part in the research, with an average of 43,36 (\pm 31,74) years of age and 11,63 (\pm 8,65) years of experience as football coaches. The 95% of

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coaches who participated to the survey were males, female coaches were only 5% of the sample, while one participant did not report their gender (see Figure 1).

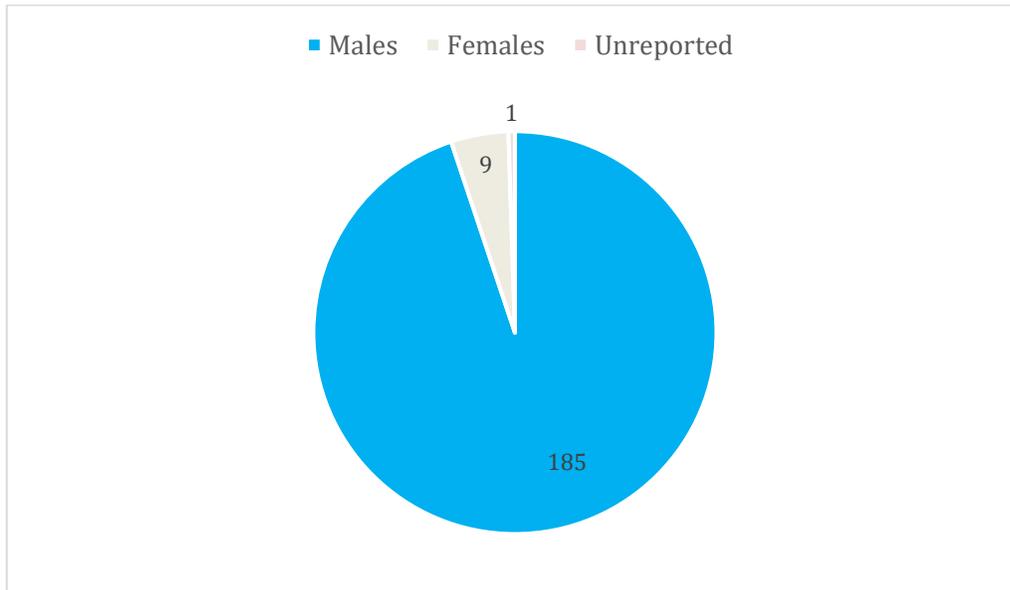


Figure 1. Gender distribution of the coaches who participated in the EPLAY survey.

As for coaches' nationality, Figure 2 shows that the majority of respondents were from Lithuania ($N = 96, 49\%$), followed by Romania ($N = 69, 36\%$), and Malta ($N = 30, 15\%$).

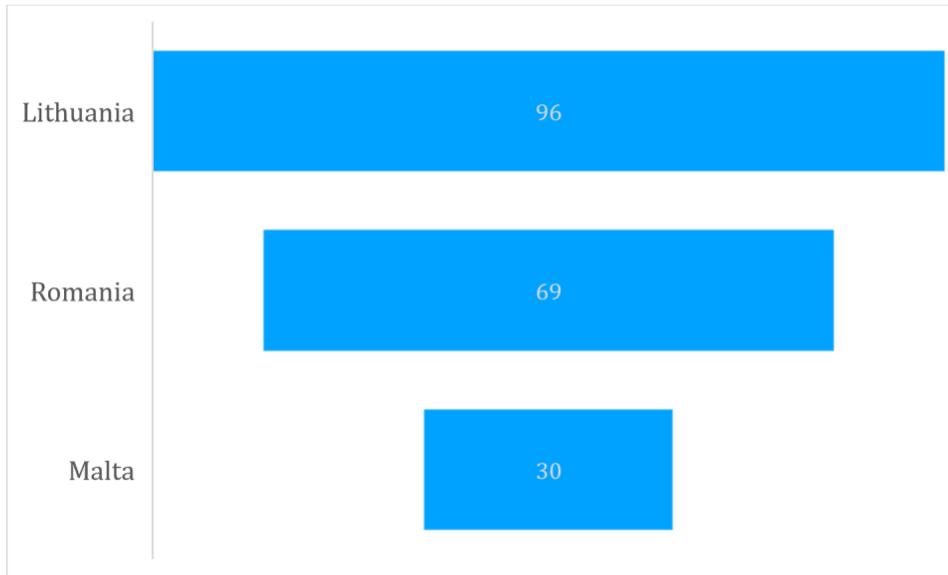


Figure 2. Number of respondents per PP Country.

Looking at the type of training of the participants, most coaches reported to have another kind of UEFA Diploma, either A, B, or Pro ($N = 110, 57\%$). The remaining coaches had either a “UEFA C Diploma” ($N = 26, 13,5\%$), participated in nationally endorsed coaching courses –typically Level 1 and 2 introductory courses– ($N = 26, 13,5\%$), or had other relevant qualifications, such as specialist courses in youth development, goalkeeping and/or futsal ($N = 24, 12\%$). Only a



minority reported no training experience ($N = 8, 4\%$), while one participant did not answer the question (Figure 3).

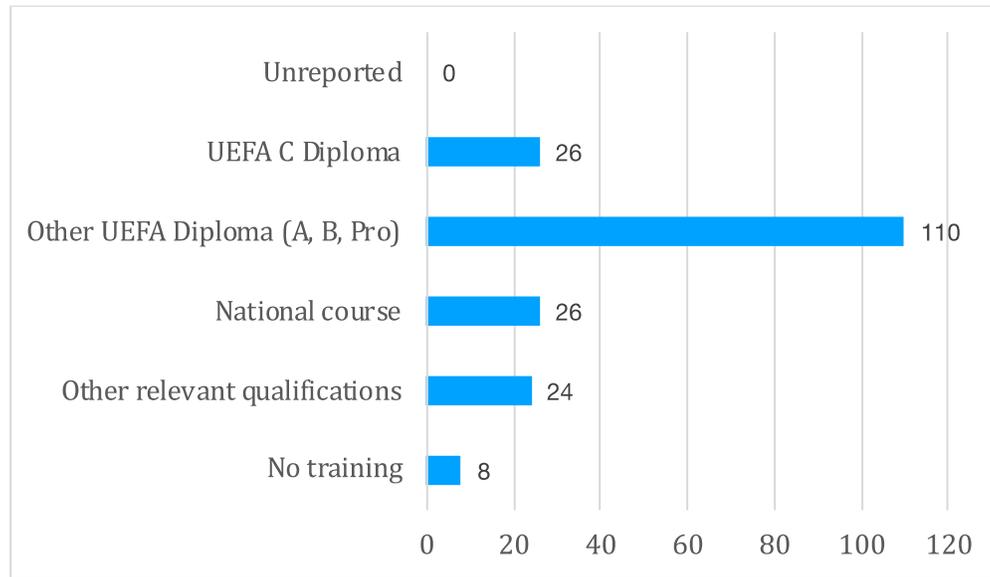


Figure 3. Qualification of the coaches who participated in the EPLAY survey.

More than half of the coaches who filled in the survey reported to coach in more than one football category ($N = 120, 67\%$), one third of them reported to train only one category of players ($N = 67, 34\%$), while the remaining did not answer the question ($N = 8, 4\%$). Looking at



Figure 4, we can derive that, of a total of $N = 506$ categories coached by the survey participants, U11 teams were the most represented.

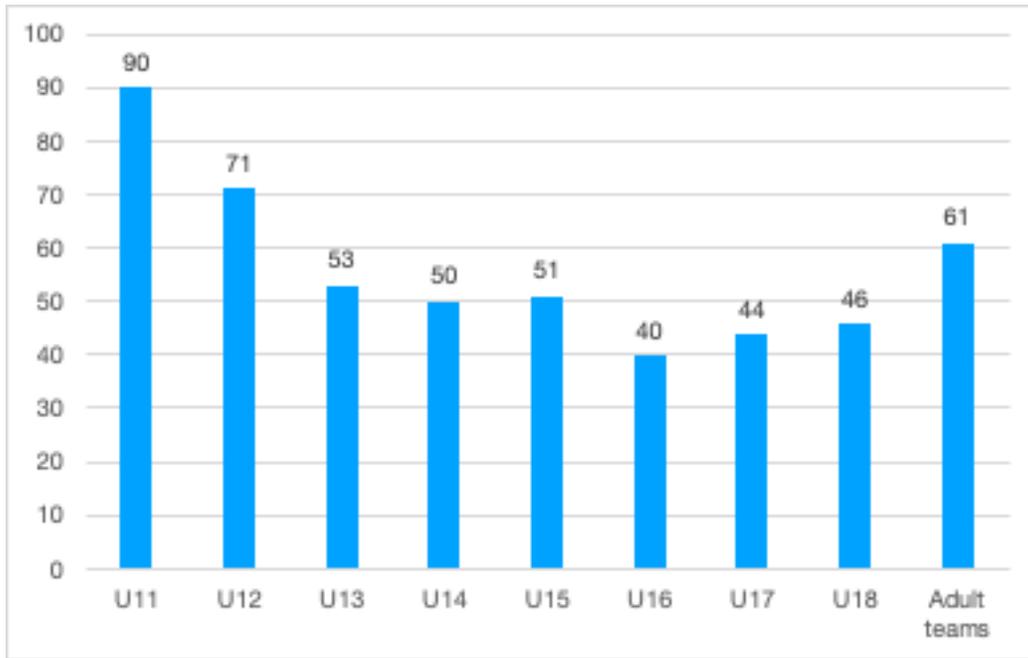


Figure 4. Number of teams coached by the coaches who participated in the PINBALL survey divided by category

Lastly, we asked coaches if they were coaching male teams, female teams or mixed (boys and girls playing together) teams. In this case, of a total of $N = 195$ teams coached by the survey participants, the majority were male teams ($N = 170, 77\%$). Only a small number of coaches



reported to train female ($N = 19$, 9%) or mixed ($N = 29$, 13%) teams, whereas the remaining of the sample did not answer the question ($N = 4$, 1%) (Figure 5).

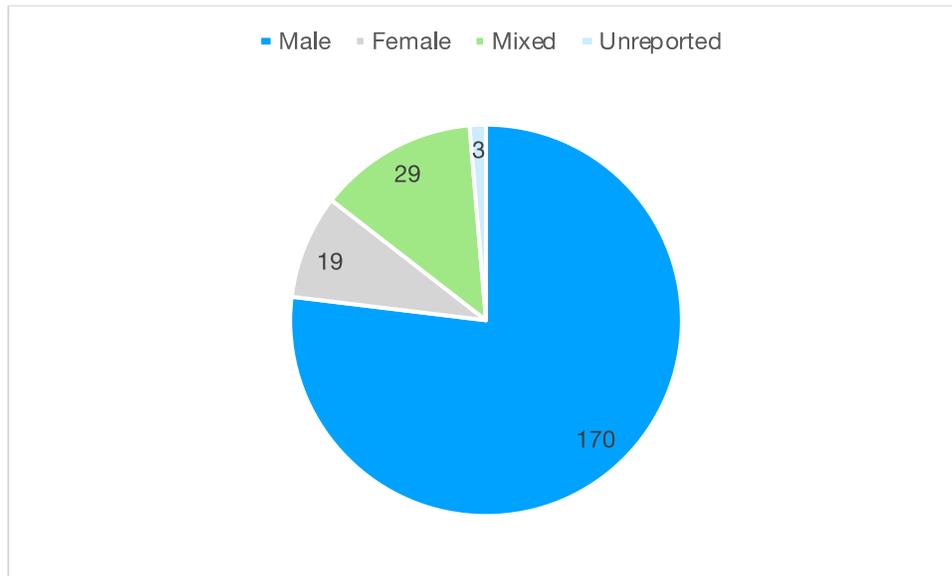


Figure 5. Gender distribution of the teams coached by the coaches who participated to the EPLAY survey.

2.2.2 The survey

The EPLAY survey was designed by UNIMORE in English (with feedback from all PPs) and translated by each partner into their language. Each FA distributed the survey link online –via the platform Google Forms–among its football coaches. The survey was divided in two parts. In Part

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1, football coaches were asked to answer several questions related to the negative behavior of parents during football youth events (i.e., occurrence and frequency of a range of positive and negative behaviors; parents' reactions if/when coaches tried to confront them; players' and other parents' reactions to episodes of unsportsmanlike behavior; perception that parents can change their behavior), referring to their experiences in the past two years. In Part 2, football coaches were presented with questionnaires usually employed in Sport, Developmental, and Social Psychology and asked to answer with respect to their personal experience as coaches. Importantly, Part 1 was aimed at the present research, namely at analyzing the problem of the negative behavior of parents during football youth events within the different partner countries. Part 2, instead, was aimed at collecting data for a scientific study aimed at identifying the psychological and pedagogical mechanisms that concur to promote fairplay and social inclusion and will be the object of a scientific publication. Items of Part 1 of the survey are reported below, while Part 2 is enclosed as Appendix 1 of the present document.

All the details of the data collection, as well as the findings derived from it are reported below. The first section of the survey was meant to gather participants' general data (see below).





1. General data

Before starting, we would like to gather some general information about you.

Gender	<ul style="list-style-type: none"> • Male • Female • Other _____ • Prefer not to answer
Age (Please, insert a number)	_____
Years of experience as a coach (Please, insert a number)	_____
What is your level of coaching qualification in football? Tick the highest level you have completed	<ul style="list-style-type: none"> • No education • National endorsed coaching course (typically Level 1 and 2 introductory courses) • UEFA C Diploma





	<ul style="list-style-type: none"> • Other UEFA Diploma (A, B, Pro) • Other relevant coaching qualification (e.g., specialist courses such as youth development, goalkeeping and futsal, please specify:_____
--	---

Please, answer these questions by thinking to your CURRENT team(s).

<p>Category of trained players</p> <p><i>You can select more than one option.</i></p>	<ul style="list-style-type: none"> • U11 • U12 • U13 • U14 • U15 • U16 • U17
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	<ul style="list-style-type: none"> • U18 • Adult teams
<p>Gender of players</p> <p><i>You can select more than one option. Please, select BOTH male and female if you coach or had coached two (or more) different teams, male and female ones. Select "Mixed" if you coach one or more teams where males and females train together.</i></p>	<ul style="list-style-type: none"> • Male • Female • Mixed

Questionnaire – part 1

You are now going to answer several questions on the negative behavior of parents during football youth events. Please, answer these questions by thinking at the last 2 years in your career as a coach.

Can you recall at least one occasion in which one (or more) of your players' parent(s)...

1. Positively supported the team (e.g., with cheering)?





YES NO

2. If the answer to the previous question was YES, how often did that behavior occur?

RARELY (e.g., just a couple time during the sport season)

SOMETIMES (e.g., when matches are important/heated)

ALL THE TIME

3. Positively helped manage the disappointment of losing?

YES NO

4. If the answer to the previous question was YES, how often did that behavior occur?

RARELY (e.g., just a couple time during the sport season)

SOMETIMES (e.g., when matches are important/heated)

ALL THE TIME

5. Insulted/screamed against the referee?

YES NO

6. If the answer to the previous question was YES, how often did that behavior occur?

RARELY (e.g., just a couple time during the sport season)

SOMETIMES (e.g., when matches are important/heated)

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- ALL THE TIME
7. Insulted/screamed against yourself or other coaches?
YES NO
8. If the answer to the previous question was YES, how often did that behavior occur?
RARELY (e.g., just a couple time during the sport season)
SOMETIMES (e.g., when matches are important/heated)
ALL THE TIME
9. Insulted/screamed against the opponents?
YES NO
10. If the answer to the previous question was YES, how often did that behavior occur?
RARELY (e.g., just a couple time during the sport season)
SOMETIMES (e.g., when matches are important/heated)
ALL THE TIME
11. Insulted/screamed against the teammates?
YES NO
12. If the answer to the previous question was YES, how often did that behavior occur?





- RARELY (e.g., just a couple time during the sport season)
- SOMETIMES (e.g., when matches are important/heated)
- ALL THE TIME
13. Insulted/screamed against the parents of the opposite team?
YES NO
14. If the answer to the previous question was YES, how often did that behavior occur?
RARELY (e.g., just a couple time during the sport season)
SOMETIMES (e.g., when matches are important/heated)
ALL THE TIME
15. Fought other parents?
YES NO
16. If the answer to the previous question was YES, how often did that behavior occur?
RARELY (e.g., just a couple time during the sport season)
SOMETIMES (e.g., when matches are important/heated)
ALL THE TIME
17. In case parents displayed aggressive behavior, did you try to confront them?





YES NO

18. If the answer to the previous question was YES, rate the frequency at which parents, when confronted, showed the following reactions, on a scale where 0= never, 1= rarely, 2= sometimes, 3=often, 4= always:

1. Were responsive and open to discussion	0	1	2	3	4
2. Appeared sorry for their behavior and later changed their it	0	1	2	3	4
3. Appeared sorry but then nothing changed	0	1	2	3	4
4. Tried to avoid the conversation	0	1	2	3	4
5. Acted even more aggressively	0	1	2	3	4

19. If/when parent(s) showed aggressiveness, how did the youth players react?

- No reaction at all





- Laughs/mocking
 - Joining the aggressive drive
 - Looking upset and/or ashamed
20. If/when parent(s) showed aggressiveness, what happened to the players' performance?
- Nothing
 - It improved
 - It worsened
21. If/when parent(s) showed aggressiveness, how did the other parents react?
- No reaction at all
 - Laughs/mocking
 - Joining the aggressive drive
 - Looking upset and/or ashamed
 - Intervened to calm the situation
22. Do you think that parents that typically act aggressively can change they behavior?
- YES NO





23. Do you think that the coach can play a role in changing the behavior of parents who typically act aggressively?

YES NO

24. Do you think that parents who typically act aggressively, if properly trained, could become positive role models instead?

YES NO

2.3 Findings

2.3.1 Occurrence and frequency of parents' positive and negative behavior

As can be noticed by looking at the survey, items 1-16 were aimed at understanding the occurrence and frequency of different behaviors among parents of football players. Coaches were asked whether they recalled at least one (or more) occasion in which their players' parents exhibited a variety of positive and negative behaviors. Specifically, items 1 and 3 displayed positive behaviors (i.e., supporting the team; helping the team to manage the disappointment of losing), whereas items 5, 7, 9, 11, 13, and 15 displayed negative behaviors, such as insulting or screaming against different targets or fighting other parents. The remaining items –2, 4, 6, 8, 10,

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12, 14, and 16– assessed the frequency of each of the previously mentioned behaviors, in case they occurred.

As for positive behaviors, when asked to recall at least one occasion in which one (or more) of the players’ parent(s) positively supported the team (item 1), almost all the coaches answered positively ($N = 186$, 95%). Of these coaches, 50% of them reported that this behavior occurred “ALL THE TIME” ($N = 94$), followed by 39% and 11% of coaches who answered “SOMETIMES” ($N = 72$), and “RARELY” ($N = 20$), respectively (item 2, Figure 6).



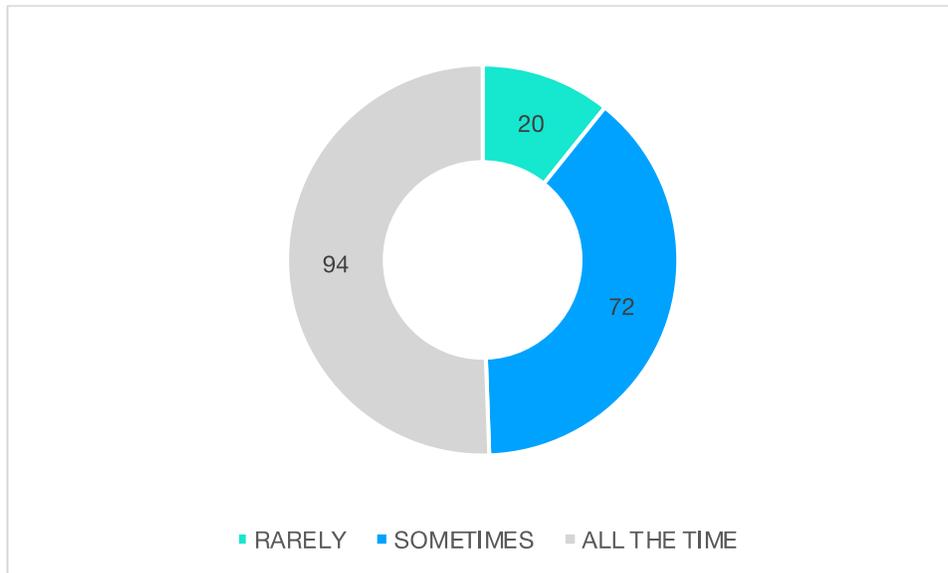


Figure 6. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents positively supported the team.

Similarly, when asked whether they recalled at least one occasion in which one (or more) of the players’ parent(s) positively helped to manage the disappointed of losing (item 3), the majority of coaches answered positively ($N = 159, 81\%$). Only a small range of coaches answered negatively ($N = 33, 17\%$), whereas three of them did not answer the question (2%). Among the coaches who answered positively, 54% of the coaches reported that this behavior occurred “ALL



THE TIME” ($N = 86$), 35% reported that it occurred “SOMETIMES” ($N = 55$), and only 11% reported that it occurred “RARELY” ($N = 18$) (item 4, Figure 7).

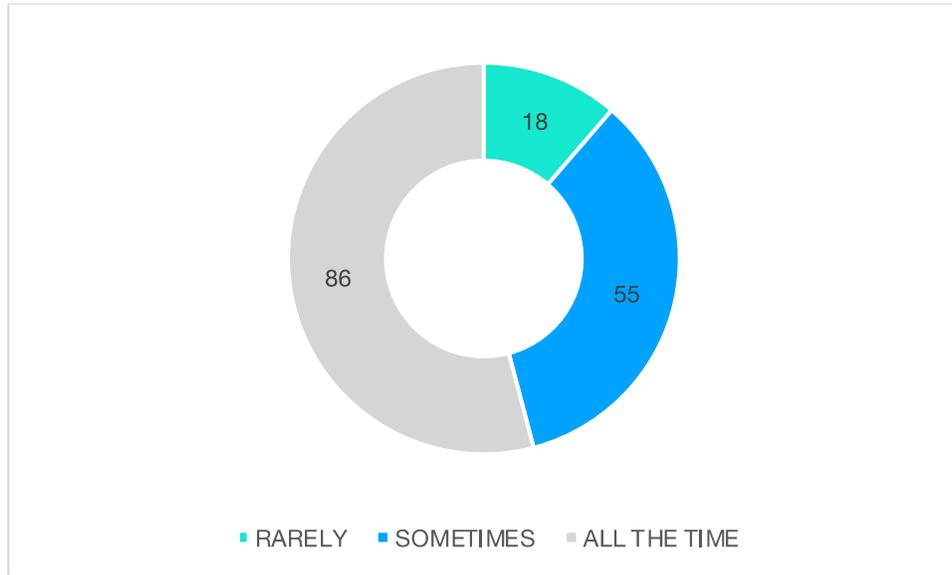


Figure 7. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents positively helped managing the disappointed of losing.

Concerning negative behaviors, first, coaches were asked about recalling at least one occasion in which one (or more) of the player’s parent(s) insulted or screamed against the referee (item 5). In this case, slightly more than half of the coaches answered positively ($N = 109$, 56%). Among them, the majority reported that this behavior occurred “SOMETIMES” ($N = 64$, 59%), followed



by a smaller number of participants reporting that it occurred “RARELY” ($N = 31, 29\%$). Only a few coaches reported that it occurred “ALL THE TIME” ($N = 12, 11\%$), while one participant did not answer the question (1%) (item 6, Figure 8).

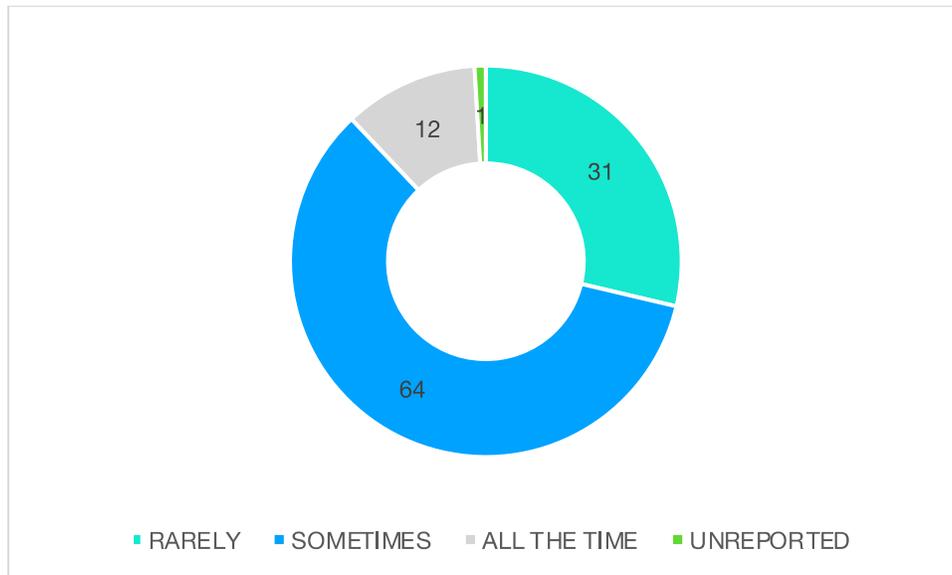


Figure 8. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents insulted or screamed against the referee.

Second, coaches had to recall whether, in at least one occasion, their players’ parents insulted or screamed against them or other coaches (item 7). In this case, less than one fourth of coaches answered positively ($N = 43, 22\%$), while the majority reported that this behavior never occurred



($N = 151$, 77%) and one participant did not provide any response ($N = 1$, 1%). Among those who answered positively to the previous question, most coaches reported that this behavior either occurred “RARELY” ($N = 19$, 44%) or “SOMETIMES” ($N = 20$, 47%), while only a few answered “ALL THE TIME” ($N = 4$, 9%) (item 8, Figure 9).

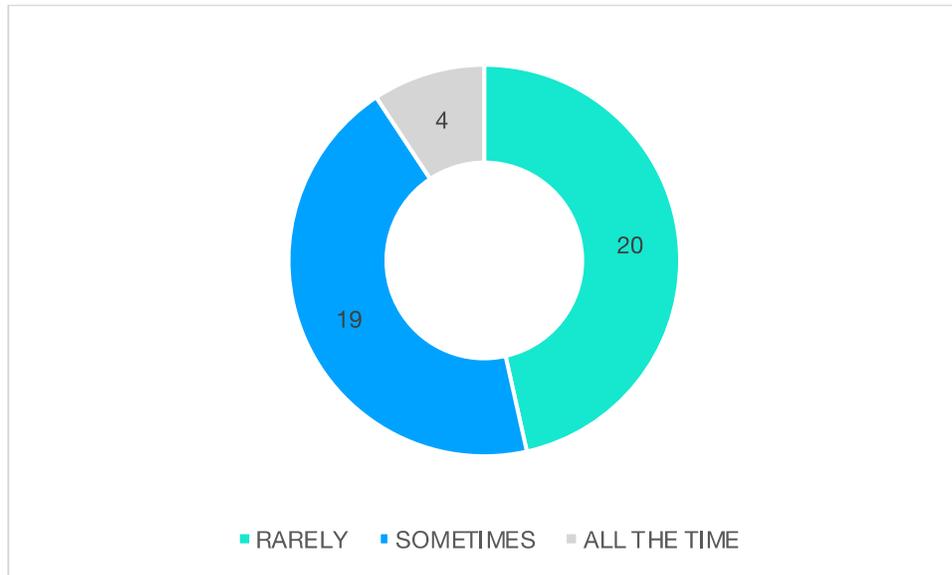


Figure 9. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents insulted or screamed against themselves or other coaches.

Third, coaches were asked to recall at least one occasion in which the player’s parent(s) insulted or screamed against the opponents (item 9). Results showed that almost half of the coaches

answered positively to this question ($N = 83$, 43%). Concerning frequency, among the coaches who answered positively to the previous question, more than half reported that this episode occurred “SOMETIMES” ($N = 46$, 56%), about one third answered “RARELY” ($N = 31$, 37%), while the remaining answered “ALL THE TIME” ($N = 6$, 7%) (item 10, Figure 10).

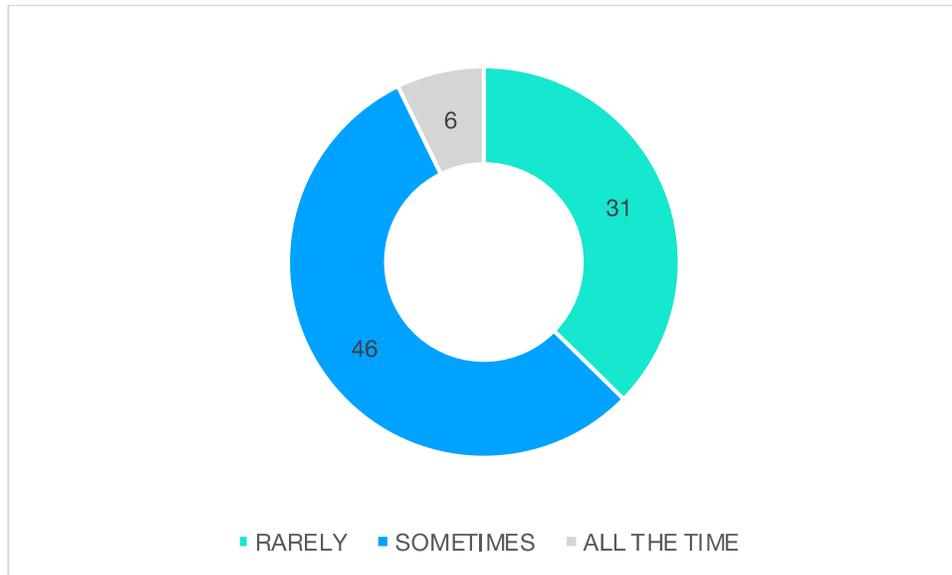


Figure 10. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which patents insulted or screamed against the opponents.

Fourth, coaches had to recall whether, in at least one occasion, their players’ parents insulted or screamed against the teammates (item 11). About one fourth of participants answered positively

to this question ($N = 47$, 24%). As for coaches who answered positively, in most cases they reported that this behavior occurred “RARELY” ($N = 24$, 51%) or “SOMETIMES” ($N = 20$, 43%); only a few answered “ALL THE TIME” ($N = 3$, 6%) (item 12, Figure 11).

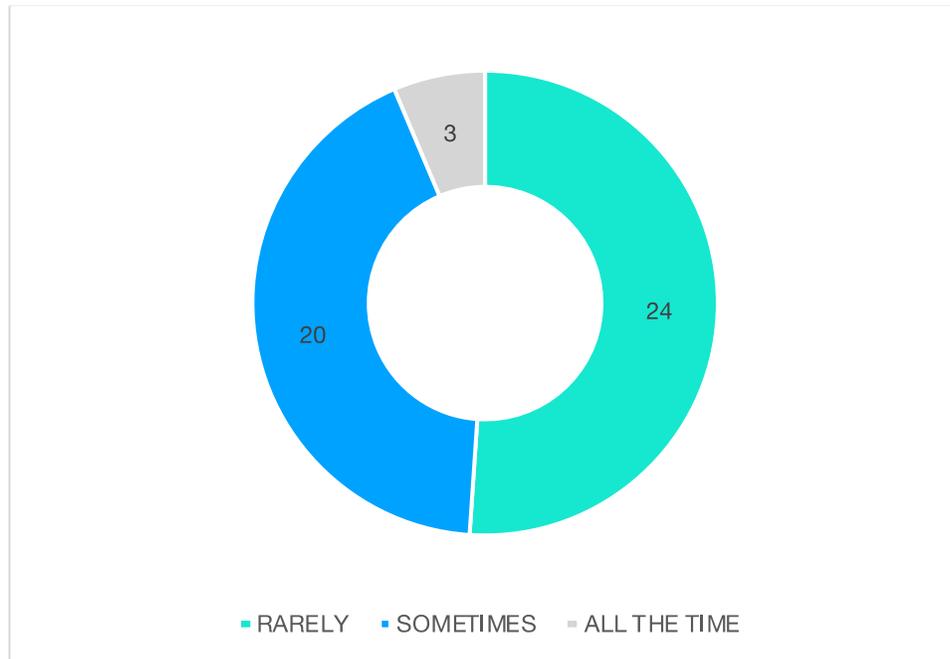


Figure 11. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents insulted or screamed against the teammates.

Fifth, coaches needed to recall at least one occasion in which the player’s parent(s) insulted or screamed against the parents of the opposite team (item 13). Despite the majority of coaches



reported that this behavior never occurred ($N = 131$, 67%), a substantial part still answered positively ($N = 64$, 33%). According to the coaches, these episodes mostly occurred “RARELY” ($N = 31$, 49%) or “SOMETIMES” ($N = 24$, 45%), and a few reported them to happen “ALL THE TIME” ($N = 4$, 6%) (item 14, Figure 12).

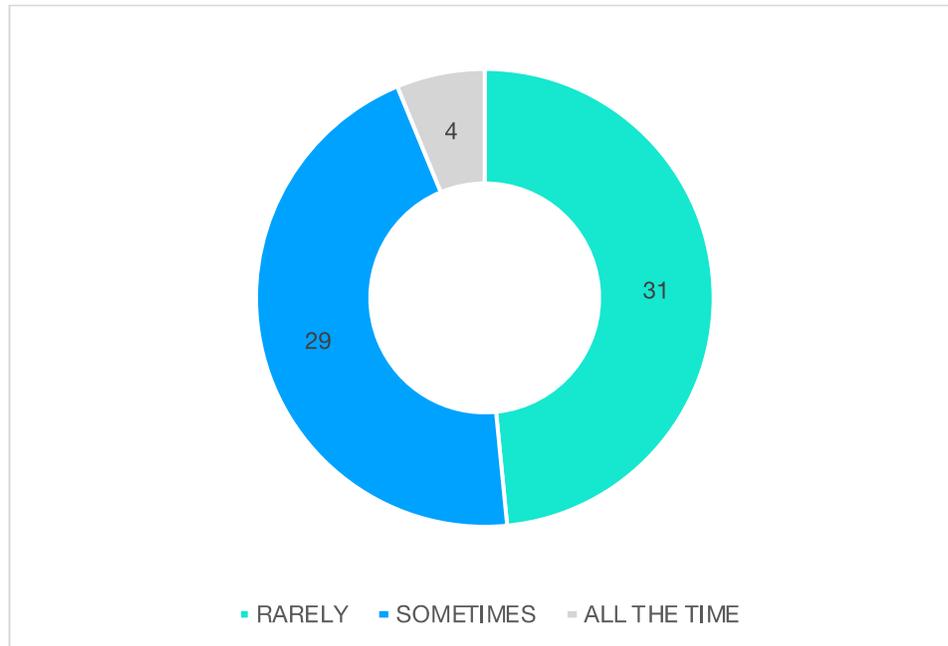


Figure 12. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents insulted or screamed against parents of the opposite team.



Finally, we asked coaches if they recalled episodes when their players’ parents fought with other parents (item 15). Only a small minority of coaches answered positively ($N = 15$, 8%), reporting that this episode(s) occurred either “RARELY” ($N = 9$, 60%), or “SOMETIMES” ($N = 6$, 40%) (Figure 13).

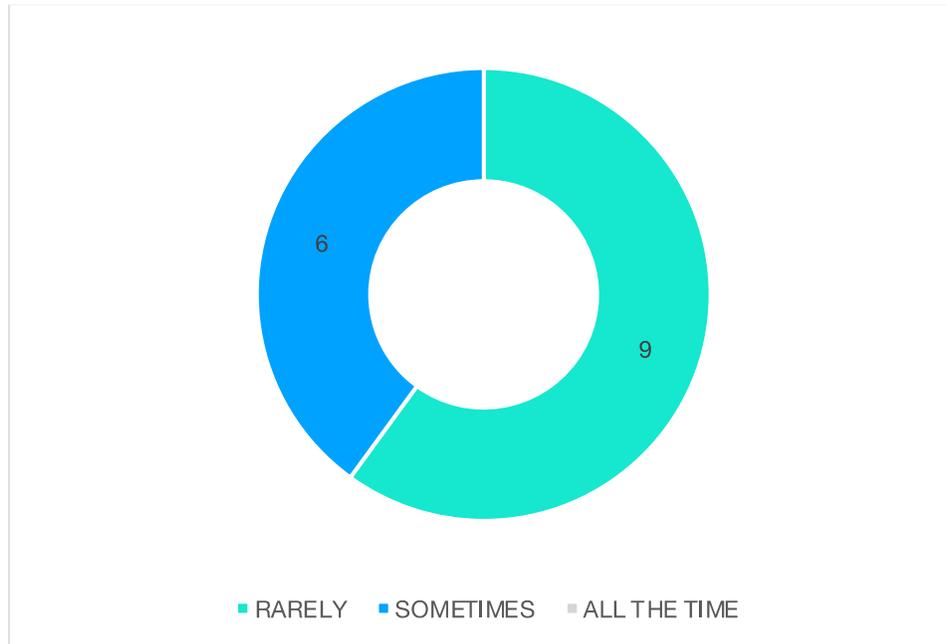


Figure 13. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents fought other parents.



2.3.2 Parents' reactions

The following set of items in the survey was aimed at investigating parents' reactions if/when coaches tried to confront them. First of all, we asked coaches whether they tried to confront parents who behaved aggressively (item 17). Half of the coaches answered positively to the question ($N = 97, 50\%$); the remaining either answered negatively ($N = 83, 42\%$) or skipped the question ($N = 15, 8\%$). Then, we asked to coaches who answered positively to the previous question to rate how frequently parents displayed a range of positive and negative reactions, when confronted. Responses were on a scale where 0 = *never*, 1 = *rarely*, 2 = *sometimes*, 3 = *often*, 4 = *always* (item 18).

Around one fourth coaches reported that parents were responsive and open to discussion either “SOMETIMES” ($N = 26, 27\%$) or “ALWAYS” ($N = 23, 24\%$), followed by coaches who answered “RARELY” ($N = 19, 20\%$). A small number of coaches reported that it occurred “OFTEN” ($N = 16, 16\%$) and fewer answered “NEVER” ($N = 4, 4\%$), while the remaining did not answer the question ($N = 9, 9\%$) (Figure 14).



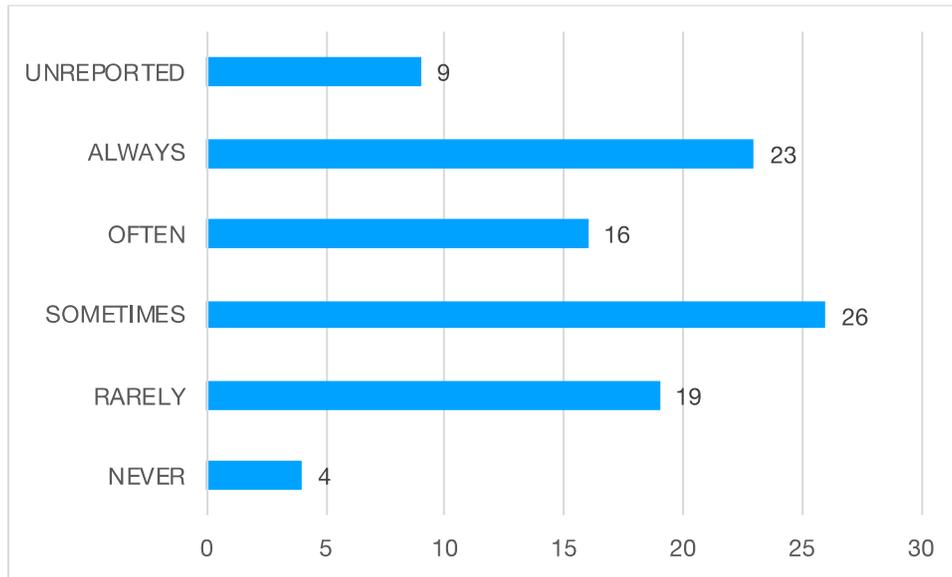


Figure 14. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents who behaved aggressively were responsive and open to discussion, when confronted.

We found a similar trend when coaches were asked to rate the frequency at which parents who were confronted appeared sorry for their behavior and later changed it. Slightly more than one fourth of coaches reported this reaction to occur either “SOMETIMES” ($N = 27$, 28%) or “OFTEN” ($N = 25$, 26%). A smaller share of coaches reported that it occurred “ALWAYS” ($N = 17$, 18%), others answered “RARELY” ($N = 12$, 12%) or “NEVER” ($N = 11$, 11%), and the rest did not answer ($N = 5$, 5%) (Figure 15).



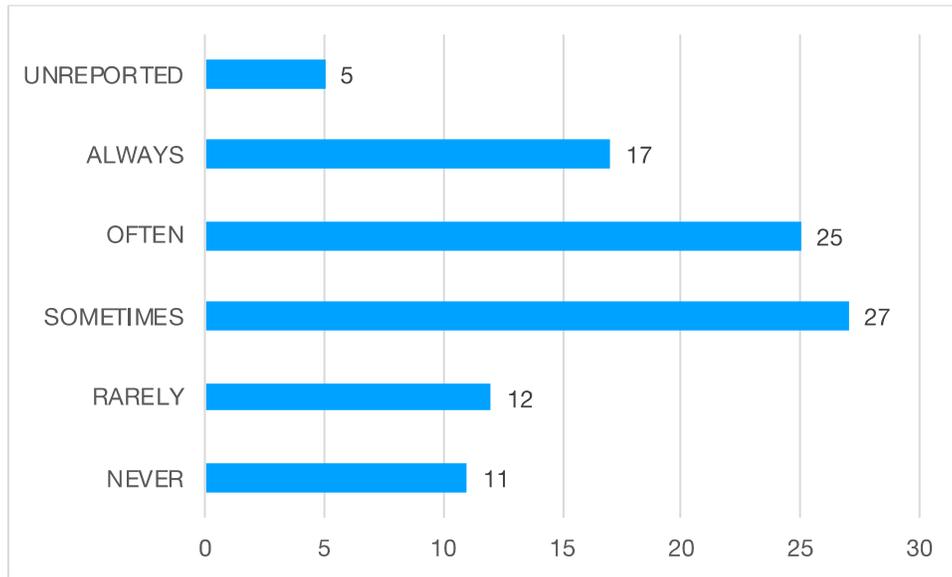


Figure 15. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents who behaved aggressively appeared sorry for their behavior and later changed it, when confronted.

Then, coaches rated the frequency at which parents who were confronted appeared sorry but then noting changed. In this case, about one fourth of coaches reported that it happened either “NEVER” ($N = 27$, 28%) or “SOMETIMES” ($N = 24$, 25%), follow by coaches reporting that it happened “RARELY” ($N = 17$, 18%). Fewer coaches rated this reaction to occur “OFTEN” ($N = 13$, 13%) and even a smaller share answered “ALWAYS” ($N = 5$, 5%). As for the previous questions, some coaches did not provide any response ($N = 11$, 11%) (Figure 16).



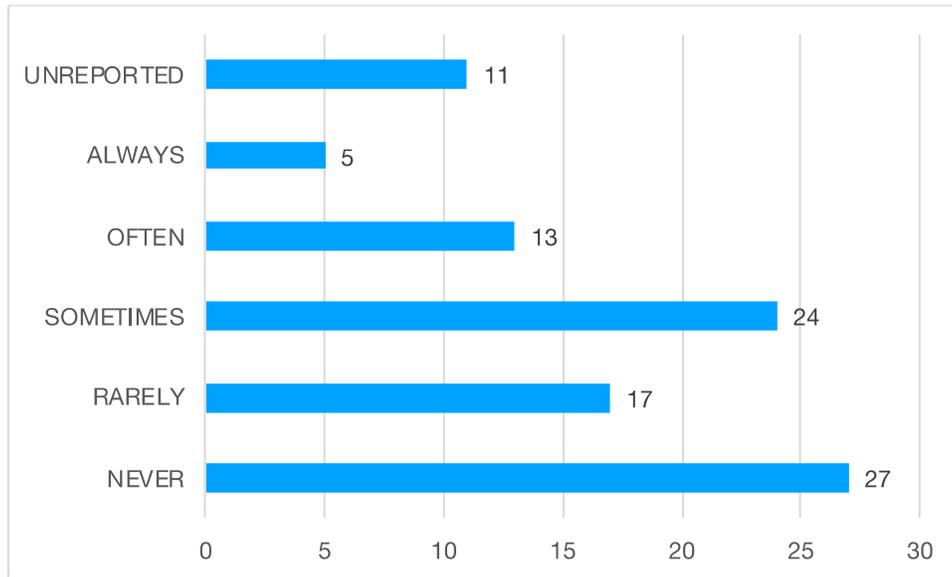


Figure 16. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents who behaved aggressively appeared sorry for their behavior but then nothing changed, when confronted.

When coaches rated how frequently parents tried to avoid the conversation when confronted, results showed that in most cases parents were not particularly avoidant. Around one fourth of coaches reported that parents “RARELY” ($N = 28$, 29%) or “NEVER” ($N = 25$, 26%) avoided the conversation. A smaller share of coaches reported this behavior to happen either “SOMETIMES” ($N = 15$, 16%) or “OFTEN” ($N = 13$, 13%), only one coach said it “ALWAYS” happens (1%), while the remaining did not answer the question ($N = 15$, 15%) (Figure 17).



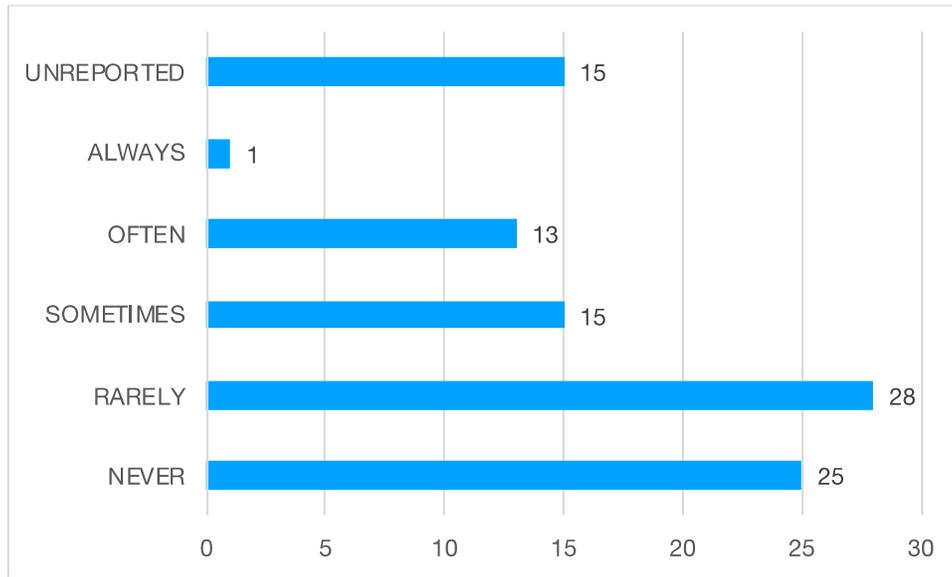


Figure 17. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents who behaved aggressively tried to avoid the conversation, when confronted.

Finally, coaches rated the frequency at which parents acted even more aggressively, when confronted for their behavior. Results showed that parents did not seem to frequently react aggressively: about half of coaches reported that it “NEVER” occurred ($N = 49, 51\%$), followed by coaches who reported it to happen “RARELY” ($N = 20, 21\%$). Only a few answered that parents reacted even more aggressively “SOMETIMES” ($N = 9, 9\%$), “OFTEN” ($N = 4, 4\%$), or “ALWAYS” ($N = 1, 1\%$) and, again, some did not answer ($N = 14, 14\%$) (Figure 18).



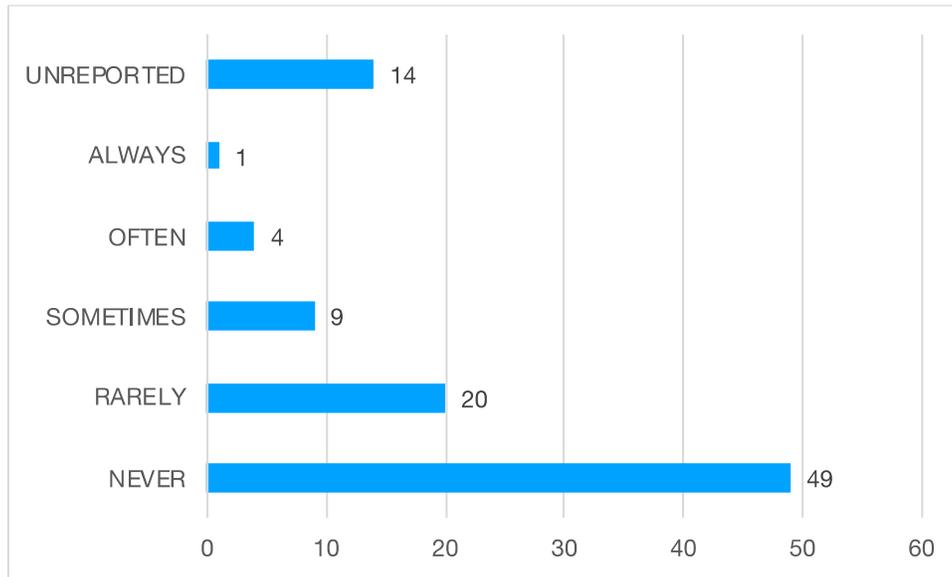


Figure 18. Distribution of coaches who participated to the EPLAY survey reporting the frequency at which parents who behaved aggressively acted even more aggressively, when confronted.

2.3.3 Players’ reactions

In the next section of the survey coaches were asked to report how players reacted (item 19) and how their performance was affected (item 20) when parents showed aggressiveness. Concerning players’ reactions, the majority of coaches answered that players usually looked upset or ashamed by the parents’ reactions ($N = 84, 43\%$). Another large share of coaches reported that the players were inhibited, namely that they did not react at all ($N = 49, 25\%$). Then, fewer



coaches said that the players either joined the parents’ aggressive drive ($N = 15$, 8%) or that they reacted by laughing or mocking ($N = 6$, 3%). Finally, part of the coaches did not answer ($N = 41$, 21%). (Figure 19)

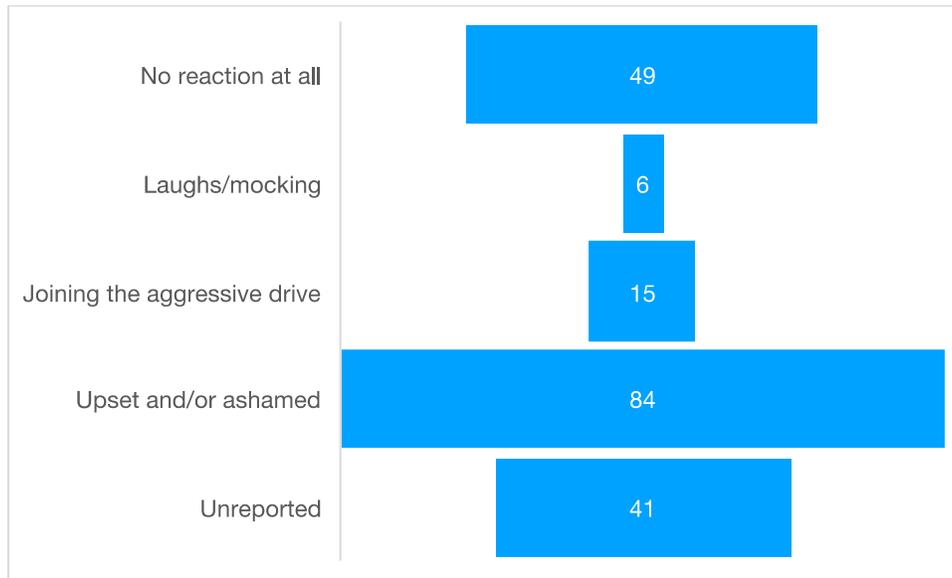


Figure 19. Distribution of players’ reactions when parents showed aggressiveness, reported by the coaches who participated to the EPLAY survey.

As for the effects on players’ performance (item 20), about half of the participants answered that it worsened ($N = 95$, 49%), some that nothing changed ($N = 56$, 29%), only three people said

that it improved (1%), while the remaining did not provide any answer ($N = 41$, 21%) (Figure 20).

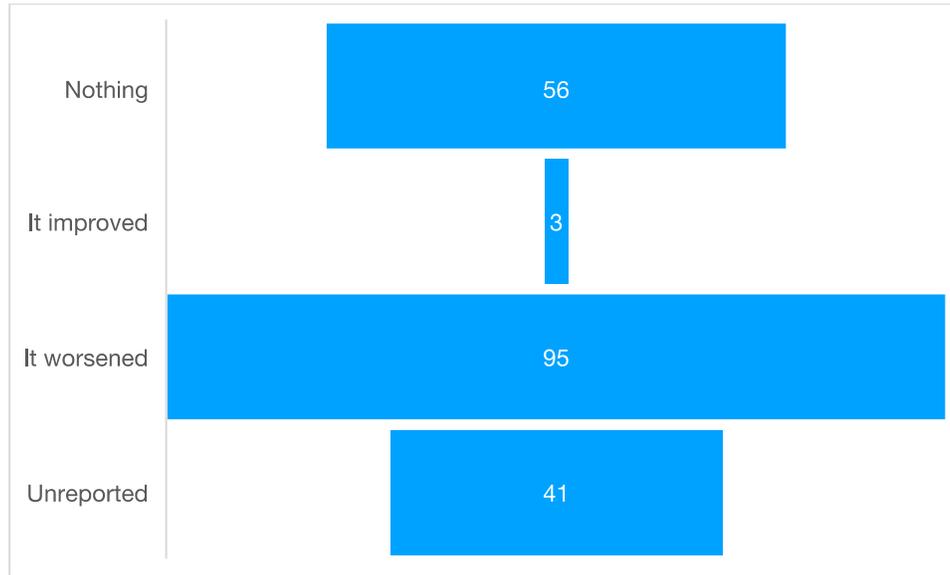


Figure 20. Distribution of players' performance when parents showed aggressiveness, reported by the coaches who participated to the EPLAY survey.

2.3.4 Other parents' reactions

Item 22 was aimed at identifying other parents' reactions when one or more parent(s) showed aggressiveness, according to the coaches who participated to the EPLAY survey. Despite slightly



more than one third of coaches reported that the other parents intervened to calm the situation ($N = 71, 36\%$), part of them also reported that the other parents joined the aggressive drive ($N = 33, 17\%$). Only a few coaches said that parents looked upset or ashamed ($N = 18, 9\%$), while a smaller number said they reacted by laughing or mocking ($N = 10, 5\%$). Importantly, according to coaches, other parents were inhibited and did not react at all ($N = 21, 11\%$). The rest of coaches did not answer the question ($N = 42, 22\%$) (Figure 21).

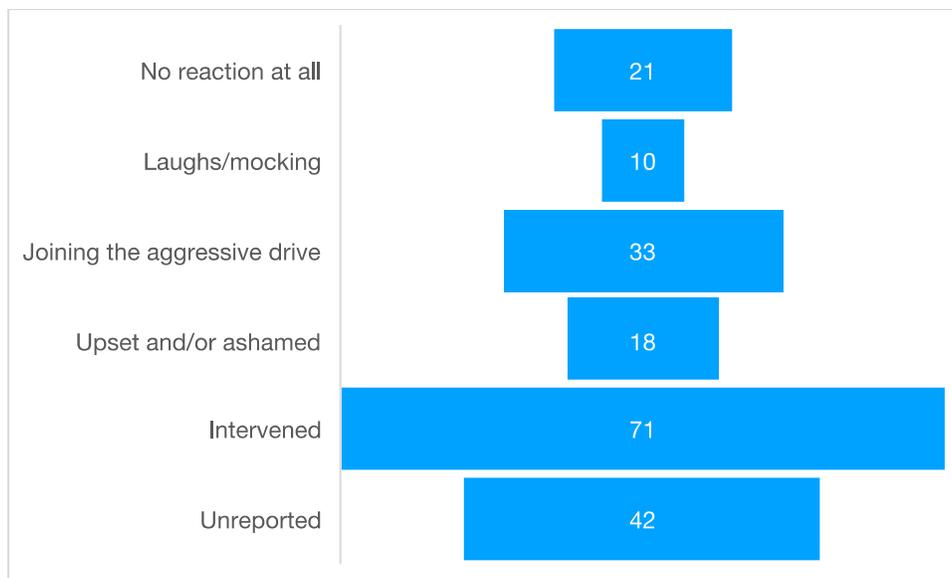


Figure 21. Distribution of other parents' reactions when one or more parent(s) showed aggressiveness, reported by the coaches who participated to the EPLAY survey.





2.3.5 Perception that parents can change their behavior

The last three questions were focused on understanding whether coaches perceive that parents who typically act aggressively can change (item 22, 23, and 24). Importantly, more than three fourth of coaches reported to believe that parents who act aggressively can change their behavior ($N = 150, 77\%$); only a small portion answered negatively ($N = 43, 22\%$) and two participants skipped the question (1%).

Consistently, the large majority of coaches believed that they can play a role in changing the parents' aggressive behaviour ($N = 178, 91\%$). Coaches who answered negatively were a minimum number ($N = 14, 7\%$), together with those who did not answer ($N = 3, 2\%$).

Finally, and again in line with previous answers, more than three fourth of coaches believed that, with a proper training, parents who act aggressively can become positive role models for the players ($N = 160, 82\%$). Less than one third answer negatively ($N = 34, 17\%$) and one not answer (1%).





2.4 Conclusions

The EPLAY survey was aimed at collecting information on the different experiences reported by coaches concerning the behavior of the parents of young football players. As emerged from the survey, a culture of fairplay in football is still far from being fully achieved. Indeed, despite coaches reported that parents behaved positively in a number of occasions – for instance by positively supporting the team and helping to manage the disappointment of losing– parents were also found to often behave negatively, in a wide range of situations and toward different targets. The survey showed that parents’ aggressiveness often revolved around figures who are not part of their children’s team. In particular, *more than 50%* of the coaches who participated to the EPLAY survey reported to be quite common that parents were aggressive toward the referee, followed by a 40% and a 30% reporting that parents have the tendency to insult or scream against the opponents and their parents, respectively. Overall, it promising that hostility toward other parents seems to rarely evolve in physical aggression, as only a minimum number of coaches reported than parents tend to fight with other parents during football matches. Beyond getting a picture of the occurrence and frequency of parents’ negative behaviors, we were also interested in understanding bystanders’ reactions to those behaviors. As for players’





reactions, almost half of the coaches reported that parents' aggressive behavior led young players to feel upset or ashamed, thus underling its negative effect on children. This negative effect also reflects in terms of players' performance that, according to coaches, mostly worsened when those behaviors occur. As for other parents' reactions, a substantial number of coaches reported that they tried to intervene to calm the situation. This is another promising result, as it opens up to the possibility to actively involve parents in promoting a culture of fairplay and tolerance during football matches.

The EPLAY survey also wanted to investigate coaches' attempts to solve the issue of parents' aggressiveness. Importantly, half of the coaches who participated to the EPLAY survey reported that they tried to confront parents who displayed aggressive behaviors. On the one side, this data shows that a large number of coaches is already sensitive and reactive to aggressive behaviors within the football field. On the other, the fact that the other half of the sample did not try to address parents' aggressive behavior is a further confirmation that much work is required to extensively establish a culture promoting tolerance and fairplay.

Importantly, when confronted by the coaches on their behavior, only one fourth of the coaches reported that parents were rarely or never responsive and open to discussion, or that they did not





show to be sorry nor changed their behavior. Moreover, when confronted, parents were rarely or never perceived as avoidant by coaches and about 50% of them also reported that parents never reacted with aggressiveness when confronted. These data are extremely promising, suggesting that the majority of parents might be open and responsive to change and open up to the possibility to develop effective interventions to promote tolerance and fairplay among the parents of young football players. Notably, coaches seem to be optimistic on this point: more than three fourth of them reported to believe that parents who typically act aggressively can change they behavior, and that they could become positive role models if properly trained. Finally, another encouraging data concerns the fact that almost the entire sample of coaches who answered to the EPLAY survey perceive that they could play an effective role in changing the behavior of parents who typically act aggressively.

Overall, results of the EPLAY survey underline the need for strategic interventions that can educate parents in order to fight aggressiveness, discrimination and intolerance within and beyond the football field. As emerged from the survey, coaches are key figures in this process, who can actively work to turn parents into fellow-role models and promote fairplay and social inclusion through sports, ultimately benefitting children.





Chapter 3. Promoting fairplay and social inclusion: a list of good practices collected via the EPLAY research

3.1 Aim of the good practice search

Another aim of the EPLAY project is to identify shared and standardized guidelines that football associations and relevant national institutions can follow to favor fairplay and social inclusion in and outside the field. To reach this aim, PPs were asked to collect and report several “good practices”, revolving around the topic of fairplay in football, with a special attention of those activities that are particularly suitable for both parents and children.

Practices were considered relevant if they were aimed at producing a positive impact on the topic identified. In order to be considered relevant and useful for the development of the following step of the EPLAY project, the abovementioned good practices had to present at least one of the following characteristics:

- Being deliberately “transformative” in their purpose and relation to their context;
- Having already produced observable results;
- Being planned, supported, evaluated, fostered (i.e., methodologically structured);

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- Containing good elements that are (or at least look) potentially re-appropriable in other contexts.

PPs were asked to collect and report the good practices identified by using a grid provide by UNIMORE, indicating the key elements to be described for each good practice.

3.2 Good practices derived from the UEFA Foundation for Children

UEFA produced some documents useful to derive good practices to promote fairplay and social inclusion (fully reported in Appendix A2.1). Among these:

- **Safer Play:** Safeguarding in Sport for Development: Safer Play is an e-course developed by Common Goal and UEFA Foundation for Children to promote safeguarding in sports and create a global culture of mutual support. The course aims to educate and raise awareness among coaches, volunteers, and individuals in the sport-for-good sector. It covers various perspectives and roles related to vulnerable people in sports for development. The e-course consists of five modules that address different types of harm, such as physical abuse, emotional abuse, sexual abuse, neglect, and online abuse. Each module experience-based short-animated videos, followed by thought provoking

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questions, information sharing and reflection. Experts offer practical tools for prevention and response to safety incidents, and a quiz is provided for learning assessment. The e-course is available in multiple languages and incorporates assistive tools to enhance accessibility.

- **Child Safeguarding Toolkit:** UEFA and Terre des hommes collaborated to develop a child safeguarding toolkit for European football. The toolkit provides guiding principles for national associations to protect and safeguard children from abuse. Its purpose is to identify risks, prevent harm, and ensure appropriate responses to incidents. The toolkit will be regularly updated based on feedback and practical experience from member associations. It consists of five sections addressing five different goals:

1) Laying the foundation for safeguarding: by establishing a shared understanding of child safeguarding in the football environment;

2) Ensuring organizational preparedness and prevention: by identifying key procedures and practices that help to reduce the likelihood of children being harmed in a football environment;





- 3) Raising awareness: so that everyone involved in football has an understanding of safeguarding measures and principles and what they mean for their club/association;
- 4) Working with others and reporting concerns: by responding to safeguarding concerns and establishing how outside agencies should be involved;
- 5) Measuring success in safeguarding: by periodically reflecting on the implemented measures and reviewing progress. The toolkit also includes a self-evaluation form.

3.3 Good practices collected by the EPLAY PPs

PPs collected a total of N = 19 good practices. The prevalence of good practices per Country are reported in Table 1 and portrayed in Figure 22. PPs mostly proposed good practices designed and/or applied within their own Country. One of good practices included was developed and applied in combinedly in other European Countries (i.e., Austria, Belgium, Croatia, Portugal), while two were implemented in non-European Countries (i.e., United States, Australia).



Country	Number of proposed good practices
Lithuania	3
Romania	3
Italy	6
Germany	3
United States	2
Australia	1
Austria, Belgium, Croatia, Portugal	1
Total	19

Table 1. Prevalence of good practices per Country. *Note:* Austria, Belgium, Croatia, and Portugal are reported together because they refer to the same good practice.

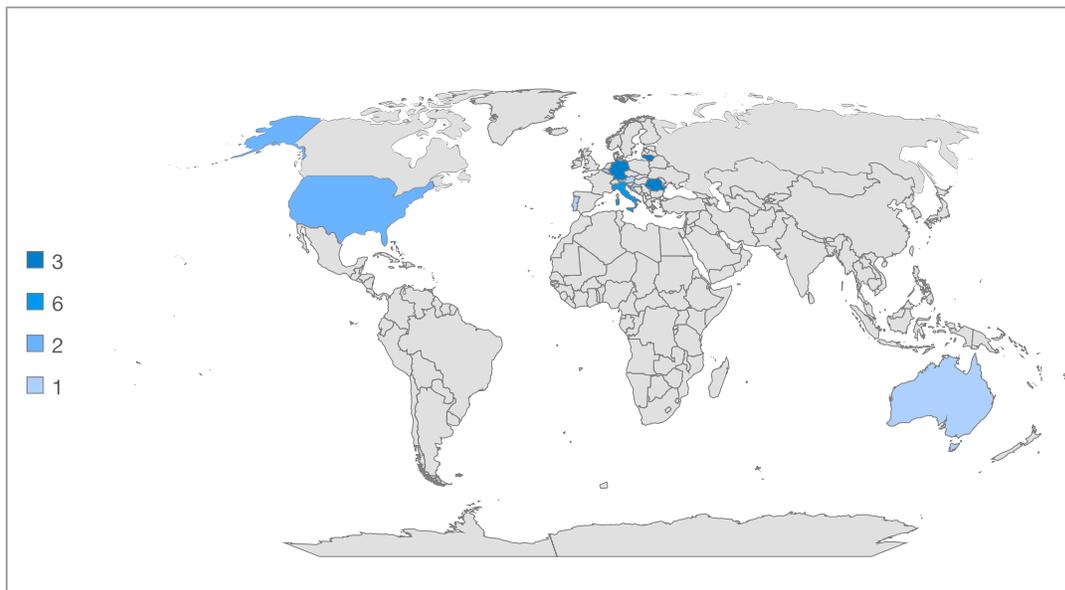


Figure 22. Prevalence of good practices per Country (image).





3.3.1 Good practices collected by the Football Association of Lithuania

The Football Association of Lithuania proposed three good practices (fully reported in Appendix A2.2), which are summarized below:

- **“UEFA Playmakers”**: initiated by a partnership of UEFA and Disney, the program is currently running in most UEFA members countries, including Lithuania. Project targets are girls aged 4-9 who have never participated in football training. The program is aimed at favoring inclusion of girls in football teams, by using Disney storytelling during Playmakers sessions to encourage girls to join. Session plans are based on three stories, namely Frozen II, The Incredibles II, and Moana, and are distributed to centers for daily exercises.
- **“Young coaches' initiative - rules for parents of young football players!”**: initiated by two coaches who work with kid teams in Vilnius, Lithuania, this practice is aimed at addressing the problem of inappropriate parental behavior during kids’ football games. The authors created 10 rules for parents, including not distracting their children, supporting the team, and refraining from criticizing kids. The rules were printed on a





visible board near the stadium entrance and initially adopted by various football academies.

- **“Social inclusion festivals – Ypatingos treniruotės ypatingų poreikių vaikams”:** launched by the Lithuanian grassroots football association –with the help of Special Olympics Lithuania–, the present good practice is aimed at promoting the inclusive and solidarity aspects of football. The specific goal was to organize one-day festivals for kids with special needs. Football clubs participated by hosting these events in their training facilities, where famous players interacted with the kids with special needs, ran exercises, and engaged in football-related activities.

3.3.2 Good practices collected by the Malta Football Association

The Malta Football Association proposed four good practices (fully reported in Appendix A2.3), which are summarized below:

- **“Positive Coaching Alliance (PCA) Training and workshops”:** founded by Jim Thompson, PCA offers evidence-based training and resources to promote a positive youth development experience in sports across communities in all 50 states of the US. Main aim is to transform the culture of youth sports, foster inclusivity, and create impact

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by enhancing life skills and character development for youth, empowering coaches to focus on teaching life lessons, and cultivating positive cultures in youth sports organizations and schools. To achieve these aims, PCA partners gain access to online courses, live workshops, books, and communication channels.

- **“PAYS: A Proactive Method of Spectator Behaviour Management”**: founded by the National Alliance For Youth Sports (NAYS), the PAYS program aims to tackle the issue of violence at youth sport events, often caused by aggressive parents. It focuses on educating parents about their roles and responsibilities in youth sports, promoting sportsmanlike behavior that can be passed on to their children. The program includes watching a video, reading and signing a Parents' Code of Ethics, and adhering to specific standards of behavior.
- **“Play by the Rules”**: this program was developed by various Australian organizations, including the South Australian Department for Sport and Recreation, Sport Integrity Australia, and the Australian Human Rights Commission. By incorporating human rights principles into sports clubs, the program offers resources, tools, and free online training to enhance the knowledge and skills of administrators, coaches, officials, players, parents, and spectators in addressing discrimination, harassment, child safety, inclusion, and integrity

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This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



issues in sports. It provides courses on child protection, complaint handling, ethics, and integrity, with future courses planned on topics like violence against women and inclusive coaching.

- **“Child Safeguarding in Sport (CSIS)”**: this European project was aimed at enhancing European countries' capacity to prevent violence against children and promote their well-being in sports. This was achieved by developing effective policies (i.e., recruitment, training, equipping, and networking of Child Safeguarding Officer roles). The project resulted in the creation of tailored roadmaps for each partner country, outlining specific steps for implementing Child Safeguarding Officers in Sports, conducting training seminars, a establishing a European network of Child Safeguarding Officers, and updating an online resource center.

3.3.3 Good practices collected by the Football Association of Romania

The Football Association of Romania proposed three good practices (fully reported in Appendix A2.4), which are summarized below:

- **“Football for a Better Education”**: initiated by the Good House Association, this educational program targets unprivileged children in Romania, by combining education

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support and sports activities to improve educational performance and prevent school dropout. The program uses sports as a catalyst for educational performance and social inclusion, with children being rewarded with various sports opportunities based on their grades and attendance. The program also provides clothing, food, and school materials to the children. Moreover, it is used to foster personal development opportunities, creating a safe environment, and encouraging children to invest in education and seek better opportunities.

- **“Youth Council Romania”**: with the aim to transform the image of national football and foster sustainable development for future generations, the Romanian Football Federation established the Youth Council. The council is composed by a group of young individuals who can attract new players, initiate competitions, and rejuvenate the sport's image.

Through community capacity building, the federation empowers motivated individuals with skills, tools, and support, enabling them to become local leaders in the football scene and contribute to the sport's growth. The program cycle involves a call for enthusiastic youths interested in football and social change, application review, interviews, a Youth Council Camp, and brainstorming sessions leading to five action areas: coach and parent





education, football development, volunteering, social responsibility, and grassroots initiatives.

- **“Football Programs for Developing Social Skills of Children and Youth with Down Syndrome”**: initiated by the Down Plus Association in collaboration with the Football Federation of Romania, this program aims at providing football activities to children with Down Syndrome, in order to foster personal development, socialization and well-being. The program includes weekly football trainings, a football summer camp, football tournaments, and regular participation of the beneficiaries as spectators at the matches of the national team or of 1st League clubs. The program also involves coaching with a psychologist and professional training and is also aimed at supporting families to overcome the challenges of raising a child with Down Syndrome.

3.3.4 Good practices collected by Athletes Inspire for Children

Athletes Inspire for Children proposed three good practices (fully reported in Appendix A2.5), which are summarized below:

- **“Football meets Culture – Fussball trifft Kultur”**: coordinated by DFL Stiftung, the project targets 6 to 13-years old children with special needs and involves schools and

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football clubs. On the one side, it is aimed at using football to improve children's performance at school. On the other, it wants to favor the development of social skills through competence training and cultural activities.

- **“Fanprojekt Braunschweig”**: coordinated by AOW Kreisverband Braunschweig, the project is aimed at fighting the occurrence of violence in connection with football matches, by building a positive fan culture and increasing social competence. Targets are young people and football fans in general.
- **“Mitternachtssport”**: with the aim of promoting integration, MitternachtsSport e.V. developed a program to prevent frustration, boredom and lack of perspective among young people by spreading key values like respect, tolerance, and fairplay within and beyond the football field. Among the various actions implemented by the program, initiatives where sports clubs are open at hours where criminality is high have been implemented.





3.3.5 Good practices collected by University of Modena and Reggio Emilia (UNIMORE)

UNIMORE proposed three good practices (fully reported in Appendix A2.6), which are summarized below:

- **“Beyond the Football Field”**: this scientific-based program was created from the partnership between UNIMORE and the local football club AC Reggiana, with the aim of promoting fairplay and civic engagement among young football players. The program includes field sessions, school/community events, and free online training courses that reinforce the players' sport social identity and the importance of upholding these positive values both on and off the field.
- **“Di Pari Passo – opportunità anche nello sport”**: developed by UNIMORE and Centro di Aiuto alla Vita ONLUS, this 4-session program aims at using different types of sports to fight gender stereotypes among school children. Children are involved in sports activities and, subsequently, in collective discussions aimed at highlighting the need to promote parity among genders.
- **“Sport ON Bullying OFF”**: this good practice, developed by UNIMORE and UEFA, consists in a 5-weeks program for children meant at promoting sensitization on relevant

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social topics during physical education school hours. The five activities had specific objectives: building a common social identity to encourage cooperation and respect, experiencing the consequences of the absence of rules, selecting a leader who promotes anti-bullying norms, engaging in a sports competition to create an "educational contract" supporting positive social norms, and participating in a sports activity to promote

3.3.6 Good practices collected by Formodena

Formodena proposed three good practices (fully reported in Appendix A2.7), which are summarized below:

- **“Social Responsibility within football”**: implemented by AC Reggiana and Unimore, the present good practice consists in a one-day event to promote social responsibility and sustainability in football and beyond. It consisted of several parallel activities, including a conference with various partners such as representatives from AC Reggiana, Cagliari Calcio, Chelsea, FIGC, UEFA Foundation, and local institutions. The event also featured "The Marathon of Responsibility," a series of team activities for young participants, focusing on social inclusion, sustainability, and respect. Additionally, football matches involving young players and city officials were held.

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- **“Equality Week”**: this good practice consists in is a one-week event organized by UNIMORE to support social inclusion and promote diversity. It focuses on gender diversity, sexual orientation, disability, and ethnicity. The event consists of two main activities. On the one side, interdisciplinary groups of students prepare a group work on diversity, which they present to the public as UNIMORE ambassadors during the Night of Research. They also propose improvements to UNIMORE's equality and social inclusion policies. Secondly, UNIMORE organizes events and activities in collaboration with local institutions and associations to promote and accept diversity.
- **“A path toward interpersonal well-being at school”**: implemented by UNIMORE, in collaboration with the teachers of an elementary school in Funo (Bologna, Italy), this two-month program aimed at fostering a positive class climate, by involving children, parents and teachers in several weekly activities. Activities included learning about emotions, socialization, self-regulation, teamwork, creating joint projects, setting anti-bullying standards, and final day of discussion and games with parents and children.





3.3 Summary of the key characteristics of the EPLAY Good Practices collection

After collecting and describing the good practices, we compared the most common characteristics of all the actions considered to fight bullying. In total, $N = 21$ good practices were described (including those provided by the UEFA Foundation for Children), all generally related to promote either fairplay or social inclusion (see Table 2). Specifically, part of the collected good practices ($N = 9$, 43%) were aimed at promoting social inclusion (e.g., fighting gender stereotypes, promoting integration for unprivileged children or for children with special needs) and/or youngsters' well-being. Others ($N = 5$, 24%) were specifically tailored to address the lack of fairplay in sports, for instance by fighting aggressivity, promoting nonviolent behaviors, and/or educating parents and coaches. The remaining good practices ($N = 7$, 33%) had the broader scope of achieving each of the above-mentioned goals.

As for the context of application, several practices were designed to be implemented specifically in the football field ($N = 16$, 76%). Out of these, some were also applicable to other sports contexts ($N = 7$, 33%). The remaining good practices were meant to be applicable in other relevant areas, such as in schools and educational contexts ($N = 7$, 33%). Despite all good





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practices were targeted for youngsters ($N = 21$, 100%), some of them were also meant to have an impact on adult figures, such as parents, coaches, football fans, or other stakeholders involved in children educational and sports life ($N = 9$, 43%). It is also worth mentioning that one of the collected good practices was specifically tailored for girls ($N = 1$, 5%), while others were focused on children with disabilities or special needs ($N = 3$, 16%).

Finally, the majority of the good practices ($N = 19$, 90%) were selected because of their transformative purpose in relation to their context. However, 18 (86%) of them were also deemed to contain good re-appropriable elements, 14 (67%) of them were evaluated as methodologically structured, and almost three thirds of them ($N = 15$, 71%) already produced observable results. Lastly, most of the good practices, acted at the Local ($N = 13$, 62%) or Regional ($N = 12$, 57%), 10 (48%) actions were conducted at the National level, and 3 at the international level (14%).





CHARACTERISTIC		GOOD PRACTICES COLLECTED	
Focus	Social inclusion	9	43%
	Fairplay	5	24%
	Both	7	33%
Context(s) of application	Football context	16	76%
	Other sports contexts	7	33%
	Other contexts	7	33%
Target(s)	Youngsters	21	100%
	Adult figures	9	43%
	Girls	1	5%
	Children with special needs	3	14%
Reasons for relevance	Transformative in their purpose and in relation to their context	19	90%
	Already produced observable results	15	71%
	Methodologically structured	14	67%
	Containing good elements reappropriable in other contexts	18	86%
Impact	Local	13	62%
	Regional	12	57%
	National	10	48%
	International	3	14%

Table 2. Summary of the characteristics of all the good practices collected by the PPs. *Note.* The categories were NOT mutually exclusive.





Final considerations and concluding remarks.

Sport participation plays a significant role in the lives of many Europeans, fostering community cohesion, social inclusion, and education about diversity, especially among young people.

However, the lack of fairplay and social phenomena like discrimination and intolerance represent a barrier to it. In order to avoid these negative dynamics, it is crucial that sport –and football in particular, being the most widely practiced sport in Europe– does not neglect its powerful educational role.

Based on the survey delivered by the EPLAY consortium, it is clear that episodes of unsportsmanlike conduct displayed by players’ parents are still frequent in the context of youth football events. This result must not be underestimated, because parents are key figures in influencing the quality of young athletes’ sport experience. Parents serve as important role models for their children, and their behavior can influence their children's inclination towards unsportsmanlike conduct. Moreover, when parents exhibit negative behaviors, it can have emotional repercussions on their children, diminishing their overall enjoyment and well-being in sports.





Importantly, promising data emerged from the EPLAY survey concern the fact that football coaches can play a crucial role in setting the ground for the development of positive values to promote fairplay and social inclusion. Firstly, the EPLAY survey showed that many coaches are already sensitive and reactive to parents' unsportsmanlike conduct. Second, it is encouraging that the majority of coaches who participated to the EPLAY survey believe they can effectively contribute to changing the behavior of parents who tend to act aggressively. Third, surveyed coaches also hold an optimistic view regarding parents' aggressive behavior, believing that parents can become positive role models, if properly trained.

Another aim of the EPLAY project, was to identify and collect good practices aimed at favoring fairplay and social inclusion, with a special attention of activities suitable for both parents and children. Importantly, the goal was to identify guidelines that football associations and relevant national institutions can follow. Concerning the good practices collected by the EPLAY PPs, as discussed above, they mostly applied (and/or are applicable) to the football context. Among those, some also tackled other sport or educational settings, whereas the remaining solely applied to other educational contexts (i.e., school, university).





Importantly, the collected good practices sometimes approached to the promotion of fairplay and/or social inclusion at different levels. Despite working at different levels, the majority of these good practices employed comparable strategies to achieve the desired objectives.

Moreover, while not always originating from a scientific framework, many of these practices shared common elements related to key psychological processes that contribute to foster a collective culture of based on harmony, respect, and tolerance.

Among the comparable strategies found across the collected good practices, there are:

- Sensitization activities: not only directed toward youngsters, but also toward other relevant stakeholders (e.g., parents, coaches, teachers), in order to build cohesive communities valuing inclusivity and respect;
- Developing guidelines, trainings/courses, and structured programs: actively involving the children’s educating community, so that they will experience agency in producing social change and become positive role models. with the ultimate aim of building a culture of tolerance and respect within and beyond the sport field.
- Team work: to strengthen team identity and team cohesion, especially concerning its social aspects (e.g., building strong collaborative relationships);





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- Establishing positive norms: such as anti-violence social norms, so that the members of the group will stick to them, as a “promise” to the team itself, applying the positive norms within and beyond the field, as they will become an important part of the one own’s identity.

The EPLAY activities will be developed based on the aforementioned key elements derived from the good practice’s collection, to maximize their educational outcome.





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This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Appendices

Appendix 1 – EPLAY Questionnaire Part 2

Questionnaire – part 2

We now ask you to answer some questions with respect to your personal experience as a coach.

Please, remember that the questionnaire is anonymous and try to answer as honestly as possible.

When answering the following statements, think about the relationships you have within the context of the football club where you work, namely relationships with colleagues, athletes, and their families.

1 = almost never, 5= almost always

1. I can get what I need in this football club.	1	2	3	4	5
2. This football club helps me fulfill my needs.	1	2	3	4	5





3. I feel like a member of this football club.	1	2	3	4	5
4. I belong in this football club.	1	2	3	4	5
5. I have a say about what goes on in my football club.	1	2	3	4	5
6. Members of this football club are good at influencing each another.	1	2	3	4	5
7. I feel connected to this football club.	1	2	3	4	5
8. I have a good bond with others in this football club.	1	2	3	4	5

Please answer to the following statements by expressing your agreement with the on a 1 to 5 scale, where:

1 = Completely disagree; 5 = Completely agree.





1. The only thing that matters is winning.	1	2	3	4	5
2. The most important thing is how the athletes feel during the game, rather than the final score.	1	2	3	4	5
3. It is undeniable that winning is important in football matches.	1	2	3	4	5
4. My absolute priority is my athletes' wellbeing.	1	2	3	4	5
5. The focus is for the athletes to beat the opponents, whether they enjoy the game or not.	1	2	3	4	5
6. Caring about the athletes' wellbeing is important.	1	2	3	4	5





Below is reported a list of activities aimed to favor fairplay and social inclusion. They involve both parents and children and they are led by coaches. Please rate how much you would be willing to engage in each of the following actions.

1 = not at all, 5 =very much

1. Activities aimed at fostering social inclusion and fairplay on the field and outside (e.g., mixed tournaments).	1	2	3	4	5
2. Activities in which parents actively promote fairplay (e.g., choreographies).	1	2	3	4	5
3. Seminars for parents, in which they will be informed about the topics of social inclusion, racism, gender equality.	1	2	3	4	5
4. Seminars and workshops in which parents and children play and discuss together on the topic of fairplay.	1	2	3	4	5

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Now we ask you to evaluate, in your opinion, the desirability/undesirability that your players behave in the following ways, by ticking the numbers from 1 to 5, where:

1= Highly undesirable, 5= Highly desirable

1. Criticised an opponent.	1	2	3	4	5
2. Helped an opponent off the floor.	1	2	3	4	5
3. Argued with a teammate.	1	2	3	4	5
4. Gave positive feedback to a teammate.	1	2	3	4	5
5. Deliberately fouled an opponent.	1	2	3	4	5
6. Asked to stop play for injured opponent.	1	2	3	4	5





7. Verbally abused a teammate.	1	2	3	4	5
8. Encouraged a teammate.	1	2	3	4	5
9. Retaliated after a bad foul.	1	2	3	4	5
10. Helped an injured opponent.	1	2	3	4	5
11. Criticised a teammate.	1	2	3	4	5
12. Gave constructive feedback to a teammate.	1	2	3	4	5
13. Tried to wind up an opponent.	1	2	3	4	5
14. Swore at a teammate.	1	2	3	4	5
15. Congratulated a teammate for good play.	1	2	3	4	5





16. Tried to injure an opponent.	1	2	3	4	5
17. Intentionally distracted an opponent.	1	2	3	4	5
18. Showed frustration at a teammate’s poor play.	1	2	3	4	5
19. Intentionally broke the rules of the game.	1	2	3	4	5
20. Physically intimidated an opponent.	1	2	3	4	5

Here we briefly describe some people. Please read each description and think about how much each person is or is not like you.

For each sentence, select the option that shows how much the person in the description is like you.

1= not like me at all to 5= very much like me





1. It's very important to him/her to help the people dear to him/her.	1	2	3	4	5
2. Caring for the well-being of people he/she is close to is important to him/her.	1	2	3	4	5
3. He/she tries always to be responsive to the needs of his/her family and friends.	1	2	3	4	5
4. Protecting society's weak and vulnerable members is important to him/her.	1	2	3	4	5
5. He/she thinks it is important that every person in the world have equal opportunities in life.	1	2	3	4	5
6. He/she wants everyone to be treated justly, even people he doesn't know.	1	2	3	4	5





7. He/she works to promote harmony and peace among diverse groups.	1	2	3	4	5
8. It is important to him/her to listen to people who are different from him/her.	1	2	3	4	5
9. Even when he/she disagrees with people, it is important to him/her to understand them.	1	2	3	4	5

The following sentences will describe some relational goals with athletes and their families that youth coaches might want to achieve. We ask you to answer as sincerely as possible how confident are you in your ability to achieve these goals by using a 1 (lowest score) to 5 (highest score) scale.

1. How confident are you that you can build positive relationships with your athletes' parents?	1	2	3	4	5
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2. How confident are you that you can work jointly with your athletes’ parents to support the players emotionally?	1	2	3	4	5
3. How much can you do to positively involve your athletes’ parents in the team’s activities?	1	2	3	4	5
4. How much can you do to get athletes’ parents to trust you?	1	2	3	4	5
5. To what extent do you feel capable of creating meaningful relationship with your athletes’ parents?	1	2	3	4	5
6. If a relationship with an athlete’s parents starts out poorly, how confident are you that you can improve that relationship later in the sports season?	1	2	3	4	5
7. How much can you do to cultivate a positive relationship with parents of athletes who are not doing their best to improve their skills and perform well?	1	2	3	4	5





8. When parents don't share your view on the appropriate team climate, how confident are you that you can still build a positive relationship with them?	1	2	3	4	5
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We now ask you to sincerely evaluate your Coach–Athlete–Parent (C–A–P) relationship by expressing your agreement with the following statements on a 1 to 5 scale, where:

1 = Completely disagree; 2 = Disagree; 3 = Neither agree, nor disagree; 4 = Agree; 5 = Completely agree.

1. My C–A–P relationship is reliable during hardship	1	2	3	4	5
2. In my C–A–P, we are a team	1	2	3	4	5
3. My C–A–P is positive	1	2	3	4	5
4. In my C–A–P, everyone works together	1	2	3	4	5





5. Mutual respect characterizes my C–A–P	1	2	3	4	5
6. My C–A–P is supportive	1	2	3	4	5
7. Everyone in my C–A–P listens to each other’s point of view	1	2	3	4	5
8. In my C–A–P, at least one member expects too much	1	2	3	4	5
9. In my C–A–P, at least one member oversteps boundaries	1	2	3	4	5
10. At least one member in my C–A–P is too demanding	1	2	3	4	5
11. At least one member is over-involved	1	2	3	4	5

We now ask you to sincerely evaluate your satisfaction with your current sport season by expressing your agreement with the following statements on a 1 to 5 scale, where:

1 = Completely disagree; 2 = Disagree; 3 = Neither agree, nor disagree; 4 = Agree; 5 = Completely agree.

I AM SATISFIED WITH...

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1. The team's win/loss record so far.	1	2	3	4	5
2. The team's overall performance so far.	1	2	3	4	5
3. The extent to which the team has met its goals for the season so far.	1	2	3	4	5
4. The extent to which the team is ethical.	1	2	3	4	5
5. My team's sense of fair play.	1	2	3	4	5
6. My team's sportsmanlike behavior.	1	2	3	4	5
7. How the team works to do its best.	1	2	3	4	5
8. The degree to which my team shares the same goal.	1	2	3	4	5
9. My team's dedication to work together toward team goals.	1	2	3	4	5
10. The extent to which my players play as a team.	1	2	3	4	5





We now ask you to sincerely express your agreement with the following statements describing how coaches can feel from time to time. Please, answer on a 1 to 5 scale, where:

1 = Completely disagree; 2 = Disagree; 3 = Neither agree, nor disagree; 4 = Agree; 5 = Completely agree.

1. I'm accomplishing many worthwhile things in coaching.	1	2	3	4	5
2. I feel so tired from coaching that I have trouble finding energy to do other things.	1	2	3	4	5
3. The effort I spend in coaching would be better spent doing other things.	1	2	3	4	5
4. I feel overly tired from my coaching.	1	2	3	4	5
5. I am not achieving much in coaching.	1	2	3	4	5
6. I don't care as much about my coaching performance as I used to.	1	2	3	4	5
7. I am not performing up to my ability in coaching.	1	2	3	4	5





8. I feel “wiped out” from coaching.	1	2	3	4	5
9. I’m not into coaching like I used to be.	1	2	3	4	5
10. I feel physically worn out from coaching.	1	2	3	4	5
11. I feel less concerned about being successful in coaching than I used to.	1	2	3	4	5
12. I am exhausted by the mental and physical demands of coaching.	1	2	3	4	5
13. It seems that no matter what I do, I don’t coach as well as I should.	1	2	3	4	5
14. I feel successful at coaching.	1	2	3	4	5
15. I have negative feelings toward coaching.	1	2	3	4	5

Please respond to each item by marking one box per row, regarding how you felt in the last two weeks.





1 = At no time; 5 = All of the time.

1. I have felt cheerful in good spirits.	1	2	3	4	5
2. I have felt calm and relaxed.	1	2	3	4	5
3. I have felt active and vigorous.	1	2	3	4	5
4. I woke up feeling fresh and rested.	1	2	3	4	5
5. My daily life has been filled with things that interest me.	1	2	3	4	5





Appendix 2 – Good practices collected by PPs

A2.1 Good practices collected by the UEFA Foundation

EPLAY Good Practice Grid	
Code	UEFA FOUNDATION – GOOD PRACTICE 01
Name (title) of the good practice:	SAFER PLAY: SAFEGUARDING IN SPORT FOR DEVELOPMENT
Country/region	English-,French-, Spanish-, and Arabic-speaking countries
Institution coordinating the good practice	Common Goal, UEFA Foundation
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): children, adults • Gender (please specify): all • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football • Other sport(s)
Description	Developed by Common Goal and UEFA Foundation for Children, Safer Play is an e-course on safeguarding in sports developed to educate, support and raise the awareness of coaches, volunteers and everyone working in the sport-for-good sector, with the aim of nurturing a global culture of mutual support in





	<p>safeguarding. It is designed to address the specifics of sports for development from a variety of perspectives and roles that surround vulnerable people.</p> <p>Specifically, the e-course teaches people to recognize, reflect and act upon different types of harm, across five modules, namely: physical abuse, emotional abuse, sexual abuse, neglect, and online abuse. Each module is designed with an experience-based short-animated video, followed by thought provoking questions, information sharing and reflection. Experts also provide practical tools on how to prevent and respond to safety incidents. Finally, a short learning check is provided in the form of a quiz</p> <p>The content was created jointly by committed safeguarding experts from several contexts and geographies, coordinated by Common Goal and supported by the UEFA Foundation for Children to reduce harm in sports for development sector. The e-course is now available in English, French, Spanish, and Arabic with assistive tools to increase accessibility for everyone working with children and young people in non-profit and non-governmental organizations. Future plans are translating the course to several new languages. Moreover, thanks to the incorporation of assistive tools and resources to the design of the learning platform, barriers that prevent the participation of individuals with special needs in their education and protection are tackled with and their access to Safer Play is expanded.</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts





Impact at local, regional, national, or international level	<ul style="list-style-type: none"> National International
Re-appropriation potential (possibility to replicate it in other contexts)	The materials produced make the good practice easily re-appropriable in other contexts.
Web link(s)	https://common-goal.teachable.com/p/saferplay-en https://www.uefa-safeguarding.eu/safer-play-safeguarding-sport-development-online-course

EPLAY Good Practice Grid	
Code	UEFA FOUNDATION – GOOD PRACTICE 02
Name (title) of the good practice:	UEFA CHILD SAFEGUARDING TOOLKIT
Country/region	English-,French-, German-, and Russian-speaking countries
Institution coordinating the good practice	UEFA, Terre des hommes
EPLAY Target:	<ul style="list-style-type: none"> Specific age-group (please specify): children, adults Gender (please specify): all





<p>(more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Ethnicity (please specify): all
<p>EPLAY Scope: Setting affected (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Football
<p>Description</p>	<p>UEFA and Terre des hommes developed a child safeguarding toolkit for European football. With this toolkit they have established guiding principles that will help national associations take measures to protect and safeguard children from abuse and respond to any concerns. Importantly, the toolkit constitutes an important instrument for identifying risks and helping to prevent or minimize the chances of harm occurring, as well as taking responsive action to ensure that any incidents are handled appropriately. The toolkit is intended to be a living document will be regularly updated by the coordinating institutions to reflect the feedback and practical experience of their members’ associations.</p> <p>Contents of the toolkit are organized in five sections, tackling five goals:</p> <p>1) Laying the foundations for safeguarding: focuses on the importance of having a clear, shared understanding of child safeguarding in a football environment. The measures need to be rooted in a collective vision at association or club level and recognize the benefit that football can bring to children’s lives, while acknowledging that there are risks whenever children take part in sports;</p>



	<p>2) Ensuring organizational preparedness and prevention: focuses on identifying key procedures and practices that help to reduce the likelihood of children being harmed in a football environment. This includes making sure that those who work with children, both as staff and volunteers, are reliable, clear codes of conduct so that expected behaviours are explicit and everyone knows what is acceptable, and procedures for ensuring that overnight trips, changing rooms and activities are properly organized and supervised.</p> <p>3) Raising awareness: focuses on the importance of communication about the actions taken to safeguard children. This includes training and awareness-raising so that everyone involved in football has an understanding of safeguarding measures and principles and what they mean for their club/association.</p> <p>4) Working with others and reporting concerns: focuses on responding to safeguarding concerns and establishing how outside agencies should be involved. These include the police, child-protection organizations and social services, depending on the context;</p> <p>5) Measuring success in safeguarding: focuses on the need to periodically reflect on safeguarding measures and review progress towards implementing them. To help with this, the UEFA toolkit lists the key steps to reach bronze, silver and gold levels of safeguarding practice (self-evaluation form)</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Methodologically structured





	<ul style="list-style-type: none"> • Containing good elements re-appropriable in other contexts
Impact at local, regional, or national level	<ul style="list-style-type: none"> • National • International
Re-appropriation potential (possibility to replicate it in other contexts)	The materials produced make the good practice easily re-appropriable in other contexts.
Web link(s)	https://uefa-safeguarding.eu/toolkit





A2.2 Good practices collected by the Football Association of Lithuania

EPLAY Good Practice Grid	
Code	MaFA – GOOD PRACTICE 01
Name (title) of the good practice:	UEFA Playmakers
Country/region	Lithuania (and UEFA countries)
Institution coordinating the good practice	UEFA, MaFA (in Lithuania)
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): 4-9 y. o. • Gender (please specify): girls • Ethnicity (please specify): all • Other (please specify): never played football before
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football
Description	The program was initiated by a partnership of UEFA and Disney. Project is currently running in most of the UEFA member countries, as well as in Lithuania. The target group is girls 4-9 y. o. who never attended football trainings. The main stakeholders are schools, kindergartens and football clubs/academies who are





	<p>UEFA Playmakers training centers all around the country in the different regions, big and small cities, villages.</p> <p>The general idea of the project is by using Disney storytelling in Playmakers sessions to promote girls to join the program using well known fun stories and brave, strong, committed characters. The working group of UEFA and Disney have prepared session plans based on three stories: The Frozen II, The Incredibles II, The Moana. Those colorful booklets are distributed to UEFA Playmakers centers and the deliverers who are running exercises on a day to day basis.</p> <p>Girls are very excited to join new adventures and become more active, even though they would never think of the possibility of joining football trainings on their own.</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured
<p>Impact at local, regional, national, or international level</p>	<ul style="list-style-type: none"> • Local - exciting opportunities for young girls to join sport related activities in their local environment (school or kindergarten) or in their local football club/academy. • Regional - in some of the regions there are no football teams for new girls to join. This program fosters emergence of new teams all across the country. • National - according to LFF strategy, one of the goals is to increase women's participation in football by 30% (by 2024). This project allows us to promote participation in football and in this way to increase the overall number of womens playing football in Lithuania.





	<ul style="list-style-type: none"> International - according to UEFA strategy, one of the goals is to double the number of womens playing football across Europe. This project contributes to the realization of this goal.
Re-appropriation potential (possibility to replicate it in other contexts)	The colorful booklets could be an example of how to collect all required material into one document and prepare it to be eye catching for the target audience. EPLAY educational modules can be prepared in a similar way.
Web link(s)	https://www.uefa.com/playmakers/ https://www.lff.lt/playmakers/

EPLAY Good Practice Grid	
Code	MaFA – GOOD PRACTICE 02
Name (title) of the good practice:	Young coaches' initiative - rules for parents of young football players!
Country/region	Lithuania, Vilnius
Institution coordinating the good practice	Football school “Ateitis”
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> Specific age-group (please specify): none Gender (please specify): all included Ethnicity (please specify): all included



<p>EPLAY Scope: Setting affected (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Football
<p>Description</p>	<p>This practice was initiated by two coaches who work with kids teams. They have noticed that often parents behave in an inappropriate manner while watching their kids playing games. This often leads to negative outcomes, such as kids being afraid to make decisions, verbal abuse of other participants in the game, screaming and shouting at referees/coaches or kids and others. So the target group for this initiative was all parents whose kids are playing football.</p> <p>These two coaches wrote down 10 general rules of how parents have or have not to behave while being next to their kids playing. The list was as follows:</p> <ol style="list-style-type: none"> 1. don't distract your kid; 2. don't distract coach; 3. don't appeal to referees decisions, he/she knows their job better; 4. support your team; 5. stay calm; 6. enjoy kids playing football; 7. don't criticize kids, better support them; 8. don't forget that it's just an game; 9. with your support kids are even more happy to play; 10. follow these rules. <p>These rules were printed on a plastic board and hung in a visible place next to the entrance to the stadium that all parents entering the field would see. At the beginning this initiative was followed only by the academy of those two coaches, but after it appeared</p>





	<p>to be successful, other academies and clubs requested for the same board to use in their training spaces. This practice was started in 2017 and is still used by some academies.</p>
Relevance (more than one field may be indicated)	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results
Impact at local, regional, or national level	<ul style="list-style-type: none"> • Local • Regional
Re-appropriation potential (possibility to replicate it in other contexts)	<p>The idea itself could be repeated. It should be adapted to current context and supported by recent research.</p>
Web link(s)	<p>https://www.ateitisfm.lt/jaunuju-treneriu-iniciatyva-taisykles-jaunuju-futbolininku-teveliams/</p>





EPLAY Good Practice Grid	
Code	MaFA – GOOD PRACTICE 03
Name (title) of the good practice:	Social inclusion festivals “Ypatingos treniruotės ypatingų poreikių vaikams”
Country/region	Lithuania
Institution coordinating the good practice	Lietuvos masinio futbolo asociacija
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): <18 • Gender (please specify): not specified • Ethnicity (please specify): not specified
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football
Description	Initial project was launched a few years ago in the Lithuanian grassroots football association. General aim was to show that football is more than a national team, the highest leagues and famous players. Football is a perfect tool for social inclusion and solidarity. More specified target was to organize several one day events - festivals - for kids with special needs. Football clubs joined the initiative and organized those events in their training facilities, players were the ones who ran exercises and spent time with those special kids. They were extra happy to meet





	<p>famous players, to speak with them, share their thoughts, dreams, to do some football related activities on the field. The main stakeholder in this project was Special Olympics Lithuania, who helped to reach the target audience and also shared experience about physical activities - how it should be adapted for kids with special needs. Until now it was organized around 8 festivals all around Lithuania.</p>
Relevance (more than one field may be indicated)	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Containing good elements re-appropriable in other contexts
Impact at local, regional, or national level	<ul style="list-style-type: none"> • Local • Regional • National
Re-appropriation potential (possibility to replicate it in other contexts)	<p>Showing football as a phenomenal way to cope with different social problems nowadays.</p>
Web link(s)	<p>https://www.lff.lt/ypatingiems-vaikams-treniruotes-ir-futbolo-sventes-su-profesionalais/</p>





A2.3 Good practices collected by the Malta Football Association

EPLAY Good Practice Grid	
Code	Malta Football Association – GOOD PRACTICE 01
Name (title) of the good practice:	PCA Training and workshops
Country/region	United States, within 50 states
Institution coordinating the good practice	Positive Coaching Alliance (PCA)
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> Specific age-group (please specify): target groups are young athletes and their parents. Gender (please specify): no distinction made Ethnicity (please specify): no distinction made Other (please specify): this good practice example focuses on the training the coaches and influencing the culture within youth sports organizations and schools.
EPLAY Scope: Setting affected (more than one field may be indicated)	<p>> Football</p> <p>> Other sport(s); if applicable, specify which sport(s) full scope of sports</p> <p>> Other sector(s) youth organizations and school systems.</p>
Description	PCA provides research-based training and resources for coaches, parents, athletes, and leaders to ensure a positive youth





	<p>development experience for all kids through sports, across communities in 50 states in the US.</p> <p>PCA’s mission is to transform the culture of youth sports and to build an inclusive environment. They aim to create impact by: 1) youth experience improved life skills and character development; 2) coaches become more positive and increase their focus on using sports to teach life lessons; 3) youth sports organisations and schools see their cultures become more positive and everyone involved has more fun.</p> <p>PCA was founded by Jim Thompson in 1998. PCA Partnership is made up of thousands of organisations within the US, consisting of youth organisations, schools, clubs, professional athletes and so on. As a partner, you get access to their online courses and live workshops, books, and communication channels.</p> <p>The tools taught in PCA courses are researched-based behavioral concepts that apply to many contexts. Anyone who participates in PCA programming - whether it be in youth sports, on business teams, or in personal relationships - can benefit, and expect to see improved ability to work as part of a team, greater personal resilience, and an increased capacity to bounce back from mistakes.</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> > Transformative in their purpose and in relation to their context > Already produced observable results > Methodologically structured > Containing good elements re-appropriable in other contexts





	<p>All apply. This approach is research-based and is said to be easily applicable in different contexts. The fact that its programmes are implemented throughout 50 states might be an indicator that supports this claim.</p> <p>PCA says its programmes have a significant positive impact on not only individual level, but also organizational and cultural levels within society. It builds sports environments free of hate and discrimination.</p> <p>Some workshops they offer relate strongly to the aims and outcomes of EPLAY. 2 Examples:</p> <p>Workshop for parents: THE SECOND-GOAL PARENT®: Developing Winners in Life Through Sports draws from the Double-Goal Coach model (winning and life lessons) to help parents focus on the second goal, ensuring their children gain the higher value of youth and high school sports regardless of scoreboard results.</p> <p>Workshop for leaders: LEADING YOUR ORGANIZATION: Developing a Positive Coaching Culture where attendees learn why and how to establish Positive Coaching as a cultural norm, plus they get a takeaway action-plan for implementation throughout their community of coaches, parents, athletes, officials and spectators.</p>
<p>Impact at local, regional, national, or international level</p>	<ul style="list-style-type: none"> > Local, on a community level > Regional, impacting athletic administration, businesses and school systems > National, reach extends throughout the US





	<p>The website states that 20 million + youth were reached by the programs and resources since 1988; 20.000 + live workshops for coaches, athletes, parents, and leaders were facilitated; and 3500+ partnerships with schools and youth organisations were established.</p>
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>High potential of re-appropriation. The network/partnerships seem to be an important aspect of the programme.</p>
<p>Web link(s)</p>	<p>main page: https://positivecoach.org/</p> <p>workshop overview: https://positivecoach.org/media/839800/pca-workshops-overview2.pdf</p> <p>partner alliance: https://positivecoach.org/media/839619/pca_partnership_ysp.pdf</p> <p>resources: https://devzone.positivecoach.org/</p>





EPLAY Good Practice Grid	
Code	Malta Football Association – GOOD PRACTICE 02
Name (title) of the good practice:	PAYS: A Proactive Method of Spectator Behaviour Management
Country/region	United States
Institution coordinating the good practice	The Parents Association for Youth Sports (PAYS)
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): target group are youth players and their obstructive/aggressive parents • Gender (please specify): not specified • Ethnicity (please specify): not specified, American nationality • Other (please specify):
EPLAY Scope: Setting affected (more than one field may be indicated)	<p>> Football</p> <p>> Other sport(s); if applicable, specify which sport(s) sports events in general</p>
Description	The PAYS was founded in 1999 by the nonprofit organisation National Alliance For Youth Sports (NAYS). This non-profit advocates for positive and safe sports for children and aims with PAYS to address the problem of violence at youth sport events - generally caused by aggressive parents.





	<p>The PAYS program aims to give parents a clear understanding of their roles and responsibilities in youth sports. The 30-minute program is designed to teach parents sportsmanlike behaviors that they can, in turn, pass on to their children. The program requires parents to watch a 19-minute video and read and sign a Parents’ Code of Ethics, pledging themselves to adhere to specific standards of behavior. Parents may access the program either through a participating recreation department or online. The program costs \$6 online or \$5 through a recreation department. Parents who complete the program receive a subscription to SportingKid magazine, the official member publication of NAYS, as well as a parent handbook and PAYS membership card.</p> <p>The article sets out some recommendations on a community level to push forward positive change.</p>
<p>Relevance (more than one field may be indicated)</p>	<p>> Already produced observable results A independent study was conducted by D & R Management Consultants on behalf of the department (Jean Jackson, personal communication, February 2003) that measured the impact of this programme, to some encouraging results.</p>
<p>Impact at local, regional, or national level</p>	<p>> Local Impact seems to be mostly local, on a community wide level.</p>
<p>Re-appropriation potential (possibility to</p>	<p>500 Organizations nationwide are using Pays, which could indicate that there could be potential for this programme to be implemented in other contexts.</p>





replicate it in other contexts)	<p>However, the source is from 2006 and the programme is quite outdated; the programme might be less suitable in modern day society. Also the incentives would not be suitable now.</p> <p>However the core recommendations for communities and approach could still be effective today. Generally speaking, these are aimed at adopting a common philosophy, appoint professional youth sports administrators to ensure adherence and focus on accountability.</p>
Web link(s)	<p>https://www.researchgate.net/publication/233640679 <u>The Parents Association for Youth Sports A Proactive Method of Spectator Behavior Management:</u> JOPERD • Volume 77 No. 6 • August 2006 19</p> <p>National Alliance For Youth Sports. (2002). Recommendations for communities.</p>





EPLAY Good Practice Grid	
Code	Malta Football Association – GOOD PRACTICE 03
Name (title) of the good practice:	Play by the Rules
Country/region	Australia
Institution coordinating the good practice	South Australian Department for Sport and Recreation (in partnership with other partner, specified below)
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> Specific age-group (please specify): focus on children/youth but not excluding other age groups. Also directs specific attention towards coaches, officials and parents Gender (please specify): not specified Ethnicity (please specify): all, promoting inclusiveness Other (please specify): _____
EPLAY Scope: Setting affected (more than one field may be indicated)	> Football > Other sport(s); all sports
Description	Play by the Rules is a collaboration between South Australian Department for Sport and Recreation, Sport Integrity Australia, Sport Australia, the Australian Human Rights Commission, all state and territory departments of sport and recreation, all state and territory anti-discrimination and human rights agencies, the





Office of the Children's Guardian (NSW) and the Anti-Discrimination Board of NSW.

It was first developed as an interactive education and information website (playbytherules.net.au) on discrimination, harassment and child protection in sport. It has since grown into a wide network and provides:

- information, resources, tools and free online training to increase the capacity and capability of administrators, coaches, officials, players, parents and spectators to assist them in preventing and dealing with discrimination, harassment, child safety, inclusion and integrity issues in sport;
- A child protection, harassment and discrimination course for anyone in sports organisations;
- A complaint handling course that covers the process and issues surrounding managing complaints at a grass roots level of sports;
- Mini-courses on Ethics and Ethical Decision Making in Sport, An Introduction to the Integrity of Sport and Organisational Integrity Responsibility. Future courses in 2018 will include Violence Against Women and Sport; Inclusive Coaching.

The program also includes national campaigns featuring radio and television community service announcements and are utilizing national sport icons to extend positive sporting messages more broadly to the general community.

It brings human rights principles into sporting clubs in a non-threatening, sport-centred way, and more generally, expands the meaning of sports rules to encompass human rights principles. Common issues are addressed such as verbally abusive coaches, appropriate boundaries for physical contact, how to combat





	<p>sexual and homophobic harassment, and the importance of inclusion for people with disabilities and those from Culturally and Linguistically Diverse backgrounds.</p>
<p>Relevance (more than one field may be indicated)</p>	<p>> Transformative in their purpose and in relation to their context > Containing good elements re-appropriable in other contexts The principals, training, and reporting mechanisms of Play by the Rules, could be used to fit other geographical contexts. It seems like it could also be easily adapted to fit a specific sports environment, such as football.</p>
<p>Impact at local, regional, or national level</p>	<p>> Local > Regional > National</p> <p>Evaluation reports are broadly positive but it is impossible to conclude with certainty if these perceptions are widespread, nor the direct correlation between societal change and this program. There is no evidence to date relating to which of the facets of the Play by the Rules initiative are most effective or why.</p> <p>One source [https://rm.coe.int/pss-descriptionpractice-austria-play-by-the-rules-information-hub-on-/1680770fda] states that over 50,000 people have subscribed to the initiative online, suggesting the program had success at making sports organisations safer and more inclusive.</p> <p>A small-scale evaluation in 2015 of 1,204 people within sport found that 77% of respondents agreed the initiative had enabled them to make their sports club or organisation more inclusive, 6</p>





	<p>while 86% said it had enhanced their ability to promote a sport environment free of discrimination and abuse.</p> <p>This accessibility and the fact that the resources available online can be applicable to all sports contexts has encouraged many sports organisations to integrate one or both of the child protection and/or harassment and discrimination free Play by the Rules online training courses into their own training programmes for staff/volunteers.</p>
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>The Play by the Rules program and policies was adopted by organisations on a national and local level</p>
<p>Web link(s)</p>	<p>www.playbytherules.net.au</p> <p>https://rm.coe.int/pss-descriptionpractice-austria-play-by-the-rules-information-hub-on-/1680770fda</p>





EPLAY Good Practice Grid	
Code	Malta Football Association – GOOD PRACTICE 04
Name (title) of the good practice:	Child Safeguarding in Sport (CSIS)
Country/region	European union, in partner countries; Austria, Belgium, Croatia and Portugal
Institution coordinating the good practice	EU and Council of Europe
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): children • Gender (please specify): not specified • Ethnicity (please specify): all • Other (please specify): directed towards safeguarding sport policies
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> > Football > Other sport(s); all sports
Description	This EU project run from 1 March 2020 to 30 June 2022. The aim of CSiS was to strengthen the ability of European countries to prevent violence against children and to promote their well-being in sport, by developing effective policies that include recruiting, training, equipping and networking Child Safeguarding Officer roles.





	<p>It developed:</p> <ul style="list-style-type: none"> - roadmaps, specifically tailored to each partner country, with concrete steps for setting up Child Safeguarding Officers in Sport - Training seminars - European network of Child Safeguarding Officers - Update online resource centre (developed by Pro Safe Sport + project)
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> > Transformative in their purpose and in relation to their context > Methodologically structured > Containing good elements re-appropriable in other contexts <p>EPLAY could benefit from the safeguarding policies and strategies to prevent abuse and violence in sport settings, which are developed in this program.</p> <p>The country specific roadmaps seem to be easily adaptable to other country contexts. The nature of the project suggests it is methodologically structured.</p>
<p>Impact at local, regional, or national level</p>	<ul style="list-style-type: none"> > Local > Regional > National <p>The actual impact of CSIS remains unclear.</p>
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>The program was implemented in at least 4 European countries, namely: Austria, Belgium, Croatia and Portugal.</p> <p>The policies are created in a EU context, correlating with European normative and policy framework.</p>



<p>Web link(s)</p>	<p>https://pjp-eu.coe.int/en/web/pss/home</p> <p>European Union and the Council of Europe normative and policy framework, namely: The Recommendation of the Council of Europe on gender mainstreaming in sport (2015), which invites governments of member States to adopt, implement and monitor policies and measures, in co-operation with sport organisations, to prevent and combat gender-based violence against women and girls in sport (physical intimidation or violence, verbal, psychological, physical and sexual harassment and abuse). The Recommendations of the European Commission Expert Group on Good governance on the protection of young athletes and safeguarding children’s rights in sport (2016), that recommends to EU member States to implement effective legislation and regulation in fighting against violence to minors in sport, to support sport organisations for the development of child protection policies, as well as to encourage collaboration/effective partnerships between sport organisations.</p> <p>Here are some other important Council of Europe standards that set out that states in Europe and beyond shall adopt specific legislation and take measures to prevent violence, to protect the victims and to prosecute perpetrators, in all settings: The Council of Europe Convention on the protection of children against sexual exploitation and sexual abuse (Lanzarote Convention, 2007) The Convention on preventing and combating violence against women and domestic violence (Istanbul Convention, 2011) Other resources and guidelines:</p>
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	<p><u>Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on safeguarding children in sport (Council of the EU, 2019)</u> <u>Safeguarding Children in Sport. A mapping study (European Commission, 2019)</u> <u>The study on gender-based violence in sport (European Commission, 2016)</u> <u>International safeguards for children in sport (2016)</u></p>
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A2.4 Good practices collected by the Football Federation of Romania

EPLAY Good Practice Grid	
Code	Football Federation of Romania – GOOD PRACTICE 01
Name (title) of the good practice:	Good House Association - Football for a Better Education
Country/region	Romania - Bucharest and Argeş County
Institution coordinating the good practice	Good House Association
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): 8 - 15 • Gender (please specify): male and female • Ethnicity (please specify): Romanian, Roma etc.
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football • Other sport(s); if applicable, specify which sport(s): Basketball, Table Tennis
Description	The Good House Association runs since 2016 an educational program for underprivileged children, in Bucharest and Argeş County, combining education support (tutoring and support in homework completion) and sports activities, with the aim of improving educational performance of the children and fight school dropout. Tutoring is provided by over 50 volunteers, the total group of children includes more than 200.





The project is mature and running continuously, with visible results. Sports plays the role of catalysator of educational performance and inclusion, children are “rewarded” with football, basketball, tennis etc. opportunities, if their grades and school attendance improves. Additional to education and sports, most of the children are also provided with clothing, food and school materials (books, notebooks, other materials). Regarding underprivileged communities, some of the inclusion issues are also related to lack of material resources of the families to keep children in school: money for food (research indicates that many of the children in underprivileged communities have sometimes less than 2 meals / day), clothing and school materials, transportation (sometimes schools can be more than 10 km away from the homes of the children), job opportunities after school so reduced motivation for continuing in school (jobs are low quality low wage and in many times social security is more attractive than occupation) etc.

The program is also used to provide personal development opportunities for the children and to create a safe and comfortable environment for them to grow and overcome initial burdens (family history, social context, educational vulnerabilities). In terms of integration, the focus is on encouraging children to invest in education and personal development and aim for leaving the areas or for looking for higher quality, better paid jobs.

The Romanian Football Federation supports the project by providing sports materials (balls, equipment) for the football programs and also with free tickets to football matches of the National Team. Additionally, we organize together a “Good





	<p>Hose Football Tournament” dedicated to disseminate the experience of the Football for a Better Education Program and to give a voice also the volunteers and sponsors involved.</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts <p>The project is relevant and innovative, given the context: social support provided by authorities is mainly unidirectional and not focused on tangible results in terms of integration and personal development. For many young people with scarce education, it is sometimes more rewarding – in terms of material benefits but also in terms of return on personal efforts – to become and stay a recipient of social assistance than to look for jobs, in regions where the opportunities are mainly for low quality, low wage jobs. Already observable results in terms of educational output: grades and school attendance of the children improved dramatically, but also given the replication by other organizations. Methodologically, the combination between social aid: providing means of subsistence and minimum equipment for school attendance; educational support: by tutoring and help in homework completion and sports opportunities as way of rewarding educational progress proves effective and consistent in time. Good House Association is expanding the program, they are now aiming to build a kindergarten and a sports camp for summer schools and other integrated development programs and invest more in counseling and personal development.</p>





Impact at local, regional, national, or international level	<ul style="list-style-type: none"> Regional
Re-appropriation potential (possibility to replicate it in other contexts)	Several other entities have already replicated the program with good success: Policy Center for Roma and Minorities, various other local organizations and the program was also rewarded various national and international accolades.
Web link(s)	www.asociatiacasabuna.ro

EPLAY Good Practice Grid	
Code	Football Federation of Romania – GOOD PRACTICE 02
Name (title) of the good practice:	Youth Council Romania
Country/region	Romania / Bucharest
Institution coordinating the good practice	Romanian Football Federation
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> Specific age-group (please specify): 18 - 30 Gender (please specify): male and female Ethnicity (please specify): all
EPLAY Scope:	<ul style="list-style-type: none"> Football





<p>Setting affected (more than one field may be indicated)</p>	
<p>Description</p>	<p>For the last few years, the Romanian Football Federation has been looking to change the overall image of national football while strengthening its roots to make sure future generations develop in a sustainable manner, with all the support necessary. Football, done right, is more than just entertainment.</p> <p>One of the things that the Romanian Football Federation has done in setting out to build the next generation of leaders in football, was founding Youth Council - a group of young men and women who, through their energy, efforts, and ideas can attract new players, initiate new competitions and revitalize the image of football in our country. A well-prepared generation of leaders for Romanian football.</p> <p>Youth Council’s Mission: Embrace chance, secure the future!</p> <p>Concepts supporting this approach:</p> <p>We have decided on building a stronger image of the football movement while also supporting the game. What we’re proposing is a long-term, holistic approach, through community capacity building that can become a perpetuum mobile in developing the multiple facets of football in the public eye. The way this works is we empower these motivated community actors giving them the necessary skills, tools and support, then send them back in their respective communities, to become local leaders in the football scene, and help build the future.</p>





Project Cycle:

The Romanian Football Federation gives a call, looking for enthusiastic youth with an interest in football as well as making a change in society

The Football Family Members are involved in the process of promoting Youth Council.

People apply in a digital format.

Application Review and Interviews of the applicants

Youth Council Camp is organized at one on the Football National Centers

Brainstorming of ideas resulted in 5 directions of actions:

- Coach and Parent Education
- Football Development
- Volunteering
- Social Responsibility
- Grassroots
-

Youth Council Members collaborate to implement projects within these directions

Future Perspectives:

So far, the project has trained 100 future football leaders. The final aim is to have at least 1 such leader per county. With 14 counties already covered, we're looking forward to training at least another 27 amazing youth as torchbearers for tomorrow's football.

At least 1 of our Youth Council members should become part of the RFF's leading committee withing the future year, ensuring a fresh outlook in all decisions.



<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts <p>The Youth Council is innovative program for the Romanian society, because it has a bottom-up approach, we train and empower young people to take the initiative and become active contributors to the positive transformation of their communities.</p> <p>Results so far:</p> <ul style="list-style-type: none"> • 100% retention rate - The group has not only stayed in contact but meet regularly under the guidance of project coordinator Diana Pirciu. The meetings are focused on feedback, brainstorming and developing new ideas. • Volunteering - About 90% of the youth that took part in the program have participated in at least one volunteer football activity since leaving the program and sent feedback to the project coordinator. • Community support - About 31% have actively supported the development of football-centered activities within their communities • New Directions - At this point, 4 Youth Council members have spurred new football activities within their communities. Their initiatives have been very well received and supported on a local level. • Project reach - In just two years since the beginning of the project, around 400 children have taken part in activities developed or supported by the Youth Council. • Participants – 220 Youth Council Alumni. <p>The key concepts in our approach towards the Youth Council project are: empowerment, community sport, community</p>
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	<p>capacity building. All of these are interlinked and carefully support and develop one-another.</p> <p>Empowerment: Relevant community actors are given the tools and support to make development happen.</p> <p>Community Sport: They go back and evaluate the needs of their specific communities.</p> <p>Community Capacity Building: New projects take flight when a solution is found to solve a community issue through a football-based action.</p> <p>Improved Public Image This course of action works on a fundamental level, changing not just press image, but general mind-sets.</p> <p>All Youth Council members will continue supporting, developing and volunteering for football activities to build towards the goals they have envisioned, with the full support of the RFF. Further collaborations and exchange programs with diverse football associations around the world to develop and strengthen the youth leadership in football.</p>
<p>Impact at local, regional, or national level</p>	<ul style="list-style-type: none"> National





Re-appropriation potential (possibility to replicate it in other contexts)	There are already examples of Youth Concils in England, Belgium and Cyprus. Also, UEFA invested in disseminating the concept to other European football federations and concrete steps have been taken before the COVID-19 pandemic with good perspectives for discussions to be re-initiated in the next future.
Web link(s)	https://www.frf.ro/?s=youth+council

EPLAY Good Practice Grid	
Code	Football Federation of Romania – GOOD PRACTICE 03
Name (title) of the good practice:	Football Programs for Developing Social Skills of Children and Youth with Down Syndrome
Country/region	Romania / Bucharest
Institution coordinating the good practice	Down Plus Association
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): 10 - 20 • Gender (please specify): Male and Female • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football





<p>Description</p>	<p>Down Plus Association was founded in 2016 with the aim of providing specialized support to children with Down Syndrome. In the autumn of 2016, the Romanian Football Federation was approached by the representatives of the Association with the idea of organizing some football activities for their beneficiaries – approx. 40. The initial idea – a one-day football tournament to test the feasibility of providing football activities to children (girls and boys) with Down Syndrome to foster personal development, socialization and well-being, developed after the success of the first action into a comprehensive program including: weekly football trainings, 1 football summer camp, 2 football tournaments (during Down Syndrome Day on 21 March and during the European Week of Sports in September, with approx. 200 participants) and regular participation of the beneficiaries as spectators at the matches of the national team or of 1st League clubs. Together with football training, the children and young people are also involved in coaching, with a specialized psychologist and professional training, as waiters/tresses in a Tea shop in Bucharest. An emphasis is given to the support of families of the beneficiaries to overcome the challenges of raising a child / young person with Down Syndrome and plans are in development for a Daycare Centre for adults and seniors with Down Syndrome, with the support of various charities. Additionally, with the support of various sponsors, the association is providing beneficiaries with other opportunities: fashion classes, cultural programs, trips (to national and abroad destinations) and thematic camps.</p> <p>The program is mature and running for over 5 years, with 40 regular beneficiaries and can be now considered a consolidated and able to further develop towards becoming a national plan.</p>
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<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts <p>Given the emphasis of the authorities on simply providing means of existence for disabled people and their assistants (mostly forcing them to live at the border of poverty) and no interest in supporting beneficiaries in becoming autonomous, the program can be considered as innovative and with great transformative potential. Some of the children / young adults already are in a form of occupation, allowing them a certain perspective of autonomy. The Tea Shop is self-sustainable providing them with a solid platform of training and professional exercise. The combination between a protected entity – the Tea Shop – and sports activities (both for well-being, but also for socialization) proves successful and solid.</p>
<p>Impact at local, regional, or national level</p>	<ul style="list-style-type: none"> • Local
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>The initiative has all elements for replication:</p> <ul style="list-style-type: none"> - It is proven; - Can be scaled up or down (to 20 or 60 beneficiaries); - Is cost-effective; - Provides opportunities for the beneficiaries and also activities are enjoyed by them.
<p>Web link(s)</p>	<p>https://downplusbucuresti.ro/</p>





A2.5 Good practices collected by Athletes Inspire for Children

EPLAY Good Practice Grid	
Code	AIC – GOOD PRACTICE 01
Name (title) of the good practice:	Football Meets Culture – Fussball trifft Kultur
Country/region	Germany
Institution coordinating the good practice	DFL Stiftung
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> Specific age-group (please specify): 6-13 years old Gender (please specify): all Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> Football
Description	<ul style="list-style-type: none"> LitCam, DFL Stiftung, Schools and local Professional football clubs (Fasanenhofschule stuttgart VfB-fußballschule, Bernhard-Adelug-Schule, SV Darmstadt 98; Gesamtschule Essen Nord, Rot-Weiss Essen) Target Group: 3-6 grade





	<ul style="list-style-type: none"> ● Motivate pupils with special need through football to study, Development of speaking and social skills through competence training and cultural activities ● Stage of development: mature ● Since easter 2007, successful
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> ● Transformative in their purpose and in relation to their context: Improved performances at school, motivation to keep in touch with the cultural aspects, development of social competences. ● Already produced observable results: 35 projects in 23 places, won prizes (Fußball Bildungspreis “Lernanstoß ● Methodologically structured: Regular network meetings, improved learn methods creation of manuals for teachers and trainers. ● Containing good elements re-appropriable in other contexts
<p>Impact at local, regional, national, or international level</p>	<p>National</p>
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>It could be replicated with other sports</p>
<p>Web link(s)</p>	<p>https://www.dfl-stiftung.de/was-uns-bewegt/integration-und-teilhabe/fussball-trifft-kultur/</p>





EPLAY Good Practice Grid	
Code	AIC – GOOD PRACTICE 02
Name (title) of the good practice:	Fanprojekt Braunschweig
Country/region	Germany
Institution coordinating the good practice	AOW Kreisverband Braunschweig
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): young people • Gender (please specify): all • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football
Description	<ul style="list-style-type: none"> • Eintracht Braunschweig, DFL Stiftung, Nachwuchsleistungszentrum • Increase in social competence (positive connection and communication, no violence) • Stage of development: mature • Started 2007





<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context: Many possibilities for solving problems. • Already produced observable results: Created a learn center in 2012 • Methodologically structured: Experts for social management, ongoing exchange with policy and economy • Containing good elements re-appropriable in other contexts
<p>Impact at local, regional, or national level</p>	<ul style="list-style-type: none"> • Regional
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>It could be adapted to other sports</p>
<p>Web link(s)</p>	<p>https://www.eintracht.com/fans/fanprojekt/informationen</p>

<p style="text-align: center;">EPLAY Good Practice Grid</p>	
<p>Code</p>	<p>AIC – GOOD PRACTICE 03</p>
<p>Name (title) of the good practice:</p>	<p>Mitternachtssport</p>





Country/region	Germany
Institution coordinating the good practice	MitternachtsSport e.V.
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): young people • Gender (please specify): all • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football
Description	<ul style="list-style-type: none"> • Jérôme Boateng, MitternachtsSport e.V., DFL Stiftung, Herta BSV, AOK, Deutsche Postcode Lotterie, Senatsverwaltung für Bildung, Jugend und Familie Berlin, GASAG, EON • Respect, tolerance and fair play to prevent frustration, boredom and lack of perspective • Stage of development (Pilot project, consolidating, mature, concluded/discontinued) • September 2010 • Eventual evaluation
Relevance (more than one field may be indicated)	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context: distribution of key values like respect and tolerance to pupils, integration into society • Already produced observable results: Many possibilities for education, integration and social competences, prizes (BAMBI, Botschafter für Demokratie und Toleranz); opened





	<p>Sports clubs at hours where the criminality is high, to prevent this.</p> <ul style="list-style-type: none"> • Containing good elements re-appropriable in other contexts
Impact at local, regional, or national level	<ul style="list-style-type: none"> • Local
Re-appropriation potential (possibility to replicate it in other contexts)	<p>It could be adapted in other sports</p>
Web link(s)	<p>https://mitternachtssport.com/geschichte/</p>





A2.6 Good practices collected by the University of Modena and Reggio Emilia (UNIMORE)

EPLAY Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 01
Name (title) of the good practice:	BEYOND THE FOOTBALL FIELD
Country/region	ITALY
Institution coordinating the good practice	University of Modena and Reggio Emilia (UNIMORE); Reggiana Calcio
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): young football players (11-18)
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football
Description	<p>Unimore and Reggiana Calcio created a scientific based program to promote fairplay and civic engagement in young football players. The program consist of: 1) Three field sessions where sport-based values like fairplay, respect, equality are provided, reinforcing the sport social identity and the importance of acting consistently with these values within and beyond the field; 2) Attendance to community</p>





	<p>events and programs like in schools, bringing the message that football is pro equality (e.g., days dedicated to rule and respect in schools with labs followed by tournaments in mixed teams composed of students, police forces; 3) Online training courses freely available to coaches and educators.</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts
<p>Impact at local, regional, national, or international level</p>	<ul style="list-style-type: none"> • National
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>The ease and structure of the program and the freely-available online training make the good practice highly likely to be used in other contexts.</p>
<p>Web link(s)</p>	<p>Link to the training course: https://www.savethechildren.it/press/giornata-donne-e-ragazze-nella-scienza-materia-scientifiche-e-tecnologiche-appassionano-e</p>





EPLAY Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 02
Name (title) of the good practice:	DI PARI PASSO – OPPORTUNITA’ ANCHE NELLO SPORT
Country/region	ITALY
Institution coordinating the good practice	University of Modena and Reggio Emilia (UNIMORE); Centro di Aiuto alla Vita ONLUS di Mantova
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): Elementary school children (6-11 y.o.)
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Other sectors: School
Description	<p>A program was structured to fight gender stereotypes (e.g., passivity, incompetence) among both male and female school children. The program consist of four highly structured sessions, using both individual and collective type of sports (i.e., football; volleyball; personal defense; climbing). Sessions were conducted by university researchers and teachers. Each session was divided in two steps: 1) Sport activity where children engage in sport activities meant to highlight the presence and injustice of gender stereotypes and making children aware that they could disrupt them; 2) Collective discussion to reason about</p>





	the meaning of the activity. The project, founded by the Lombardia region, resulted in a structured methodology that is freely available to educators.
Relevance (more than one field may be indicated)	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts
Impact at local, regional, or national level	<ul style="list-style-type: none"> • National
Re-appropriation potential (possibility to replicate it in other contexts)	The written reports and materials make the good practice easily re-appropriable in other contexts.
Web link(s)	https://www.accademiatanocaridiasd.it/iniziative/di-pari-passo#:~:text=Il%20Progetto%20%22Di%20pari%20passo,a%20traverso%20attivit%C3%A0%20sportive%20e%20formativ%20e.





EPLAY Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 03
Name (title) of the good practice:	SPORT ON BULLYING OFF
Country/region	ITALY
Institution coordinating the good practice	University of Modena and Reggio Emilia (UNIMORE)
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): Elementary school children (6-11 y.o.) • Gender (please specify): all • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Other sectors: School
Description	Unimore and UEFA developed a program aimed at sensitizing school children on relevant social topic, like bullying, social cohesion, and civic education. The program lasted five-weeks; students participated to an activity per week (average length: 2 hours), during physic education school hours. The five activities were respectively aimed at: 1) Fostering a significant common social identity among school children, to underline the





	<p>implications of belonging to a common group in terms of rights, responsibilities and duties, and to foster cooperation and respect among the group members; 2) Experiencing the negative consequences of the absence of rules, to understand their beneficial value; 3) Choosing a leader among the school children who can be representative of the importance of endorsing social norms against bullying; 4) Sport competition aimed at creating an “educational contract”, namely a manifesto in support of positive social norms that children developed and signed personally; 5) Sports activity aimed at promoting greater awareness of inequalities and of the beneficial function of rules, followed by a collective group discussion about the meaning of the activity.</p>
Relevance (more than one field may be indicated)	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts
Impact at local, regional, or national level	<ul style="list-style-type: none"> • Local • Regional
Re-appropriation potential (possibility to replicate it in other contexts)	<p>The written reports and materials make the good practice easily re-appropriable in other contexts.</p>
Web link(s)	/





A2.7 Good practices collected by Formodena

EPLAY Good Practice Grid	
Code	FORMODENA – GOOD PRACTICE 01
Name (title) of the good practice:	SOCIAL RESPONSIBILITY WITHIN FOOTBALL
Country/region	REGGIO EMILIA, ITALY
Institution coordinating the good practice	Reggiana Calcio; University of Modena and Reggio Emilia (UNIMORE)
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): <18; adults. • Gender (please specify): all • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Football • Other sector(s): education, school
Description	<p>Reggiana Calcio and Unimore organized a one-day event to promote social responsibility and sustainability within the football field and beyond. The event was divided in three parts:</p> <ol style="list-style-type: none"> 1. A sensitization conference on the importance of promoting sustainability and social responsibility within the football field and beyond. Many partners were involved as discussants, such as representatives of AC Reggiana Calcio, a



	<p>Unimore professor, representatives of Cagliari Calcio, Chelsea, FIGC, UEFA Foundation, as well as some local institutions from the city of Reggio Emilia.</p> <ol style="list-style-type: none"> 2. A systematic set of activities called “La maratona della Responsabilità” (in English, “The Marathon of Responsibility”), developed by Unimore and Reggiana Calcio, to be administered among youngsters in order to promote social responsibility. The activities (6 in total) are organized as a team competition, to which the children can participate in groups of 3 or 4 people. Each competing team can earn points by participating in each of the activities. At the end of the marathon, a final ranking will be drawn up and the three teams that have obtained the highest score will win prizes. The other participating teams will also receive a small prize for participation. The activities administered include quizzes, memory games, an obstacle course, artistic tasks, football challenges, all aimed at sensitizing and fostering discussion on relevant social phenomenon related to social inclusion, sustainability, and respect toward others (e.g., radical behaviors; bullying; prejudice and stigma; sexual harassment). 3. Football matches involving young football players and relevant figures from institutions of the city of Reggio Emilia, such as Police officers and firefighters. <p>The event was highly appreciated both among youngsters, who were sensitized on relevant topics by playing and having fun in a cooperative environment, and by the other stakeholders, who participated to the conference.</p>
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<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts
<p>Impact at local, regional, national, or international level</p>	<ul style="list-style-type: none"> • Local • Regional
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>The materials produced to organize this one day-event, especially the activities developed for the “Marathon of Responsibility” make the good practice easily re-appropriable in other contexts.</p>
<p>Web link(s)</p>	<p>https://www.reggianacalcio.it/unimore-ed-ac-reggiana-presentano-il-convegno-responsabilita-sociale-nel-calcio-sostenibilita-una-scelta-vincente/?fbclid=IwAR0_t7bOQSjnvbmMYZnX3zHv3xYKy5869aQMECZe9_SWSH22QeUqakEjgH8</p>





EPLAY Good Practice Grid	
Code	FORMODENA – GOOD PRACTICE 02
Name (title) of the good practice:	EQUALITY WEEK
Country/region	MODENA and REGGIO EMILIA, ITALY
Institution coordinating the good practice	University of Modena and Reggio Emilia (UNIMORE)
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): >18 (University students) • Gender (please specify): all • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Other sector(s): education, university
Description	<p>The “Equality Week” is a one-week event in support of social inclusion, that UNIMORE dedicates to the promotion of diversity, with students and professors united in supporting equality, with a particular focus on gender diversity, sexual orientation, disability and ethnicity.</p> <p>Specifically, the Equality Week includes 2 main set of activities:</p> <ol style="list-style-type: none"> 1. Students become an active part of the social board of UNIMORE: they split into 4 interdisciplinary groups with the aim of preparing a group work on diversity to be presented to the citizens in late September on the occasion





	<p>of the Night of Research, as ambassadors UNIMORE. Moreover, they submit active proposals to the University council to improve the policies that UNIMORE implements in support of equality and social inclusion.</p> <p>2. A series of events and activities located between Modena and Reggio Emilia, organized by UNIMORE together with local institutions and associations, aimed at promoting and accepting diversity.</p> <p>The event was developed for the first time in 2021, gaining huge success and appreciation from the involved stakeholders. Moreover, it showed concrete results, such as the implementation of some of the suggestions proposed by the students to the UNIMORE council. Between September-October 2023 its third edition will take place.</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured • Containing good elements re-appropriable in other contexts
<p>Impact at local, regional, or national level</p>	<ul style="list-style-type: none"> • Local • Regional
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>The materials produced to organize the Equality Week make the good practice easily re-appropriable in other contexts.</p>
<p>Web link(s)</p>	<p>https://www.magazine.unimore.it/site/home/notizie/articolo820060639.html</p>





EPLAY Good Practice Grid	
Code	FORMODENA – GOOD PRACTICE 03
Name (title) of the good practice:	A PATH TOWARD INTERPERSONAL WELL-BEING AT SCHOOL
Country/region	FUNO (BOLOGNA), ITALY
Institution coordinating the good practice	UNIMORE
EPLAY Target: (more than one field may be indicated)	<ul style="list-style-type: none"> • Specific age-group (please specify): Elementary school children (6-11 y.o.) • Gender (please specify): all • Ethnicity (please specify): all
EPLAY Scope: Setting affected (more than one field may be indicated)	<ul style="list-style-type: none"> • Other sport(s): physical education classes • Other sector(s): education, elementary school
Description	<p>Implemented by UNIMORE, in collaboration with the teachers of an elementary school in Funo, near Bologna (Italy), this good practice was aimed at promoting a positive class climate. Activities included learning about emotions, socialization, self-regulation, teamwork, creating joint projects, and setting anti-bullying standards. The program involved both children, parents, and teachers. It lasted about two months, with weekly meetings. At the end of the program a day of discussion and games with parents and children was organized and children were delivered diplomas, in</p>



	<p>recognition of the completion of the program. The set of activities implemented in the program are summarized below:</p> <ol style="list-style-type: none"> 1) Fostering positive socialization: through storytelling, children worked on the ability to understand mental states (emotions and thoughts) of their own and others (1 hour per week, for 4 weeks); 2) Fostering self-regulation abilities: aimed at promoting self-regulation of children’s behaviors and emotions through the enhancement of higher cognitive processes, such as executive functions and metacognition (1 hour per week, for 4 weeks); 3) Sport-psychological activities: addressed the issue of bullying, along with social cohesion, civic education and the importance of rules. (2 hours per week, for 5 weeks, during physical education classes). 4) Activities on anti-bullying rules and norms: group discussion on the importance of shared rules for a peaceful coexistence, with the aim of bringing out rules to be respected together in class. (1 hour per week, for 2 weeks). 5) Workshops with the parents: The first focused on strategies to protect the environment, while the second focused on bullying. Activities of discussion and creation of materials based were carried out. 6) "Our 10 seconds": a 2-hour session where children reflected on alternative ways of responding to violence, seeking more positive and effective answers. <p>The program was recently concluded, having huge success among children, teachers, and parents and showing an improvement of the class climate.</p>
<p>Relevance (more than one field may be indicated)</p>	<ul style="list-style-type: none"> • Transformative in their purpose and in relation to their context • Already produced observable results • Methodologically structured





	<ul style="list-style-type: none"> Containing good elements re-appropriable in other contexts
Impact at local, regional, or national level	<ul style="list-style-type: none"> Local
Re-appropriation potential (possibility to replicate it in other contexts)	The activities developed make the good practice easily re-appropriable in other contexts.
Web link(s)	/

