



YOUTH EMPOWERMENT THROUGH ROLE MODELS

GOOD PRACTISE BOOKLET


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A photograph of two women on a sports field, both with their arms raised in celebration. The woman on the left is wearing a light blue t-shirt and grey leggings, smiling broadly. The woman on the right is wearing a teal t-shirt and white pants, also smiling. The background shows a grassy field and some blurred structures. The entire image is overlaid with a semi-transparent blue filter.

“Sport can create hope where there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination. Sport is the game of lovers.”

- NELSON MANDELA

About the project

YERM is an Erasmus+ funded initiative in the category called Cooperation Partnership in Youth (KA220-YOU). The project was designed to improve youth skills, development, and social inclusion. We aim to train volunteer coaches to boost community involvement, refine youth work practices, and promote social cohesion through community programs. We anticipate enhancing youth's sense of belonging and mental well-being, fostering holistic growth and lifelong civic and sports engagement, setting a sustainable model for future youth and community initiatives.

Participating Organisations:

- Tøyen Sportsklubb, Norway
- EdUcAntwerp VZW, Belgium
- Sish - Social Innovation Sports Hub Associacao, Portugal
- Associació Esportiva Ciutat Vella, Spain
- Hungarian Parkour Association, Hungary
- Lotina kutija, Croatia

Planned activities within the YERM project:

- Development of a comprehensive training program for professionals;
- Professional development workshops to cultivate innovative training methods in youth sports and social activities;
- Development and implementation of social initiatives where young participants will be encouraged to develop and implement their ideas in order to become role models;
- Conduction of an in-depth literature review on role-model impact for the development of an educational playbook;
- Organizing networking and community-building events.



About the organisations

Tøyen Sportsklubb, Norway

Tøyen Sportsklubb, established in 2015 in Oslo city centre, is a community-focused sports club dedicated to inclusivity and social engagement. Offering around 125 hours of weekly low-threshold activities across more than 20 sports—including basketball, football, cricket, and capoeira—the club aims to foster a sense of belonging and provide positive alternatives for youth in an area facing significant socio-economic challenges. With approximately 1,600 members, primarily teenagers, Tøyen Sportsklubb emphasizes accessibility by maintaining low membership fees and providing necessary equipment to participants. Beyond sports, the club supports youth employment and leadership development through initiatives like the Tøyenakademiet, empowering young people to take active roles in their community.



EdUcAntwerp, Belgium



EdUcAntwerp is a youthwork and network organization that works to empower disadvantaged youngsters in urban Belgian society. We are active in the EU framework, mainly through possibilities created by Erasmus+. We are based in Antwerp, Belgium, and we have good connections to organizations in youth work, social work, sports, and related administrative services of the city of Antwerp. We believe that all young people have the potential to succeed, regardless of their background. We work to remove the barriers that prevent young people from reaching their full potential, and we help them to develop the skills and knowledge they need to succeed in life.

Lota's Box, Croatia

Lota's Box was founded in 2018 to promote values of democracy, active citizenship and equality. We have 1 employee and 4 volunteers working on the projects and bringing us their fields of expertise

We are based in Zagreb, capital of Croatia and cooperate with stakeholders in other parts of Croatia at national level. Lota's Box is dedicated to advancing democracy, active citizenship, and equality by focusing on three key pillars: lifelong learning, sports as a tool for empowerment, and active citizenship. Through our projects, we aim to strengthen civic participation, promote sustainable development, and encourage inclusive community engagement across Croatia.



About the organisations

Hungarian Parkour Association, Hungary

The Hungarian Parkour Association was founded in 2018 and it's the first association specialised in parkour in Hungary. We're fostering professional parkour and its community in Hungary, training over 150 athletes weekly, and hosting competitions and events to engage youth, schools and universities. We prioritize the personal and professional growth of our athletes and members, offering workshops, exchanges, community building events and other opportunities to help them gain skills, be part and give back to the community and society. We strive to make parkour available to everyone.



Social Innovation Sports, Portugal



Social Innovation Sports (SIS) is a nonprofit organization that uses sport as a powerful tool for social inclusion, education, and community transformation. We design and implement projects that support vulnerable youth, migrants, and underserved communities by combining physical activity with personal development and social impact. Our approach integrates sports training with educational, emotional, and professional support, fostering leadership, cooperation, and empowerment. Through partnerships with public and private institutions, we aim to build more just, inclusive, and resilient societies.

Associació Esportiva Ciutat Vella, Spain

Associació Esportiva Ciutat Vella is a non-profit organization dedicated to sports and recreation activities as well as sports management of municipal facilities. Since our foundation in 1986, we struggle to get sports to every child and youngster from 3 to 18 years old and elderly people from age 65 years old and up. In our organization chart we have the president, the general director, general manager, 7 area managers, 80 sports instructors and 6 facility porters. Our expertise areas are sports educational programs, sports social programs and sports management.

Our main goal is to use sport as a tool to include youth and child in all the possible areas (social, learning, mental wellbeing).



Exploring the concept of social sports

Sports, as an activity, is known to have many benefits such as improving physical fitness, mental health and well-being, social life and self-confidence. However, when we talk about social sports, there are more advantages that come into play and it's helps you to go beyond the physical.

Sports projects have the potential to change lives, communities and society. Through non-formal education, sport can be used as a tool for competence development - including physical skills and soft skills.

Sports are a great way to have fun, meet new people and develop our competencies, while we can also enjoy the health benefits of doing sports. Social sports are usually less competitive than traditional sports and the focus lays more on the experience itself that the activity can offer, rather than winning.

Sport is an international language that transcends borders, races and cultures. Whether it's a game of football or basketball at the local park or a tournament for parkour in Hungary, sports bring people together from all walks of life. By bridging communities, social sports has the power to promote social cohesion. Playing sports with others creates an atmosphere where everyone feels part of something bigger than themselves. This communal spirit encourages teamwork, cooperation, trust and respect between teammates.

Sport can be an educational tool as well to transfer different kinds of values. For example, it can teach young people how to behave in society, it can help them to learn how to work with others, it can teach them the value of teamwork and the importance of good communication or fair play, but it can be also used by youth workers to transfer different kinds of values such as respect for other people, fairness, discipline, inclusion, human rights, equality or the importance of environmental protection. In terms of building relationships, sport can be used as a tool to help young people understand themselves better. It gives them the opportunity to learn more about what they're good at and what they enjoy doing; it helps them become more aware of their strengths and weaknesses; and it helps them develop strategies to deal with difficult situations or feelings.



Sport and education

FORMAL EDUCATION DEFINITION

UNESCO defines an education programme as a coherent set or sequence of educational activities or communication designed and organised to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Objectives encompass improving knowledge, skills and competencies within any personal, civic, social and/or employment-related context. Learning objectives are typically linked to the purpose of preparing for more advanced studies and/or for an occupation, trade, or class of occupations or trades but may be related to personal development or leisure. A common characteristic of an education programme is that, upon fulfilment of learning objectives or educational tasks, successful completion is certified. The key concepts in the above formulation are from: UNESCO Institute for Statistics (2012): International Standard Classification of Education 2011, Montreal.

INFORMAL EDUCATION DEFINITION

Informal learning, from the learner's standpoint at least, is non-purposive learning, which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes. APEL systems are one way in which the outcomes of such learning can be made more visible and hence open to greater recognition. (Ref: Chisholm, L. (2005): Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain.)

NON-FORMAL EDUCATION DEFINITION

Non-formal education is any educational action that takes place outside of the formal education system. Non-formal education is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities taking place outside the formal educational system. An important part of non-formal education is carried out by non-governmental organisations involved in community and youth work. The Parliamentary Assembly of the Council of Europe has passed a resolution and a recommendation on "Young Europeans: an urgent educational challenge" promoting enhancement of traditional forms of education settings, recognition and support of non-formal and informal learning settings. REF: Parliamentary Assembly (1999): Report of the Committee on Culture and Education, Parliamentary Assembly of the Council of Europe, document 8595: Non-formal education; Parliamentary Assembly, Resolution 1930 and Recommendation 2014 (2013): Young Europeans: an urgent educational challenge.

Good Practises

Social inclusion through sport for unaccompanied immigrant minors	
Title of the Good Practice	Social inclusion through sport for unaccompanied immigrant minors
Topic	Inclusion, Immigration
Time frame / year	Running all year
Objective(s) of the good practise	<ul style="list-style-type: none"> • Integration through sport • Role models
Description of the good practise	<p>Catalonia, and in particular our capital, Barcelona, has recently become one of the places for the reception of unaccompanied foreign minors, socially recognized by the acronym (MENA).</p> <p>In recent years, the number of foreign minors has increased, even overflowing the reception centers in Catalonia. According to data provided by the General Directorate of Child and Adolescent Care of the Generalitat, (DGAIA) the arrivals of children of immigrants began to increase apart from July 2017, With this data, we want to make visible the problem of the arrival of unaccompanied minors in the Catalan capital and that the administration does not have the resources to manage these massive monthly arrivals. In this context, our organization (AECV) has developed a project in order to make the passage of these MENAS</p>

Description of the good practise	<p>through the city, a little less complex, offering a sports activity two days a week where they can do Physical Activity and Sport, supply their nutritional needs, take care of their personal hygiene and with the supervision of social educators.</p> <p>Our project is focused on sports intervention during 1:30h two days a week, led by a sports professional, making games and sports activities like football. As a sports entity we also offer them a space to practice it, the material and coordination of the project together with the other entities that are part of it.</p> <p>At the AECV we are aware of the limitations of working with so many children and young people and with situations as complex as they are, but also of how important these activities are to have a follow-up, cover basic needs and be able to work, social skills and integration into society.</p> <p>Once this youth stabilise their lives we offer them the opportunity to volunteer in the project to be a role model for the rest.</p>
Target group	Unaccompanied immigrant minors
Main activities performed during the good practise	<ul style="list-style-type: none"> • Football practise • Hygiene Habits • Food Service • Laundry
Main achievements accomplished by the good practise	<ul style="list-style-type: none"> • High participation in the activity • Stabilization of the number of participants • To meet the need of the youth

Impact of the project	<ul style="list-style-type: none">• Regularization of the situation of young people• Integration of young people in neighborhood spaces• Academic reintegration
Organisation(s) involved	<ul style="list-style-type: none">• AECV• FUNDACIÓ DEL BARÇA• FUNDACIÓ TOT RAVAL
Contact e-mail of the organisation	rubenluque@aeciutatvella.cat



Good Practises

Degree in sport's training	
Title of the Good Practice	Degree in sport's training
Topic	Education Community Leadership
Time frame / year	2014 - present
Objective(s) of the good practise	<ul style="list-style-type: none"> • Train youth to get the sport certification • Train youth to be leaders of their communities • Give access to young boys and girls to their first jobs
Description of the good practise	<p>This project hangs from our team sports training centres project and aims to all young people over 16 years in the district. We take young athletes from our team sports centres of sports and from the social organizations that work with, mainly the ones who deal with young people at risk of social exclusion. The primary objective of this intervention is to provide free access to sports training degree, team sports referees and team sports coaches, to all those who have concerns to degree themselves (even the academic path) and work in this area. All the appliers are perfectly identified the idiosyncrasies of the neighbourhood. Likewise, we contribute to reducing the great social fracture in our district and alleviating pockets of the families of these young people.</p>

Description of the good practise	<p>Currently we have about 20 team sports coaches from previous courses in our workforce, and many more working with other social organizations in the Raval neighbourhood.</p> <p>The topics of the training are the following:</p> <ul style="list-style-type: none"> • First Aid • Economic Management • Planning • Sports Club management • Inclusion through Sport • Games and Sports • Physical abilities through games • Sport Session Design • Psychology • Gender equality • Sports and values • Physical activity and health • Team Sports • Individual Sports • Minority Sports
Target group	Young boys and girls over 16
Main activities performed during the good practise	<ul style="list-style-type: none"> • 100h Training • Volunteering for 150h • Teambuilding activities
Main achievements accomplished by the good practise	<ul style="list-style-type: none"> • More than 150 youth trained • 70% of youth working in sports area

Organisation(s) involved	Associació Esportiva Ciutat Vella
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Good Practises

Support in Inclusive Recruitment Process and Ongoing Workplace Experience for Immigrants and Refugees	
Title of the Good Practice	Support in Inclusive Recruitment Process and Ongoing Workplace Experience for Immigrants and Refugees
Topic	Employment
Objective(s) of the good practise	<ul style="list-style-type: none"> • Facilitate access to employment for immigrants and refugees through inclusive recruitment. • Support employers in adopting equitable and culturally sensitive hiring practices. • Provide ongoing mentoring and support to immigrants and refugees during their work placements. • Promote job retention and professional growth within this population.
Description of the good practise	<p>SIS provides comprehensive support tailored to immigrants and refugees to facilitate their access to the labor market through inclusive recruitment processes. This practice includes preparing candidates for job applications, promoting inclusive hiring practices among employers, and offering continuous guidance and monitoring during the workplace experience to ensure successful integration and retention. The support addresses barriers related to language, cultural adaptation, discrimination, and lack of local work experience, fostering sustainable employment opportunities for these vulnerable groups.</p>

Target group	Immigrants and refugees seeking employment, and employers committed to inclusive recruitment and integration.
Main activities performed during the good practise	<ul style="list-style-type: none"> • Preparation workshops focused on CV writing, interview skills, and workplace norms tailored for immigrants and refugees. • Employer training sessions on cultural competence, diversity, and inclusion in recruitment. • Regular follow-ups and mentoring throughout the work experience period. • Mediation and support to address challenges faced by immigrants and refugees in the workplace. <p>Innovative Elements:</p> <ul style="list-style-type: none"> • Integration of cultural sensitivity and language support in recruitment and onboarding. • Continuous support model enhancing retention and job satisfaction. • Bridging social support with labor market demands to foster inclusion.
Main achievements accomplished by the good practise	<ul style="list-style-type: none"> • Higher rates of employment among immigrants and refugees in partner organizations. • Improved retention and positive workplace experiences reported by immigrant and refugee employees. • Increased employer awareness and skills in inclusive recruitment and management. <p>Strengthened cooperation between social support entities and the labor market.</p>

Main achievements accomplished by the good practise	<p>Lessons Learned:</p> <ul style="list-style-type: none">• Tailored support addressing cultural and linguistic barriers is essential.• Employer engagement and education improve recruitment outcomes.• Ongoing mentorship significantly increases job retention.• Collaboration among stakeholders is key to holistic integration
Organisation(s) involved	Social Innovation Sports (SIS)



Good Practises

Revitalizing and Reactivating Sports Facilities in Marginalized Areas	
Title of the Good Practice	Revitalizing and Reactivating Sports Facilities in Marginalized Areas
Topic	Revitalize and reactivate underused or neglected sports facilities
Objective(s) of the good practise	<ul style="list-style-type: none"> • Improve access to quality sports infrastructure in marginalized areas. • Increase youth engagement in regular sports and recreational activities. • Foster community ownership and responsibility over local sports spaces. • Use improved facilities as platforms for social inclusion and youth development programs.
Description of the good practise	<p>SIS works to revitalize and reactivate underused or neglected sports facilities in marginalized neighborhoods, transforming them into vibrant community hubs. By improving physical infrastructure and creating accessible, welcoming spaces, SIS encourages youth participation in sports and community activities. This practice strengthens local engagement, provides safe spaces for young people, and supports broader social inclusion efforts through sport.</p>

Target group	Youth and community members living in marginalized or underserved urban areas
Main activities performed during the good practise	<p>Context: Often implemented in partnership with local municipalities, community organizations, and sports clubs, adapting interventions to local needs and contexts.</p> <p>Key Activities:</p> <ul style="list-style-type: none"> • Assessing and renovating sports facilities to ensure safety and usability. • Organizing community consultations and participatory planning with local residents. • Creating regular sports programs, leagues, and open access times for the community. • Training local youth leaders and volunteers to maintain and manage facilities. <p>Innovative Elements:</p> <ul style="list-style-type: none"> • Combining infrastructure improvements with social programming to maximize impact. • Emphasizing community participation in the planning and ongoing management of facilities. • Linking facility revitalization with broader youth empowerment and inclusion initiatives.
Main achievements accomplished by the good practise	<ul style="list-style-type: none"> • Increased use and improved condition of sports facilities in targeted areas. • Greater participation of marginalized youth in sports and community activities. • Enhanced social cohesion and community pride linked to the revitalized spaces. • Development of local leadership through facility stewardship and program delivery.

Main achievements accomplished by the good practise	<p>Lessons Learned:</p> <ul style="list-style-type: none">• Physical infrastructure alone is not enough; community engagement is essential for sustainability.• Regular programming and accessible open hours help keep facilities vibrant and well-used.• Building local capacity to manage and maintain facilities ensures long-term impact.• Partnerships with local authorities and organizations facilitate resources and legitimacy.
Organisation(s) involved	Social Innovation Sports (SIS)



Good Practises

Co-Teaching Methodology for Social Inclusion through Sport	
Title of the Good Practice	Co-Teaching Methodology for Social Inclusion through Sport
Topic	Social inclusion Develop leadership
Objective(s) of the good practise	<ul style="list-style-type: none"> • Promote social inclusion and community cohesion through sport. • Develop leadership and social skills among young participants. • Provide psychosocial support integrated with physical activity.
Description of the good practise	<p>SIS implements a co-teaching methodology that brings together sports coaches and social/psychological professionals to deliver integrated training sessions. This approach combines physical training with psychosocial support, fostering holistic development for young people from vulnerable communities. The practice emphasizes inclusivity, community building, and emotional regulation through structured sport-based activities.</p>

Target group	Kids, teenagers and adults from diverse and vulnerable backgrounds, including refugees, migrants.
Main activities performed during the good practise	<p>Context: Programs are delivered in partnership with local sports clubs, community centers, and schools, adapting to the cultural and social realities of each location.</p> <p>Key Activities:</p> <ul style="list-style-type: none"> • Joint sessions led by coaches and psychosocial professionals. • Emotional regulation exercises integrated into training. • Community events to foster belonging and engagement. <p>Innovative Elements:</p> <ul style="list-style-type: none"> • Multidisciplinary co-teaching model bridging sport and social care. • Use of sports as a medium for emotional and social development, not just physical training.
Main achievements accomplished by the good practise	<ul style="list-style-type: none"> • Increased social inclusion and community integration among participants. • Improved emotional regulation, resilience, and social skills. • Stronger community ties through sport-based collective activities. <p>Lessons Learned:</p> <ul style="list-style-type: none"> • Collaboration between sport and social professionals enriches program impact. • Tailoring activities to local cultural contexts increases engagement. • Addressing emotional wellbeing alongside physical training is key for sustainable outcomes.

Organisation(s) involved	Social Innovation Sports (SIS)
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Good Practises

Tøyenakademiet	
Title of the Good Practice	Tøyenakademiet
Topic	Youth Leadership
Time frame / year	2015 – present
Objective(s) of the good practise	<ul style="list-style-type: none"> • Provide youth with skills and tools to contribute to society. • Give youth a voice and opportunities to influence the future. • Develop young role models through building community
Description of the good practise	<p>Tøyenakademiet is a youth leadership program initiated by Tøyen Sportsklubb in Oslo. The program aims to train local youth aged 15–25 in organizational participation, event management, activity leadership, and entrepreneurship. This helps strengthen their roles as positive role models and resources in the community.</p> <p>Tøyenakademiet is essentially an adaptation of <u>Alnaskolen</u> – a kind of blueprint, but adjusted for the unique needs and opportunities in Tøyen. The academy builds on the principles of Alnaskolen, with its own priorities related to local identity, challenges, and resources.</p>

Description of the good practise

The program structure of Tøyenakademiet is based on 12-15 meet-ups varying between workshops, social get-togethers, and volunteer work. The program's line-up is unique for each year, due to different combinations of workshops etc., based on participation and motivation from the youths, and what the project leaders find relevant and useful for the future.

The program is tuned to fit for future work within the social sports-sphere, mainly in Tøyen Sportsklubbs own activities, but we aim to provide the youth with various skills and tools to contribute back to society through work and/or volunteer work. Completed participation will result in a diploma and a set of skills to put on your resume for future job applications.

The basic set up for a session is as follows:

A short text message is sent out a week before to let everyone know in advance that there is a workshop/event up ahead. More information about the session is also described in the Spond-group.

On the day of the session, we send out a new text message to remind everyone. 90% of the sessions are placed in the same room in the local school, at the same time, so there will be no miscommunication and mistakes made.

The sessions always start 15 minutes after start up time, so that we know everyone is ready. We always start in a horseshoe formation and usually start with a "check-in" activity (described under #3).

After around 90 minutes of activity, we do a longer break with food and drinks for 30 minutes. After the break the last part of the session takes place, and the last 10 minutes we talk about the next happening and other general information we find relevant.

<p>Description of the good practise</p>	<p>Sports and recreational activities: TSK offers various sports and leisure activities designed to be accessible to all children and youth in the community. The focus is on participation rather than competition.</p> <p>Leadership and coaching training: Through Tøyenakademiet, young people receive structured training in leadership, communication, and coaching to prepare them for future roles within the club and the wider community.</p> <p>Community engagement programs: TSK collaborates with local schools, organizations, and institutions to create a safe, inclusive environment where young people can engage in positive activities.</p> <p>Youth empowerment initiatives: Tøyenakademiet encourages young people to take active roles in shaping their environment, providing them with skills to lead activities, mentor younger members, and influence community development.</p> <p>Inclusion and support for marginalized groups: The club actively works to remove financial and social barriers, ensuring that all children, regardless of background, can participate in activities.</p>
<p>Main achievements of the project</p>	<p>Recognition as Norway's most important sportsclub: Tøyen Sportsklubb has been widely acknowledged for its impact in fostering inclusivity and community development.</p> <p>Expansion and increased participation: The club has significantly grown in membership, demonstrating its success in engaging children and youth who might otherwise be excluded from organized sports.</p>

Main achievements of the project	<p>Successful youth leadership development: Tøyenakademiet has trained numerous young leaders, many of whom have taken on coaching and mentoring roles within the club and community.</p> <p>Financial support and acknowledgement: Organizations like Sparebankstiftelsen DNB have supported Tøyenakademiet with grants to expand leadership training, reinforcing its value in youth development.</p> <p>Sustainable community impact: By prioritizing local engagement and leadership, TSK has created a self-sustaining model where former participants continue to give back to the community as role models and mentors.</p>
Organisation(s) involved	Tøyen Sportsklubb
References	<ul style="list-style-type: none"> • Sparebankstiftelsen DNB – Tøyenakademiet • Sparebankstiftelsen DNB – Tøyenakademiet for Younger Youth • Frivillig.no – Tøyen Sportsklubb



Good Practises

Community JAMS	
Title of the Good Practice	Community JAMS
Topic	Community Building Events
Objective(s) of the good practise	<ul style="list-style-type: none"> • Community Building • Inclusion
Description of the good practise	<p>The Hungarian Parkour Association organises 'Community JAMS' for the purpose of community building. The Association organises 5-6 JAMS each year. Within these JAM events the athletes of the organisation and national parkour community gathers and unites, to practise sports together and develop themselves personally and professionally, while having fun and making long-term connections. The program of the JAM is a day long event.</p> <p>Elements:</p> <ul style="list-style-type: none"> • Parkour Practise • Skills competition • Speed competition • Freestyle competition • Free practise • Community workshops for self and professional development

Main activities performed during the good practise	<p>Key Activities:</p> <ul style="list-style-type: none">• Joint sessions and practises led by coaches and professional athletes• Community events to foster belonging and engagement.• Self-development Workshops for personal and professional growth where participants can bond together (crafts, chocolate making, flower planting, mental health and well-being workshops)• Competitions within the community, where everyone supports each other
Target group	Kids, Youth, Adults
Main achievements accomplished by the good practise	<ul style="list-style-type: none">• Increased inclusion and community integration among participants.• Improved parkour skills• Stronger community ties through sport-based collective activities.
Organisation(s) involved	Hungarian Parkour Association magyarpkse@gmail.com





YOUTH EMPOWERMENT THROUGH ROLE MODELS

