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## State of the Art Analysis.

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## Abstract:

This document analyses the current state of racism in higher education, with the aim of establishing a solid basis for the development of the BRISWA 2.0 project, which is funded by the Erasmus+ programme of the European Union. The project's objective is to formulate and implement a specialised training course aimed at students, professors and university sports coaches, with a view to improving strategies to prevent and combat racism in academic environments. The research focuses on reviewing existing policies, programmes and practices in several European countries, highlighting specific cases that have proven to be effective in promoting social and cultural inclusion. This paper provides a comprehensive analysis of racism in education in Europe, with special emphasis on higher education. Through a review of the scientific literature and the analysis of empirical data obtained through surveys, it examines the manifestations of racism in academic institutions and its impact on students, teachers and coaches.

The study highlights the various manifestations of racism in higher education, including the underrepresentation of ethnic minorities in faculty and academic leadership positions, as well as structural discrimination in admissions and evaluation processes. Furthermore, evidence is provided of the persistence of prejudices and microaggressions that affect the academic and professional trajectory of racialized students. Despite the existence of robust regulatory frameworks within the European Union, the data reflects that anti-racist policies implemented in universities present challenges in their application and effectiveness.

The study further explores educational strategies and policies adopted in various European countries to mitigate the impact of racism in education, with a particular focus on Italy, Spain, Greece and Cyprus. The analysis delves into the efficacy of initiatives such as teacher training programmes, curricular reforms and awareness campaigns in universities and schools. However, it is acknowledged that the success of these endeavours hinges significantly on their implementation and the institutional commitment to their long-term sustainability.



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The survey results presented in this study offer insight into the current state of racism in the university environment, providing an initial diagnosis of the perception and experiences of discrimination among different actors in the academic environment. These findings will serve as a basis for the development of a university training programme aimed at professors, students and coaches, with the objective of strengthening the fight against racism in the educational environment.

The document establishes a foundation for the development of a more equitable and inclusive academic environment, proposing a series of recommendations for the improvement of educational policies in Europe. It concludes that the eradication of racism in higher education requires a comprehensive approach combining legislation, awareness-raising and effective institutional practices.



# 1 Introduction

## 1.1 General Approach to Racism as a Social Problem

Racism has historically been one of the most persistent forms of inequality and social exclusion, manifesting itself in various areas, from the labor market to access to fundamental rights such as education and health (Bonilla-Silva, 1997). Globally, racism takes multiple forms, from institutionalized racism to everyday microaggressions, generating negative impacts on the lives of millions of people (Essed, 1991). Throughout history, the racialization of individuals has served as a mechanism of social hierarchy, justifying the marginalization and exclusion of certain groups in multiple contexts (Goldberg, 2009).

In contemporary society, manifestations of racial discrimination are not limited to explicit forms of segregation and violence; there is also a prevalence of institutional practices that, although unintended, serve to perpetuate systemic inequality. The European context has seen an escalation in the visibility of this phenomenon, precipitated by the influx of new migratory waves and the increasing demographic presence of racialised communities across various societal sectors (ECRI, 2020). The presence of xenophobic discourses on social networks and the rise of far-right political movements have served to exacerbate the problem, reflecting the persistence of racism in the daily lives of millions of people (FRA, 2018). Despite the existence of strong regulatory frameworks, such as Directive 2000/43/EC of the Council of the European Union, racial discrimination persists in multiple areas, underscoring the need for further research into its mechanisms and effects.

## 1.2. Racism and its Manifestation in Education

One of the areas in which racism has a significant but less visible presence is education. Education has traditionally been a space for the reproduction of inequalities, where narratives that reinforce racial hierarchies have been consolidated. The literature on critical studies on race has shown that educational structures, far from being neutral, have historically contributed to the exclusion of certain racial groups through processes such as school segregation, Eurocentric



curricula, and discrimination in access to educational opportunities (Gillborn, 2008). In other words, from elementary school to higher education, racialized students experience both structural and interpersonal discrimination (Gillborn, 2008). Racism in education is not a recent phenomenon. From European colonization to the modern era, educational institutions have played a fundamental role in the construction of discourses that reinforce racial privilege. For example, in many European countries, historical narratives taught in classrooms continue to minimize the impact of colonialism and slavery on shaping contemporary racial inequalities (Modest & Lelijveld, 2018). A key element in understanding the persistence of racism in education is the concept of institutional racism, developed by Carmichael and Hamilton (1967). This concept emphasizes how institutions, through their policies, practices, and organizational culture, can perpetuate racial discrimination without necessarily having explicit intentions of exclusion. Recent studies have shown that students from racial minorities in Europe face higher dropout rates, lower academic expectations from teachers, and difficulties in transitioning to the labor market after graduation (Arday & Mirza, 2018). This reality reflects not only individual prejudices, but also structural biases in education that condition the opportunities of these students.

### 1.3. The Manifestation of Racism in Higher Education

Whilst the presence of racism in compulsory education has been extensively documented, the study of racism in European universities has received comparatively less attention (Arday & Mirza, 2018; Stevenson et al., 2021). However, various reports have revealed that higher education institutions are not immune to exclusionary dynamics. The underrepresentation of racial minorities within the teaching faculty, the marginalisation of non-Eurocentric viewpoints in curricula, and the presence of discrimination in admission and evaluation processes are some of the ways in which racism manifests itself in this domain (Arday & Mirza, 2018; Stevenson et al., 2021).

A recent report on higher education in the UK found that racial minority students more frequently report experiences of exclusion and microaggressions in universities (Stevenson et al., 2021). These experiences range from derogatory comments to biases in academic evaluation and difficulty in accessing mentoring and professional development opportunities (Sue et al., 2007). A particularly salient issue is the dearth of effective reporting mechanisms and the pervasiveness of microaggressions within university campuses, which have been shown to have a deleterious effect



on the emotional well-being and academic performance of racial minority students (Sue et al., 2007).

Moreover, the dearth of diversity among university faculty members represents a pivotal concern. Recent data reveal that, in nations such as the United Kingdom and Germany, the proportion of university professors from African or Asian backgrounds is disproportionately low in comparison to the student population of these very communities (Advance HE, 2020). This discrepancy impacts not only representation but also the diversity of perspectives and approaches within academia, thereby perpetuating a knowledge system that remains predominantly Eurocentric in nature.

## 1.4. Impact of Racism on the Academic Experience

Racism in higher education has direct implications on the college experience of racialized students. Research has shown that the effects of racism on these students include:

- **Stress and anxiety:** Systematic discrimination within the university environment contributes to psychosocial stress, affecting students' well-being and mental health (Harwood et al., 2012).
- **Inequality in access to academic opportunities:** Students of color face barriers in accessing scholarships, mentoring networks, and academic exchange programs, which impacts their professional and educational development (Gusa, 2010).
- **Underrepresentation in student leadership positions:** Systematic exclusion prevents these students from accessing leadership roles within university institutions, perpetuating the lack of voice in academic decision-making (Ahmed, 2012).

## 1.5. Objectives and Approach of the State of the Art

The initial phase of the project is concerned with the analysis of the manifestation of racism in higher education. This will be achieved by contextualising the phenomenon through a review of the scientific literature, complemented by empirical data obtained through surveys carried out on teachers, students and coaches. The following objectives are being pursued:



- This first part of the Project aims to analyze the manifestation of racism in higher education, contextualizing the phenomenon from a review of the scientific literature and complementing it with empirical data obtained through surveys carried out on teachers, students and coaches. The following are sought:
- To examine the literature on racism in Europe, with an emphasis on its presence in the educational field.
- To analyze the relationship between racism and higher education, identifying structural barriers and experiences of racialized students.
- To present the data collected through surveys as a starting point for a diagnosis of the problem in European universities.

## 2. Racism in Europe: Overview

### 2.1. Definition and Conceptualization of Racism

Racism is defined as an ideology that upholds the superiority of one racial group over others, leading to discrimination and marginalisation of those deemed inferior. This belief manifests itself in attitudes, behaviors and policies that perpetuate inequalities based on racial or ethnic characteristics (Amnesty International, 2024).

According to Buraschi and Aguilar, racism can be understood as "a system of domination and inferiorization of one group over another based on the racialization of differences, in which the interpersonal, institutional, and cultural dimensions are articulated" (Wikipedia, 2025). This system is expressed through ideas, discourses and practices that include stigmatization, discrimination, exclusion and aggression towards racialized groups.

Racism is a complex phenomenon that transcends individual attitudes to manifest itself as a social structure rooted in institutional norms, policies and practices. According to Bonilla-Silva (1997), modern racism takes more subtle forms where racial inequalities are explicitly denied but perpetuated through implicit and systematic mechanisms. This conceptualization underscores the importance of examining not only individual biases, but also the structural dynamics that perpetuate disparities.

In the European context, racism has taken various forms throughout history, from biological racism, which postulates genetic differences between races, to cultural racism, which emphasizes insurmountable cultural differences between ethnic groups. The latter has manifested itself in discrimination against migrant communities and ethnic minorities, justifying exclusion on grounds of cultural incompatibility (Wikipedia, 2025).

In Europe, racism manifests itself in both explicit (such as racist attacks) and implicit forms (e.g. discriminatory policies in access to employment or housing). Critical race theory (CRT) provides a useful framework for understanding how racism operates as a system of power that benefits dominant groups while marginalizing others (Delgado & Stefancic, 2017).

## 2.2. European Regulations and Policies against Racism

The European Union (EU) has implemented several directives aimed at combating racial discrimination, most notably Directive 2000/43/EC, which establishes fundamental principles of equal treatment regardless of racial or ethnic origin. (EUR-Lex, n.d.). In addition, Directive 2000/43/EC, known as the Racial Equality Directive, implements the principle of equal treatment between individuals, irrespective of racial or ethnic origin, in areas such as employment, education and access to goods and services (EUR-Lex, n.d.).

Although these regulations have established an important legal framework, their effective implementation remains uneven between Member States. Recent research indicates that racial discrimination persists across multiple sectors, even when protective laws are in place (European Union Agency for Fundamental Rights [FRA], 2020).

A study conducted by FRA (2020) revealed that approximately 30% of people belonging to ethnic minorities in Europe reported experiencing some form of racial discrimination in the last five years. This suggests that, although policies are fundamental, they must be accompanied by concrete measures to ensure compliance and effectiveness.

In 2020, the European Commission adopted the EU Action Plan against Racism 2020-2025, which seeks to intensify efforts to eradicate racism through actions such as:



- **Improving enforcement of legislation:** Ensuring that anti-discrimination laws are effectively implemented in all Member States.
- **Awareness and education:** Promote educational campaigns that challenge stereotypes and foster intercultural understanding.
- **Data collection:** Improve data collection and analysis on racial discrimination to guide evidence-based policies (European Commission, 2020).

While these initiatives seek to address the root causes of racism through comprehensive strategies involving education, training, and promotion of social inclusion, it is observed that the effectiveness of these policies will depend on political will and coordination between different levels of government.

## 2.3. Current Situation: Recent Reports and Data on Racial Discrimination in Europe

The current situation of racism in Europe reflects a mixed but worrying picture. Contemporary studies show that people of African descent, Muslims and other ethnic minorities continue to face high levels of discrimination in key areas such as employment, housing and education. A report by Amnesty International (2021) documented cases of racial discrimination in the European labor market, where applicants with names associated with ethnic minorities received fewer positive responses than those with names considered "white" or Western, even when their CVs were identical. This phenomenon, known as "name-based discrimination," shows how racial perceptions can influence seemingly objective decisions.

In the field of education, research carried out in countries such as Spain indicates that African immigrant students face additional barriers in terms of access to quality educational resources and recognition of their skills (Cea D'Ancona & Valles Martínez, 2015). These disparities contribute to perpetuating cycles of social and economic exclusion.

In addition, data collected by Farkas (2017) show that ethnic minorities in Europe have significantly lower rates of access to advanced professional and academic opportunities, reinforcing the need for more effective interventions to reduce these gaps.



Despite legislative advances, racial discrimination persists in Europe. Recent reports highlight significant concerns. Below are some news related to Racism in Spain, Italy, Greece and Cyprus:

- **Discrimination in policing practices:** A qualitative study in Spain revealed that non-white people are disproportionately detained for identification. For every white person identified, 42 black, 10 Maghrebi and 8 Latin American people are arrested (Cadena SER, 2025).
- **Increase in hate crimes:** In the Region of Murcia, Spain, hate crimes due to xenophobia and racism increased by 76.5% between 2020 and 2023, from 11 to 27 cases. This increase is attributed, in part, to political discourses that promote rejection and discrimination against migrant groups and minorities (Cadena SER, 2025).
- **Structural discrimination:** The European Commission against Racism and Intolerance (ECRI) has pointed out the need for European countries to prioritize the fight against racism and racial discrimination in order to reverse the situation of marginalization faced by communities of African descent and other minorities (Council of Europe, 2019).
- **Hate Crimes and Extremist Groups:** In December 2024, Italian police dismantled the neo-Nazi cell called the "Werwolf Division," arresting twelve of its members on charges of association for terrorist purposes and discriminatory propaganda. This group, inspired by supremacist ideologies, planned violent acts to establish a state based on the "Aryan race" (Huffington Post, 2024).
- **Social Media Discrimination:** The "Intolerance Map," a study that analyzed approximately 800,000 tweets in Italy, revealed that women, Muslims, people with disabilities, Jews, LGBTI individuals, and migrants are frequently targeted online. These findings underscore the prevalence of hate speech on digital platforms and the need to address this phenomenon effectively (Office of the United Nations High Commissioner for Human Rights [OHCHR], 2022).
- **National Plan against Racism:** In September 2022, the European Commission against Racism and Intolerance (ECRI) commended Greece's adoption of a national action plan to combat racism. However, ECRI also expressed concerns about the



persistence of police abuses and discrimination towards Roma communities and LGBTI people, indicating that there are still significant challenges in the effective implementation of anti-racist policies (Council of Europe, 2022).

- **Discriminatory Enforcement of Health Measures:** During the COVID-19 pandemic, Amnesty International documented that the implementation of lockdown measures in Greece disproportionately affected ethnic minorities and marginalized groups. Cases of police violence, discriminatory identity checks, and forced quarantines were reported, which is evidence of racial bias in the application of public policies (Amnesty International, 2020).
- **Reports on Racial Discrimination:** In its twenty-fifth periodic report submitted in 2020, Cyprus detailed the measures taken to eliminate racial discrimination. However, the report also recognized persistent challenges, especially in relation to the integration of migrants and refugees, and the need to strengthen policies for inclusion and protection of human rights (United Nations, 2020).
- **Impact of the Pandemic on Minorities:** As in other European countries, during the COVID-19 pandemic, specific quarantines were implemented for asylum seekers, refugees, and migrants in Cyprus. These actions were perceived as discriminatory and a reflection of racial prejudice on the part of the authorities (Amnesty International, 2020).

## 2.4 Racism in Sport

The world of sport is no stranger to the problems that racism entails. There are numerous situations in which discrimination based on the color of skin or race of some athletes causes situations of racist insults and contempt by other athletes or by the public attending sporting events. Below are some of the most current racist cases in sport:

- **Racist Insults in Spanish Football:** In February 2025, during a match between RCD Espanyol and Athletic Club, Moroccan player Maroan Sannadi was subjected to racist insults from the stands. The referee stopped the match and activated the anti-racism protocol, projecting anti-discrimination messages on the stadium screens. Iñaki Williams, captain of Athletic Club, strongly condemned these acts, recalling



similar incidents in the past and emphasising the need to eradicate racism from football (Cadena Ser, 2025; Reuters, 2025).

- **Abandonment of the match due to racist insults:** CD Otxarkoaga decided to abandon a match in February 2025 after one of their players received racist comments. Although the referee did not identify the perpetrator of the insults, the squad, consistent with its values of respect and equality, chose not to continue the match, underlining its stance against any form of discrimination (As, 2025).
- **Incidents in Children's Matches:** In a children's match between Club Deportivo Gaztelueta and Berango C, racist and religious insults were recorded between players, which led to the suspension of the match. The president of Gaztelueta emphasised the importance of sport as a space for meeting and learning, and announced educational measures to address the incident and promote respect in grassroots sport (EITB, 2025).
- **Racist Insults towards Loum Tchaoua:** In October 2024, during a Europa League match between Lazio and Twente, the player Loum Tchaoua was subjected to racist abuse by fans. Tchaoua, visibly affected, was substituted in the 89th minute after pointing out the insults he was receiving. Lazio coach Marco Baroni confirmed the incident, although he avoided delving into details (Reuters, 2024).
- **Racist Offenses against Dusan Vlahovic:** In December 2024, Serbian striker Dusan Vlahovic was the target of racist insults during a match between Juventus and Fiorentina. Six minutes into the match, Fiorentina fans began to hurl insults, calling Vlahovic a "gypsy". The referee stopped the game and warned that, if the insults continued, the match would be suspended. After a few minutes, the match resumed (Cadena SER, 2024).
- **Accusations against Franco 'Mudo' Vázquez:** In February 2025, Bari coach Moreno Longo accused Franco 'Mudo' Vázquez, a Cremonese player, of uttering a racist insult to Algerian footballer Mehdi Dorval during a match. According to Longo, Vázquez called Dorval a "shitty nigger," which caused the latter to break down in tears. Cremonese denied the accusations, and the Italian Football Federation Prosecutor's Office launched an investigation into the matter (As.com, 2025).



## 3. Racism in Education

Education is considered a fundamental pillar for social mobility and personal development. However, various studies have shown that educational institutions are not exempt from discriminatory practices that affect students from ethnic minorities, perpetuating inequalities and limiting their opportunities for academic and professional success.

### 3.1. Racial Discrimination in the Educational Environment: Structural Barriers and Biases

Racial discrimination in the educational environment manifests itself through structural barriers and biases that negatively impact the academic experience of students belonging to ethnic minorities. These barriers include lower academic expectations from education staff, limited access to quality resources, and underrepresentation in curricula.

A study by Delbury (2020) highlights that ethnic discrimination in the classroom is frequently associated with stereotypes and prejudices that presuppose the superiority of norms and values of European origin. This phenomenon, known as the "reverse Pygmalion effect," can limit the academic performance of these students. For example, a study by Souto-Maior (2023) showed that the presence of white students in racially diverse schools can influence the appearance of disparities in advanced course enrollment between black and white students. This finding suggests that social expectations and dynamics within the classroom may contribute to educational inequality.

It should also be noted that school segregation and unequal distribution of resources perpetuate educational disparities. Sethi (2022) analyzed how school desegregation can influence disparities within schools in the delivery of advanced courses. The results indicate that although desegregation may increase the enrollment of Black and Hispanic students in college preparatory courses, inequalities persist due to institutional and social biases.

In addition, to all of the above, it must be added that the lack of teacher training in inclusive and intercultural education contributes to the perpetuation of discriminatory practices. Arroyo González (2013) points out that intercultural education is essential to achieve educational inclusion, since it promotes reflection on pedagogical practices and school organization, fostering an environment of mutual respect and understanding.



## 3.2. Differences in Academic and Career Opportunities

Disparities in education are subsequently reflected in the labour market, where ethnic minority graduates face significant disadvantages compared to their peers from the ethnic majority. These inequalities manifest themselves in higher unemployment rates and lower incomes, even when academic qualifications are equivalent.

Whitcomb and Singh (2020) analyzed institutional data over a decade and found that students belonging to underrepresented ethnic minorities experience a greater penalty in their overall academic averages and in STEM areas, compared to non-minority students with similar socioeconomic disadvantages. This phenomenon, known as "ethnic criminalization", is evidence of the persistence of prejudice and discrimination in the transition from education to employment.

In addition, Souto-Maior (2023) investigated emerging inequalities within schools and concluded that the presence of white students may influence the emergence of disparities in advanced course enrollment between black and white students. This finding suggests that the racial composition of educational institutions may affect the academic opportunities available to minority students.

## 3.3. Strategies and Programs for Inclusion in School and Secondary Education

To address educational inequalities, various strategies and programs have been implemented aimed at promoting inclusion and equity in the school environment. These initiatives seek to create educational environments that recognize and value the cultural, ethnic, and linguistic diversity of students.

Intercultural education is presented as a key tool to promote inclusion. Arroyo González (2013) argues that intercultural education and educational inclusion share common objectives and propose concrete ways of "doing school" that promote relationships and mutual understanding between students from different backgrounds.

In addition, UNESCO (2020) highlights that carefully planned and delivered inclusive education can improve academic achievement, social and emotional development, self-esteem and peer acceptance. Including diverse students in mainstream classrooms can prevent stigmatization, stereotyping, discrimination, and alienation.



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However, the effective implementation of these programmes requires genuine institutional commitment and adequate training of education personnel. Delbury (2020) emphasizes the need to adopt a critical interculturality perspective that questions power structures and promotes inclusive pedagogical practices that recognize and value the cultural identities of all students.



## 4. Racism in Higher Education

### 4.1. Data and Research on Racism in European Universities

Racism in European higher education institutions manifest itself in a variety of ways, from discriminatory attitudes and behaviors to institutional structures that perpetuate inequalities. Recent research has shown the prevalence of these practices and their impact on the academic community.

Racism in European universities takes multiple forms, from everyday microaggressions to exclusionary institutional practices. According to Arday and Mirza (2018), racialized students in the United Kingdom frequently face discriminatory behaviors based on their physical appearance, language, or accent. These experiences can include demeaning comments, social exclusion, and lack of academic recognition.

A study conducted by the European University Association (EUA) in collaboration with several European institutions revealed that more than 20% of racialized students reported experiencing some form of racial discrimination during their time at university (European University Association, 2021). These figures vary significantly by country and institution, but reflect a worrying trend that requires urgent attention.

In addition, qualitative research has highlighted how covert racism can manifest itself in small gestures or attitudes that, although not always intentional, perpetuate negative stereotypes. For example, a study conducted in Spain indicated that African students perceived fewer opportunities to participate in extracurricular activities due to implicit biases of their peers and teachers (Cea D'Ancona & Valles Martínez, 2015). Another study conducted by the University of Burgos revealed that foreign students in physical education programs experience forms of covert racism in the classroom. These manifestations include behaviors and actions based on skin color, language, accent, physical traits, and even body odor (University of Burgos, 2023).

It should also be noted that there is structural racism in European universities, which is reflected in the underrepresentation of ethnic minorities in high-level academic and administrative positions. This phenomenon perpetuates exclusion and limits professional



development opportunities for racialized individuals. The European Commission against Racism and Intolerance (ECRI) has pointed out the need to recognise and address these less explicit forms of racism, which can be entrenched in social, financial and political institutions, affecting all levels of power and policy-making (European Commission, 2020). The absence of role models within the faculty can have negative effects on the motivation and performance of racialized students. In addition, the lack of diversity in leadership positions prevents universities from adequately addressing the needs of their multicultural communities. As Gillborn (2008) points out, "education policies must be reviewed to ensure that they do not reproduce power dynamics based on race"

## 4.2. Impact of Racism on the Access, Permanence, and Academic Trajectory of Racialized Students

Racism in the university environment has significant consequences at various stages of the academic life of racialized students, from access to their professional development. Students from ethnic minorities face additional barriers in accessing higher education. These barriers include bias in admissions processes and insufficient academic guidance during secondary education. Research by Heath and Cheung (2007) showed that young people of African and Asian descent have lower rates of enrollment in prestigious universities, even when they possess qualifications equivalent to those of their white peers. A lack of adequate representation and support can discourage these students from applying to prestigious institutions, limiting their educational and career opportunities.

Once enrolled, racialized students may face a hostile environment that affects their academic performance and emotional well-being. Discrimination, both overt and covert, can lead to feelings of isolation and stress, increasing dropout rates. The absence of a support network and lack of representation in the faculty can exacerbate these difficulties, negatively affecting the university experience of these students. Hall et al. (2016) found that racial microaggressions are associated with higher levels of stress and anxiety, which can lead to decreased academic engagement and increased dropout rates.



The impact of racism extends beyond graduation, affecting job and academic opportunities. Ethnic minority graduates often face discrimination in the labor market, which translates into higher unemployment rates and lower incomes compared to their non-racialized peers. In addition, underrepresentation in academic leadership roles limits the diversity of perspectives and perpetuates unequal power structures.

According to Bhopal (2018) in the United Kingdom, ethnic minority graduates face higher unemployment rates and lower incomes compared to their white peers, even when they hold similar degrees

This phenomenon, known as "ethnic criminalization," reflects how racial inequalities are perpetuated in the labor market. In addition, the underrepresentation of racialized scholars in academic leadership positions limits the diversity of perspectives in research and teaching, perpetuating unequal power structures.

### 4.3. Policies and Good Practices Implemented in Universities to Reduce Discrimination

Recognizing the seriousness of the problem, a number of European universities have implemented policies and practices aimed at combating racism and promoting inclusion.

Many institutions have adopted explicit policies against racial discrimination, establishing codes of conduct and procedures to address racist incidents. These policies seek to create a safe and welcoming environment for all students, regardless of ethnicity. For example, the University of Oxford launched a program called "Challenging Racism" aimed at raising awareness among the university community about the dynamics of structural racism and fostering an inclusive environment (University of Oxford, 2020). However, the effectiveness of these policies depends on their practical implementation and institutional commitment. Research suggests that the most successful initiatives are those that actively involve all members of the university community in their design and execution. The effective implementation of these policies requires institutional commitment and the active participation of the entire university community.

Universities such as Cambridge have developed mandatory training programs for teachers and administrative staff on implicit biases and inclusive practices (Cambridge University, 2021). These programs seek to reduce discriminatory behaviors and promote an environment of mutual respect.

In addition, some institutions have revised their curricula to include critical perspectives on racism and cultural diversity. For example, the University of Nottingham has removed problematic and colonial terms from its teaching materials, revising and adapting its academic offerings to remove terms and concepts with racist connotations, such as "Anglo-Saxon" and "Viking", recognizing their problematic use in historical and contemporary contexts (Nottingham University, 2022). It is important to highlight that in order to fight racism in the University it is important to promote diversity in the academic and administrative staff of university institutions.

It is imperative that there is diverse representation within the faculty and administration in order to reflect the student body and act as role models. In light of this, universities are implementing inclusive hiring strategies and mentoring programmes with a view to supporting the professional development of ethnic minority scholars. For instance, Utrecht University in the Netherlands has established a specific fund to support the careers of ethnic minority academics (Utrecht University, 2020). The aforementioned measures will directly benefit students of colour, whilst also enriching academic debate and promoting equity across all areas of the university.

Following a comprehensive review of the extant literature on the state of racism in Europe, the following section delineates the policies of four countries (Italy, Greece, Cyprus and Spain) in the fight against racism. The aim is to detect any shortcomings or needs for improvement in these policies. This information facilitates the establishment of a baseline to guide the modification of university guidelines and curricula within the European Union. The objective is to provide tools that promote the integration of racial minorities, their training, and their preparation for the labour market, ensuring that racism is not a factor.



## 5 Existing theories and conceptualization of anti-racism policies in Europe

### 5.1 Anti-racism policies in Italy

<b>NAME OF THE POLICY REGULATION</b>		<b>Decree No. 215/2003 – Implementation of the Council Directive 2000/43/EC for the equal treatment between persons irrespective of racial or ethnic origin</b>	
<b>YEAR:</b>	2003	<b>TARGET GROUP:</b>	racial or ethnic minority groups
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- elimination of Discrimination</li> <li>- equal treatment of people regardless race and ethnic origin</li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>The Legislative Decree No. 215/2003 implements Directive 2000/43/EC, aiming to ensure equality of treatment among individuals regardless of their race or ethnic origin. The decree's objective, as outlined in Article 1, is to enforce provisions for equal treatment, thereby preventing racial or ethnic differences from being grounds for discrimination. It also considers the varying impacts of discrimination on men and women and addresses forms of racism rooted in culture and religion. Essentially, the decree seeks to eliminate discriminatory practices and promote fairness and equality for all individuals, irrespective of their racial or ethnic background.</p>			

<b>NAME OF THE POLICY REGULATION</b>		<b>National Observatory Against Discrimination in Sport</b>	
<b>YEAR:</b>	2020	<b>TARGET GROUP:</b>	
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- Identify instances of discrimination in sports</li> <li>- Monitor discriminatory practices and behaviors</li> <li>- Address and combat discrimination effectively</li> <li>- Promote values of respect, coexistence, and inclusion in sports</li> </ul>			



**BRIEF SUMMARY:**

The establishment of the National Observatory against Discrimination in Sports is a significant step in combating and preventing discrimination in sports in Italy. This body, born from the collaboration between UNAR, UISP, and Lunaria, aims to promote values of respect, coexistence, and inclusion through concrete actions and a support network spread across the entire national territory.

UNAR, with its commitment to ensuring equal treatment and combating racial and ethnic discrimination, provides a solid institutional basis for the Observatory's work. The active participation of UISP, with its extensive network of committees and sports clubs, offers an important channel for spreading integration values through sports. Furthermore, the contribution of Lunaria, with its commitment to social justice, inclusion, and the promotion of citizenship rights, enriches the Observatory's approach with a broader perspective on social cohesion.

Through the collaboration of these organizations, the National Observatory against Discrimination in Sports will be able to identify, monitor, and address instances of discrimination in sports while promoting a sports culture based on principles of equality and respect for diversity. Its presence throughout the national territory and involvement of diverse stakeholders from the world of sports and civil society are key elements for the success of its initiatives and the achievement of its objectives.

<b>NAME OF THE POLICY REGULATION</b>		<b>Colour? What colour? Relazione sulla lotta contro la discriminazione e il razzismo nel calcio</b>	
<b>YEAR:</b>	2015	<b>TARGET GROUP:</b>	
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- Providing a comprehensive analysis of initiatives aimed at addressing discrimination and racism within the football (soccer) world.</li> <li>- Examining actions taken up to the point of publication to combat discrimination and racism.</li> <li>- Identifying remaining challenges in combating discrimination and racism in football.</li> <li>- Proposing future strategies</li> <li>- Reflecting UNESCO's commitment to promoting an inclusive and respectful environment in football and society at large</li> </ul>			



**BRIEF SUMMARY:**

“Colour? What colour? Relazione sulla lotta contro la discriminazione e il razzismo nel calcio” published by UNESCO during the director-general's tenure from 2009 to 2017, is a document providing a comprehensive analysis of initiatives aimed at addressing discrimination and racism within the football (soccer) world. The report examines actions taken up to that point, identifies remaining challenges, and proposes future strategies to effectively tackle this issue. This document reflects UNESCO's commitment to promoting an inclusive and respectful environment in football and society at large.

<b>NAME OF THE REGULATION</b>	<b>Commissione "Jo Cox" sull'intolleranza, la xenofobia, il razzismo e i fenomeni di odio</b>
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<b>YEAR:</b>	2016	<b>TARGET GROUP:</b>	
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**AIMS:**

- To study and research issues related to intolerance, xenophobia, racism, and hate crimes
- To conduct hearings and gather information from experts and stakeholders on these topics
- To combat hatred and violence in society
- Analyze national and international policies related to intolerance, xenophobia, racism, and hate crimes and propose improvements or enhancements where necessary

**BRIEF SUMMARY:**

The Jo Cox Commission on Intolerance, Xenophobia, Racism, and Hate Crimes was established in May 2016 by the Italian Chamber of Deputies. It aimed to study and research these issues, including holding hearings. Named in memory of the UK MP Jo Cox, who was killed in 2016, it sought to combat hatred and violence. The Commission, the first of its kind in Europe, held 13 sessions, heard 31 witnesses, and collected 187 documents. Its final report consisted of five parts, covering definitions of hate speech and crimes, contributions from experts like Tullio De Mauro, analysis of various forms of hate including sexism, racism, and homophobia in Italy, recommendations for prevention, and an examination of national and international policies.

<b>NAME OF THE REGULATION</b>	<b>Commissione straordinaria per il contrasto dei fenomeni di intolleranza, razzismo, antisemitismo e istigazione all'odio e alla violenza</b>
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<b>YEAR:</b>	2022	<b>TARGET GROUP:</b>	
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**AIMS:**

- Promoting tolerance and inclusion within society
- Increasing awareness about the harmful effects of intolerance, racism, antisemitism, and incitement to hatred and violence



- Analyzing and understanding the root causes of these phenomena
- Collaborating with relevant authorities, civil society organizations, and international bodies to address these challenges effectively
- Upholding values of respect, equality, and diversity in society.

**BRIEF SUMMARY:**

The Extraordinary Commission to Combat Intolerance, Racism, Antisemitism, and Incitement to Hatred and Violence was established to address growing concerns regarding discriminatory behaviors. Approved on January 19, 2023, during the XIX Legislature which began on October 13, 2022, it aims to promote tolerance, inclusion, and awareness on these issues. The Commission analyzes problems related to these phenomena, collects data, and formulates policy and legislative recommendations. It may also promote public training and education on these topics. Its establishment reflects a commitment to combating intolerance and discrimination, emphasizing the values of respect, equality, and diversity.

<b>NAME OF THE REGULATION</b>	<b>Piano Nazionale d'azione contro il razzismo, la xenofobia e l'intolleranza</b>
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<b>YEAR:</b>	2013	<b>TARGET GROUP:</b>	
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**AIMS:**

- Promoting equality of treatment
- Combating discrimination
- Supporting victims
- Monitoring and enforcement
- Fostering inclusivity

**BRIEF SUMMARY:**

The Italian government has approved the National Action Plan to counter racism, xenophobia, and intolerance, which is crucial to promoting equal treatment and ensuring that all citizens, regardless of their ethnic origin, enjoy the same rights and opportunities. UNAR plays a crucial role in monitoring and combating discrimination, providing support to victims, and ensuring the effective implementation of anti-discrimination laws. Actively involving advocacy associations is also an important step in creating an inclusive and supportive response to racism and xenophobia.

<b>NAME OF THE REGULATION</b>	<b>DL 12.07.2018 ART 3 comma 1 -a,b,c,d-</b>
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<b>YEAR:</b>	2018	<b>TARGET GROUP:</b>	
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**AIMS:**



- promote inclusion and social cohesion
- educational interventions to combat discriminatory

**BRIEF SUMMARY:**

The paragraph 1 of article 3 of the Decree Law of July 12, 2018, no. 87, establishes that financial resources are allocated to four main areas of intervention:

- a) Enhancement of the social role of sport to promote inclusion and social cohesion through the creation of networks and the establishment of territorial facilities.
- b) Promotion of educational interventions aimed at combating discriminatory language and attitudes in sports, involving athletes, sports personnel, fans, and families.
- c) Promotion of accessible and inclusive sports through active participation of people with disabilities and their families in integrated sports activities.
- d) Increase in the involvement of children and adolescents in sports activities, removing barriers to participation and promoting a safe and healthy environment, also through the training of sports personnel.

## 5.2 Anti-racism policies in Greece

<b>NAME OF THE POLICY REGULATION</b>		<b>Law on Combating Certain Forms and Manifestations of Racism and Xenophobia through Criminal Law of 2014 (4285/2014)</b>	
<b>YEAR:</b>	2014	<b>TARGET GROUP:</b>	subject to forms of discrimination
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- Prevent and Combat Racism and Xenophobia</li> <li>- Promote Inclusion and Respect</li> <li>- Establishing a legal framework</li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>Law 4285/2014 in Greece criminalizes various forms of hate speech and incitement to violence or discrimination against individuals or groups based on certain characteristics such as race, color, religion, descent, national or ethnic origin, sexual orientation, gender identity, or disability.</p> <p>The law applies to public incitement of violence or hate speech, as well as the endorsement or denial of certain crimes, including genocide and war crimes. It imposes penalties ranging from fines to imprisonment, with harsher punishments for public officials or employees found guilty of such offenses. Additionally, the law holds legal persons or groups accountable for crimes committed by individuals acting on their behalf. Prosecution of these crimes is initiated ex officio, without requiring a report or accusation from the victim(s).</p>			



<b>NAME OF THE POLICY REGULATION</b>		<b>Law 4326/2015 Urgent measures to tackle violence in sport and other provisions</b>	
<b>YEAR:</b>	2015	<b>TARGET GROUP:</b>	subjects in sports
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- To address and combat manipulation of sports events</li> <li>- To enhance transparency and integrity in sports</li> <li>- To safeguard the fairness and credibility of sports events</li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>Law 4326/2015, titled "Urgent measures to tackle violence in sport and other provisions," addresses various issues related to maintaining order and integrity in sports, particularly focusing on combating violence and manipulation of sports events.</p> <p>The law establishes mechanisms for reporting and handling suspicious activities such as match fixing and gambling in football, aiming to enhance transparency and fairness in sports competitions. It empowers relevant authorities to take decisive action, including the removal of implicated groups from betting lists, and allows for the postponement or rescheduling of matches if suspicious activities are detected. Overall, the law aims to safeguard the integrity and credibility of sports while promoting a safe and fair environment for athletes and spectators alike.</p>			



### 5.3 Anti-racism policies in Spain

<b>NAME OF THE POLICY REGULATION</b>		Law 15/2022, of July 12, comprehensive for equal treatment and non-discrimination	
<b>YEAR:</b>	2022	<b>TARGET GROUP:</b>	
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- Ensure fair treatment</li> <li>- Promote non-discrimination</li> <li>- Respecting the equal dignity of individuals</li> <li>- Prohibit discrimination in employment</li> <li>- Provide specific protections against illness-based discrimination</li> <li>- Establishing principles of action for public authorities</li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>Law 15/2022, which came into effect on July 14, 2022, in Spain, aims to ensure fair treatment and non-discrimination across all sectors of society.</p> <p>This law prohibits any form of discrimination based on personal characteristics such as race, ethnicity, sex, religion, age, disability, sexual orientation, health condition, and others. It also prohibits discrimination in employment, including criteria for selection, promotion, remuneration, and working conditions. The law provides specific protection against discrimination based on illness and establishes sanctions for violations.</p> <p>Additionally, it establishes an Independent Authority for Equal Treatment and Non-Discrimination to protect and promote equality of treatment. In summary, Law 15/2022 aims to create a fairer and more inclusive environment throughout Spanish society.</p>			



<b>NAME OF THE POLICY REGULATION</b>		Law 19/2007, of July 11, against violence, racism, xenophobia and intolerance in sport	
<b>YEAR:</b>	2007	<b>TARGET GROUP:</b>	stakeholders involved in the world of sports
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- <b>Prevention of Violence</b></li> <li>- <b>Combating Racism and Xenophobia</b></li> <li>- <b>Promotion of Tolerance</b></li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>Law 19/2007, enacted on July 11, is designed to combat violence, racism, xenophobia, and intolerance in the realm of sports.</p> <p>Its key provisions include measures to prevent violence during sporting events, address instances of racism and xenophobia within the sporting community, promote tolerance and respect among athletes and spectators, establish a legal framework for addressing such issues, and implement educational programs to raise awareness about the importance of inclusivity and respect in sports. Overall, the law aims to create a safe, inclusive, and respectful environment in sports, free from discrimination and intolerance.</p>			



## 5.4 Anti-racism policies in Cyprus

<b>NAME OF THE POLICY REGULATION</b>		<b>Law on Combating Certain Forms and Manifestations of Racism and Xenophobia through Criminal Law of 2011 (134(I)/2011)</b>	
<b>YEAR:</b>	2011	<b>TARGET GROUP:</b>	
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- tackle racial discrimination</li> <li>- issue penalties for racist offences</li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>The law was issued to comply with the binding act of the European Union entitled "Framework Decision 2008/913/JHA of the Council of 28 November 2008 on combating certain forms and manifestations of racism and xenophobia through criminal law", which has been issued as a consequence of the "Joint Action to Combat Xenophobia and Racism 94/443/DEY" of 1996, which places positive obligations on the Member States to take steps at a legal level to deal with these phenomena.</p> <p>The Framework Decision acts to create legal obligations on States to criminalize two forms of racism and xenophobia – namely "hate speech" and "hate crimes". It applies to every offense committed in the territory of the EU. and includes offenses committed through IT systems. The Framework Decision does not provide any specific interpretation of the term "hate speech", however, it gives as an example "the public incitement of violence or hatred directed against a group of persons or a member of a group defined on the basis of race, colour, descent, religion or belief, or national or ethnic origin".</p> <p>While in relation to the term 'hate crime' the most imperative is given that in any case, racism or xenophobia as a motive for an offence, are considered aggravating circumstances or alternatively, [and] the courts must be empowered to take such motives into account in the measurement of the penalty to determine the sanctions to be imposed". Parenthetically, it should be mentioned that the use of the verb "authorized", instead of (for example) "obliged", circumvents to some extent the spirit of the action of the Framework Decision itself.</p>			



<b>NAME OF THE POLICY REGULATION</b>	<b>The 2008 Law on the Prevention and Suppression of Violence in Sports Venues (Law 48(I)/2008)</b>		
<b>YEAR:</b>	2008	<b>TARGET GROUP:</b>	
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- tackle racial discrimination in sport</li> <li>- prohibit racist symbols</li> </ul>			
<b>BRIEF SUMMARY:</b> Prohibition of using racist or abusive slogans or symbols 72. Any person in a sports field or in the immediate vicinity: (a) carries, uses, places, displays or presents a banner, poster, placard or other similar medium on which is written or depicted racist or abusive or political or party slogans or symbols or slogans which may offend historical memory; or (b) utters racist slogans or makes racist or abusive statements or speech; or (c) gestures in an obscene or abusive or racist manner; or (d) sings or shouts abusive or obscene or racist songs or slogans;  is guilty of a misdemeanor and, on conviction, is liable to imprisonment for a term not exceeding six months or to a fine not exceeding one thousand euros or to both.			



## 5.5 Anti-racism policies in Europe (other countries)

<b>NAME OF THE REGULATION</b>	Annual report of the European Commission against Racism and Intolerance (ECRI)		
<b>YEAR:</b>	2018	<b>TARGET GROUP:</b>	
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- Identifying and documenting the persistence of xenophobic populism and racist hate speech</li> <li>- Raising awareness among the public and institutions about the nature and extent of the problem.</li> <li>- Emphasizing the need to effectively address xenophobic populism and racist hate speech, both at the political and social levels.</li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>The annual report of the European Commission against Racism and Intolerance (ECRI), published today, highlights that in 2018 xenophobic populism and racist hate speech continued to influence the political climate in Europe. The increasing public anxiety about economic, geopolitical, and technological changes was exploited by those scapegoating migrants and minorities, particularly populist politicians aiming to divide societies along national, ethnic, or religious lines. These views were not only expressed by fringe politicians but increasingly gained support within mainstream political parties and national governments, which remains a major concern for ECRI. The report emphasizes that ideologies based on assumed incompatibility between national/ethnic or religious groups, as well as those advocating for "racial superiority," pose a danger to inclusive societies.</p>			



## 5.2.1 Germany

<b>NAME OF THE POLICY REGULATION</b>		Federal Law on Equal Treatment (Allgemeines Gleichbehandlungsgesetz - AGG)	
<b>YEAR:</b>	2006	<b>TARGET GROUP:</b>	
<b>AIMS:</b>			
<ul style="list-style-type: none"> <li>- <b>Equal opportunities</b></li> <li>- <b>Non-discriminatory treatment of fans</b></li> <li>- <b>Inclusive practices within sports organizations</b></li> </ul>			
<b>BRIEF SUMMARY:</b>			
<p>The Allgemeines Gleichbehandlungsgesetz (AGG), or General Equal Treatment Act, is a German federal law implemented in 2006 to prohibit discrimination based on various characteristics such as race, ethnicity, national origin, religion, disability, age, and sexual orientation.</p> <p>This law applies to various sectors, including employment, education, services, and sports events and organizations. In the context of sports, the AGG ensures fair and non-discriminatory treatment of athletes, fans, employees, and other stakeholders. It mandates equal opportunities for athletes regardless of their personal characteristics and prevents discrimination against fans during sports events. Additionally, sports organizations must implement policies promoting equality and take measures to prevent discrimination. Overall, the AGG aims to create an inclusive environment in sports where everyone can participate and enjoy the benefits without facing discrimination.</p>			



## 6 Socio-political and educational programs in Europe to fight against racism

### 6.1 Educational and socio-political programs in Italy

NAME OF SOCIO-POLITICAL PROGRAMS		LGBTIQ Equality (2020-2025)			
YEAR:	2020	TARGET GROUP:	communities	FINANCIAL BUDGET	
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- Combat Discrimination: Enact and enforce legislation that prohibits discrimination on the basis of sexual orientation, gender identity, and sex characteristics.</li> <li>- Ensure Safety: Increase efforts to protect LGBTIQ people from violence and hate speech.</li> <li>- Support Recognition and Rights: Advance legal and social recognition of LGBTIQ identities, including easier processes for gender transition in legal documents.</li> <li>- Foster Inclusion in Key Areas: Promote the inclusion of LGBTIQ rights in sectors such as education, healthcare, and employment, ensuring access to necessary services and rights.</li> <li>- Strengthen International Advocacy: Incorporate LGBTIQ rights into the EU's external action, including diplomacy and international cooperation.</li> </ul>					
<b>BRIEF SUMMARY:</b> <p>The EU Action Plan for LGBTIQ Equality (2020-2025) is an initiative designed to strengthen LGBTIQ rights across the European Union. This comprehensive strategy addresses the need for stronger legal protections, enhances safety measures against violence and hate crimes, and promotes greater equality in social, educational, and employment spheres. Additionally, the plan emphasizes the integration of LGBTIQ rights into EU external policies, underscoring a commitment to advocacy and support on an international stage.</p>					

NAME OF SOCIO-POLITICAL PROGRAMS		Streetfootballworld, Balon Mundial			
YEAR:		TARGET GROUP:	communities	FINANCIAL BUDGET	
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- Streetfootballworld and Balon Mundial seek to facilitate cultural exchange and understanding by bringing together individuals from different cultures, languages, and traditions on the football field.</li> <li>- both organizations aim to create spaces where people from diverse backgrounds can come together, transcending barriers such as race, religion, and gender</li> <li>- Providing opportunities for personal growth, leadership development, and skill-building among young people, particularly those in disadvantaged communities.</li> <li>- Building Partnerships</li> </ul>					



**BRIEF SUMMARY:**

Streetfootballworld represents a network of more than 100 community-based organizations worldwide, sharing the common goal of using football to increase or accelerate their impact. As the knowledge center of this network, streetfootballworld provides organizations with educational resources and connects them with partners in sport, business, politics, and philanthropy. The network empowers more than 2 million young people in disadvantaged communities annually. It also incubates social enterprises to fill gaps in the football for good ecosystem as part of the football industry's value chain. Additionally, streetfootballworld uses the power of football for cultural and educational transformation.

Balon Mundial is the sole partner of streetfootballworld in Italy. Together, they work to support the development of women's sports, promoting gender equality and providing opportunities for girls and women to actively participate in football. They collaborate to create programs and resources that allow girls to access the sport and develop skills and confidence through football. The partnership between streetfootballworld and Balon Mundial is an example of how football can be used as a tool for empowerment and positive social change, especially for women and girls.



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> Progetto Ultrà, Mondiali Antirazzisti			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Promoting Antiracism</b></li> <li>- <b>Fighting Fascism, Homophobia</b></li> <li>- <b>Promote progressive change and social justice. They encourage active participation, grassroots organizing, and community involvement to address systemic issues related to discrimination and inequality, both in the world of sports and in society at large.</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The "Progetto Ultrà" is an initiative that promotes anti-racism, anti-fascism, and anti-homophobia within the context of sports events, especially in football. It is a movement born in Italy in the 1990s in response to the increasingly widespread presence of racist, xenophobic, and discriminatory behaviors in football stadiums.</p> <p>The "Mondiali Antirazzisti" (Antiracist World Cup) is an alternative football tournament organized by the Progetto Ultrà and other anti-racist and anti-fascist movements. This tournament aims to promote social inclusion through sport and to counteract prejudices and discrimination based on skin color, ethnicity, religion, or sexual orientation.</p> <p>The Antiracist World Cup offers an opportunity for players and fans from different parts of the world to come together in an environment of solidarity, respect, and brotherhood, highlighting the power of sport to overcome cultural barriers and promote positive values.</p> <p>These events are crucial in raising awareness about issues related to racism and homophobia in the sports context and in society at large, encouraging positive cultural change through direct action and active participation.</p>					



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> Progetto Ultrà, Piazza Antirazzista			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Football fans and Community members	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Counteracting racism and xenophobia</b></li> <li>- <b>Promoting tolerance and inclusion</b></li> <li>- <b>Raising public awareness</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The Progetto Ultrà actively promotes values of solidarity, inclusion, and anti-racism through various cultural, social, and sporting activities. A key element of this initiative is the creation of Antiracist Squares.</p> <p>These public spaces are dedicated to promoting diversity, equality, and the fight against racism in all its forms. Organized by associations, groups of activists, and volunteers, they provide a welcoming environment to participate in events and initiatives that foster intercultural dialogue, mutual understanding, and the building of a more inclusive society.</p> <p>Activities in Antiracist Squares include cultural events such as concerts, art exhibitions, film screenings, and theatrical performances, as well as awareness-raising meetings and debates on issues related to racism, discrimination, and tolerance. These events actively engage the local community and raise awareness about the issues of racism and the need to promote a culture of acceptance and respect for differences.</p> <p>These spaces also serve as meeting places for people of different cultures, ethnicities, religions, and socioeconomic backgrounds, facilitating the exchange of ideas and contributing to greater mutual understanding among community members.</p> <p>Additionally, Antiracist Squares provide support and resources to victims of discrimination, offering legal counseling, psychological assistance, and guidance to local resources to combat racism and promote human rights.</p> <p>In summary, Antiracist Squares are an important tool for combating racism and promoting a culture of inclusion and respect for diversity. Through a wide range of activities, they engage and raise awareness in the community about the importance of building a fairer, more supportive, and tolerant society.</p>					



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> Progetto Ultrà, A scuola di antirazzismo: il calcio come strumento di mediazione interculturale (At the anti-racist school: football as an instrument of intercultural mediation)			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	School community	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Promoting intercultural dialogue</li> <li>- Combating racism</li> <li>- Integrating sports into education</li> <li>- Empowering students</li> <li>- Creating inclusive environments</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Progetto Ultrà's "A scuola di antirazzismo: il calcio come strumento di mediazione interculturale" (At the anti-racist school: football as an instrument of intercultural mediation) initiative focuses on using football as a means to promote intercultural dialogue and combat racism within educational settings.</p> <p>This initiative engages secondary school students by incorporating football into educational activities aimed at fostering discussions about racism and highlighting the integrative role of sports. Through interactive sessions and workshops, students are encouraged to explore recent incidents of racist discrimination, understand the impact of racism in society, and recognize the importance of promoting diversity and inclusion.</p> <p>By utilizing football as a platform for discussion and learning, "A scuola di antirazzismo" seeks to create a supportive and inclusive environment where students can actively participate in addressing issues of racism and discrimination. The initiative aims to empower young people to become agents of change in their communities by promoting values of tolerance, respect, and social cohesion.</p> <p>Overall, "A scuola di antirazzismo" underscores Progetto Ultrà's commitment to using sports as a tool for promoting anti-racism education and fostering intercultural understanding among youth.</p>					



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> <b>Unione Italiana Sport Pertutti Genova, Cartellino rosso al razzismo (red card to racism)</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Refugees, Migrants	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Facilitating Integration</b></li> <li>- <b>Providing Support to Migrant Communities</b></li> <li>- <b>UISP Genoa operates welcoming centers and offers sports and recreational activities to support migrant communities, providing them with essential services and opportunities for engagement.</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The Unione Italiana Sport Pertutti (UISP) Genoa organized an anti-racist football tournament, with the participation of 24 teams representing various social communities and new residents of Genoa from diverse ethnic backgrounds (Ecuador, Morocco, Tunisia, Peru, China, Senegal, Nigeria, and Romania). This tournament is not only a sporting event but also a platform to promote values of anti-fascism and anti-racism. In addition to the tournament, UISP Genoa provides support to migrant communities through welcoming centers and sports and recreational initiatives. With around 200 members, UISP Genoa plays a significant role in promoting inclusion and social cohesion in Genoese society.</p>					



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> Progetto Ulrà, Fan initiatives		
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Football Enthusiasts	<b>FINANCIAL BUDGET</b>
<b>AIMS:</b>				
<ul style="list-style-type: none"> <li>- awareness and research on the Ulrà movement</li> <li>- advocacy for fans' interests</li> <li>- prevention of violence among Ulrà groups</li> </ul>				
<b>BRIEF SUMMARY:</b>				
<p>Fan initiatives within the Ulrà Project focus on addressing racism and violence in Italian football stadiums through preventive and collaborative efforts. These initiatives involve various stakeholders, including institutions, scholars, social workers, and ulrà groups. Key points include:</p> <ul style="list-style-type: none"> <li>- <i>Institutional Collaboration:</i> The project collaborates with local institutions such as the Municipality of Bologna and the Emilia Romagna Region.</li> <li>- <i>Community Engagement:</i> Informal dialogues with associations, cooperatives, and social service providers aim to involve them in the project's activities.</li> <li>- <i>Research and Education:</i> Scholars and sports enthusiasts are engaged in research activities and educational seminars to raise awareness about racism and promote dialogue among different fan groups.</li> <li>- <i>Ulrà Engagement:</i> Close ties with ulrà groups across Italy foster discussions on racism and violence reduction strategies. Initiatives like football tournaments and conferences bring ulrà from various teams together to discuss and address these issues.</li> <li>- <i>Future Goals:</i> The project aims to expand its outreach, involve more ulrà groups, and collaborate with municipal administrations and sports clubs. It also seeks to bridge the gap between immigrant communities and young football fans and promote sports participation among spectators.</li> </ul>				



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Liberi Nantes Football Club, Liberi Nantes football and touch rugby</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>Refugees, Migrants, and Italian Citizens</b>	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>To promote social integration by encouraging positive connections and interactions among participants from diverse backgrounds and cultures.</b></li> <li>- <b>Empowerment</b></li> <li>- <b>Community Engagement</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Liberi Nantes Football Club, based in Rome, is a groundbreaking initiative that aims to provide a platform for refugees, asylum seekers, and those forced to migrate, to come together through the medium of football. Comprising 23-25 players from various countries including Afghanistan, Eritrea, Guinea, Iraq, Nigeria, Sudan, Togo, and the Central African Republic, the team represents a diverse range of backgrounds and experiences.</p> <p>What sets Liberi Nantes apart is its dedication to inclusivity and community engagement beyond football. In addition to their football team, they have implemented a touch rugby training program specifically tailored for women, which includes both asylum seekers and Italian citizens. This initiative not only promotes physical activity but also encourages social interaction and integration among participants.</p> <p>Furthermore, Liberi Nantes offers trekking activities open to everyone, fostering connections and inclusion between refugees and Italians alike. By providing opportunities for shared experiences and camaraderie through sports and outdoor activities, the organization promotes understanding, empathy, and solidarity within the community.</p> <p>Overall, Liberi Nantes Football Club serves as a beacon of hope and unity, showcasing the power of sport as a tool for social change and inclusion in the face of adversity.</p>					



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> UISP Genova and Macaia Association, Arcobaleni			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Migrants and Foreign communities, Football Enthusiasts, Local Residents	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Arcobaleni aims to create an environment where individuals from diverse backgrounds, including migrants and foreign communities, feel welcome and included</li> <li>- Through soccer tournaments and related activities, Rainbows encourages active participation and interaction within the community</li> <li>- Promoting Values of Respect and Solidarity</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The UISP Genova and Macaia Association, through their initiative Arcobaleni, have created a tournament in Turin that embodies the spirit of inclusivity and community engagement. Unlike traditional tournaments, Arcobaleni emphasizes mixed teams of migrants, where nationality, gender, and skill level are not defining factors. This approach fosters a sense of unity and camaraderie among participants, transcending cultural and linguistic barriers.</p> <p>Arcobaleni originates from the "Arcobaleni in campo" project by UISP, which specifically targets foreign and migrant communities. Through this project, diverse teams are formed, reflecting the multicultural fabric of society, and they subsequently participate in both local and national tournaments organized by UISP. Beyond the competitive aspect, the primary focus of the initiative is on fostering a sense of togetherness and social cohesion.</p> <p>The overarching goal of Arcobaleni is to promote inclusive values within football practice, providing a platform for individuals from different backgrounds to come together, interact, and build meaningful connections. By utilizing football as a universal language, Arcobaleni strives to promote dialogue, understanding, and respect among participants, transcending linguistic and cultural barriers. Through concrete actions and initiatives, Arcobaleni aims to establish a culture of inclusivity and mutual respect, demonstrating the transformative power of sport in fostering social cohesion and integration.</p>					



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b>				<b>UISP Turin, Inclusion of Migrants in and through Sports - A Guide to Good Practice</b>	
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Migrants	<b>FINANCIAL BUDGET</b>			
<b>AIMS:</b>							
<ul style="list-style-type: none"> <li>- <b>Promote social inclusion</b></li> <li>- <b>Through sports activities, the aim is to foster social integration of migrants, contributing to building bridges between different communities and promoting intercultural understanding</b></li> </ul>							
<b>BRIEF SUMMARY:</b>							
<p>The "UISP Turin, Inclusion of Migrants in and through Sports - A Guide to Good Practice" is a comprehensive resource developed to promote the inclusion of migrants in sports activities. It offers practical strategies, examples, and quality criteria for sports organizations, clubs, and initiatives aiming to include refugees and asylum seekers.</p> <p>The guide, compiled and finalized by UISP Turin, provides insights into successful inclusion initiatives, challenges, and outcomes, drawing from experiences of various European countries. It aims to facilitate social integration and participation of newly arrived migrants and refugees through sports, aligning with the objectives of the Sport Inclusion Network (SPIN) partnership. The guide underscores the significance of sports as a tool for fostering social inclusion, health, education, and relationships across different age groups, emphasizing the importance of collaboration between sports stakeholders and public institutions for effective implementation.</p>							



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b>				<b>UISP - Italian Union of Sports for all, Migrants' Inclusion Model of Sports for All (MIMoSA)</b>	
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Migrants/refugees	<b>FINANCIAL BUDGET</b>			
<b>AIMS:</b>							
<ul style="list-style-type: none"> <li>- <b>Building and strengthening a transnational network among sports associations, national and local authorities, and universities.</b></li> <li>- <b>Developing a model of social inclusion tailored to various migrant groups and different sports disciplines.</b></li> <li>- <b>Promoting social inclusion and empowerment of migrants through sports.</b></li> </ul>							
<b>BRIEF SUMMARY:</b>							
<p>The Migrants' Inclusion Model of Sports for All (MIMoSA) is an initiative led by the UISP (Italian Union of Sports for All) aimed at fostering social inclusion and empowerment for migrants, including refugees, asylum seekers, Roma, and women seeking asylum. Recognizing the potential of sports as a tool for social integration, MIMoSA seeks to overcome barriers such as financial constraints, lack of information about sports organizations and facilities, and skill-based entry requirements.</p> <p>The project focuses on building a transnational network involving sports associations, national and local authorities, and universities to share methodologies and best practices. Through exchanges and assessments, MIMoSA aims to develop a model of social inclusion tailored to various migrant groups and different sports disciplines.</p> <p>Key objectives include promoting social inclusion and empowerment through sports, empowering migrants within sports organizations, and providing guidelines and ethical codes for sports associations and local authorities. The project involves various actions such as exchange of experiences, social research studies, production of tools and training materials, promotion through conferences and press events, and implementation support through lobbying and training workshops.</p>							



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Almanacco delle Iniziative Antirazziste</b>		
<b>YEAR:</b>	<b>2019</b>	<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>
<b>AIMS:</b>				
<ul style="list-style-type: none"> <li>- Promoting national initiatives to combat racism in sports.</li> <li>- Raising awareness about the importance of inclusion and diversity in sports.</li> <li>- Educating young people about the harmful effects of racism and discrimination.</li> <li>- Documenting and denouncing instances of racism within the sports community.</li> <li>- Encouraging the adoption and replication of successful anti-racism initiatives by institutions and organizations.</li> </ul>				
<b>BRIEF SUMMARY:</b>				
<p>The UISP Anti-Racism Almanac promotes national initiatives to combat racism in sports. The organization works on various fronts, including political and project-based efforts. The proposed activities range from sports tournaments to cultural festivals and awareness workshops. The goal is to create opportunities for inclusive and non-discriminatory sports, involving diverse communities and promoting fair play. The Almanac announces events such as the "Anti-Racism World Cup" in Spoleto and the "Matteo Bagnaresi Anti-Racism Tournament" in Parma, with other events planned in various Italian cities.</p>				

## 6.2 Educational and socio-political programs in Greece

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>The EYESS project (European Youth Engaging in Solidarity and Sport)</b>		
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>
<b>AIMS:</b>				
<ul style="list-style-type: none"> <li>- Promoting social inclusion through sports activities</li> <li>- Combating racism within sports and broader society</li> </ul>				
<b>BRIEF SUMMARY:</b>				
<p>The EYESS project (European Youth Engaging in Solidarity and Sport), funded by the European Union through the Erasmus+ Sport program and coordinated by UISP, aims to provide 20 young people from Greece, Hungary, Austria, and Denmark with a set of tools useful for organizing anti-racist sports events. In Greece, the young people involved in the EYESS project worked to organize anti-racist sports events, following the training and guidelines provided by the staff of the Anti-Racist World Cup. These events aimed to promote social inclusion through sports, combatting racism, and creating an environment of solidarity and cooperation</p>				



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Greece's "Colourful School" against homophobia and racism</b>		
<b>YEAR:</b>	<b>2009</b>	<b>TARGET GROUP:</b>	<b>Inclusive Schools</b>	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- removing inequalities and discrimination based on sexual orientation and recognizing gender identity and self-determination in the Greek educational system;</li> <li>- consciousness and assistance for teachers;</li> <li>- enhancements in education (citizenship and inclusivity, human rights observance, and a critical thinking culture);</li> <li>- institutional assurances on enrollment in the Greek school system;</li> <li>- more resolute action from law enforcement and the media, with a focus on responsibility and openness;</li> <li>- training for the media, the educational community, and other industries.</li> </ul>					
<b>BRIEF SUMMARY:</b> <p>Founded in 2009 in Athens, the Rainbow School (Πολύχρωμο Σχολείο) serves as a support system of encouragement for LGBT+ school educators. It developed into an activist group over time, aiming to bring about institutional changes for more inclusive schools, with a strong base of members from the LGBT+ community, psychology, humanities and social sciences, and the education sector. The Rainbow School was able to develop its concept after ten years of fighting against all forms of educational disparities and obtaining legal recognition and backing.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Erasmus + Program All Inc (Greece is a partner)</b>		
<b>YEAR:</b>	<b>2020</b>	<b>TARGET GROUP:</b>	<b>Inclusive Schools</b>	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- Create secondary and postsecondary learning settings where all students can succeed, regardless of their sexual orientation or sexual identity.</li> </ul>					
<b>BRIEF SUMMARY:</b> <p>The project will significantly influence acceptance and knowledge of sexual variety and social inclusion, and it aims to actively contribute to the development of intercultural debate on gender equality. The project will be able to draw on and be relevant to a broad and diverse set of European countries and contexts because of the partner countries' extensive geographic reach.</p>					



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Refugee Support Aegean (RSA)</b>		
<b>YEAR:</b>	<b>2017</b>	<b>TARGET GROUP:</b>	<b>Refugees</b>	<b>FINANCIAL BUDGET</b>	<b>N/A</b>
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- to work toward the rights and protection of refugees and asylum seekers, with an emphasis on weaker populations such unaccompanied youngsters, single mothers, and those who have been subjected to abuse, torture, or other cruel treatment.</li> <li>- To offer individual situations legal, social, and humanitarian support, with a focus on vulnerable refugees and asylum seekers, including those who have been the victims of human rights abuses and shipwrecks.</li> <li>- to uphold and protect the right to a just asylum process, as well as general human rights, the ban on torture and other cruel punishments, and the non-refoulement principle.</li> <li>- To create programs that will educate the public, increase awareness of the need to combat racism and xenophobia, and support nonviolence and the defense of human rights.</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>A non-profit organization with registration that advocates for the rights of refugees and asylum seekers in Greece is called Refugee Support Aegean (RSA). After the large-scale refugee arrivals in 2015 and the implementation of the EU-Turkey deal in March 2016, its members felt that there was an increasing and imperative need to provide legal and social assistance to refugees and asylum-seekers on the islands and mainland. This led to the organization's establishment in 2017. Its personnel includes lawyers, social workers/scientists, researchers, media personnel, and interpreters with a great deal of expertise in Greece providing refugee protection.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>EMILIE (A European Approach to Multicultural Citizenship Legal Political and Educational Challenges)</b>		
<b>YEAR:</b>	<b>2006</b>	<b>TARGET GROUP:</b>	<b>Immigrants</b>	<b>FINANCIAL BUDGET</b>	<b>1 439 400,00</b>
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Describe migration in each nation and carry out a critical analysis of public discussions on multiculturalism and integration.</li> <li>- Three empirical case studies would be conducted in every nation, incorporating the national case studies and critically analyzing the issues revealed by them.</li> <li>- The primary value discourses and perceived value conflicts across the nations under study will next be contrasted.</li> <li>- One of the main multiculturalism difficulties in the region was highlighted as being the effective integration and involvement of Muslim immigrants into European society.</li> </ul>					



**BRIEF SUMMARY:**

Emilie partners were selected to represent migration and integration experiences during five research phases. They came from Belgium, Denmark, Greece, Spain, France, Latvia, Hungary, Poland, and the United Kingdom. In light of the evolving EU, a group of European researchers examined questions of multiculturalism and diversity integration. The project's efforts made clear how important it is to approach the discussion, conceptualization, and resolution of important migration issues from a contextual standpoint.

NAME OF SOCIO-POLITICAL PROGRAMS			Education for the Inclusion of "Otherness", Combating Racism and Discrimination in Multiculturalism (National and Kapodistrian University of Athens)		
YEAR:	N/A	TARGET GROUP:	The programme is addressed to graduates of University Education / TEI and in particular: current and future teachers of all types, levels and specialties (formal and non-formal education), in public and private education, as well as education administration professionals, formal education teachers working in Reception Classes and in Refugee Education Support Facilities (REF) and non-formal education teachers working in programmes implemented by NGOs, municipalities and regions involving children with a refugee and migrant profile, employees of the Ministry of Education in the Central Office and in Regional Directorates of Primary and Secondary Education and education officials, such as Regional Directors of Education, Education Project Coordinators and School Directors.	FINANCIAL BUDGET	N/A
<p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>- The aim of the project is to understand the functions of education and its social importance in relation to phenomena such as racism.</li> </ul>					
<p><b>BRIEF SUMMARY:</b></p> <p>Through the study of the concept of education and its evolution, its social role and its socializing function for the development of a culture of anti-discrimination and inclusion of foreign students, which is prescribed under the framework of intercultural education.</p>					



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Intercultural Education: theoretical and experiential approaches (National and Kapodistrian University of Athens)</b>		
<b>YEAR:</b>	N/A	<b>TARGET GROUP:</b>	Trainers	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Training and raising awareness of the trainees on issues concerning ethnic and cultural diversity in society and in school, as well as formulating the basic principles for its educational management with an intercultural orientation.</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The educational programme "Intercultural Education: theoretical and experiential approaches" Among other things, it clarifies the basic principles of intercultural education and the models for a social and educational approach to diversity. The basic theoretical terms of social psychology, such as stereotypes and prejudices, are analysed. Once the concepts of stereotypes and prejudice have been defined, techniques for their investigation and deconstruction are developed. In addition, the basic characteristics of the interculturally competent teacher are studied, as well as issues concerning personal and professional identity.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Education and Support for Refugees and Migrants: Intercultural Considerations and Practical Applications (National and Kapodistrian University of Athens)</b>		
<b>YEAR:</b>	N/A	<b>TARGET GROUP:</b>	Trainers, Educational Professionals	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>To offer and acquire the required knowledge concerning the management of ethnic and cultural diversity in society and in school.</b></li> <li>- <b>To provide the trainees with the necessary knowledge and methodological tools for dealing with ethnic, linguistic and cultural diversity both in the social field and in the educational context.</b></li> <li>- <b>To provide the trainees with scientific formation and research training for a deeper understanding of the refugee phenomenon in its international and European dimension, the critical reflection on the integration policies of migrants and refugees, as well as the educational management of migrant and refugee populations.</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>This programme is addressed to prospective and current teachers of primary and secondary education (public and private), education executives, graduates of departments leading to the educational profession (Pedagogical Departments, Nursery Schools, Schools of Philosophy, Schools of Social Studies, Schools of Science), sociologists and social workers, psychologists, those who wish to be trained in intercultural education for their dynamic integration in refugee structures and "Accommodation Centres for Asylum Seekers", parents, as well as anyone interested in training on issues related to diversity, its social presence and its educational management.</p>					



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Inclusive Education (National and Kapodistrian University of Athens)</b>		
<b>YEAR:</b>	<b>N/A</b>	<b>TARGET GROUP:</b>	Trainers, Educational Professionals	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- Ensure equal access to educational goods for all students</li> </ul>					
<b>BRIEF SUMMARY:</b> <p>The educational programme "Inclusive Education" analyses a modern educational approach that aims to ensure equal access to educational goods for all students without exception and to overcome the structural barriers and stereotypes of the system that make it unable to respond to the heterogeneity of the needs of the student population. In the context of this new, global educational trend, the values of equality and social justice, the acceptance of diversity and the provision of equal opportunities in education are promoted. Inclusive education concerns all pupils without exception and aims first and foremost to create school communities with an emphasis on the idea of diversity, to develop cooperative practices and, by extension, to foster respect and empower all members of the educational reality.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Contemporary Migration and Refugees in Greece (National and Kapodistrian University of Athens)</b>		
<b>YEAR:</b>	<b>N/A</b>	<b>TARGET GROUP:</b>	Trainers, Educational Professionals	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- Training and raising awareness of the trainees on issues related to ethnic and cultural diversity in society and in school</li> <li>- Formulating the basic principles for its educational management with an intercultural orientation</li> </ul>					
<b>BRIEF SUMMARY:</b> <p>The educational programme "Intercultural Education among other things, it clarifies the basic principles of intercultural education and the models for a social and educational approach to diversity. The basic theoretical terms of social psychology, such as stereotypes and prejudices, are analysed. Once the concepts of stereotypes and prejudice have been defined, techniques for their investigation and deconstruction are developed. In addition, the basic characteristics of the interculturally competent teacher are studied, as well as issues concerning personal and professional identity.</p>					



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>Cross-Cultural Learning and Skills (National and Kapodistrian University of Athens)</b>		
<b>YEAR:</b>	<b>N/A</b>	<b>TARGET GROUP:</b>	Trainers, Educational Professionals	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Description of characteristics of the new social and educational reality</b></li> <li>- <b>Clarification of basic principles of intercultural learning</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>In the context of this programme, the skills that are necessary for students to develop in order to become tomorrow's citizens of a multicultural society with a high degree of ethnic and cultural differentiation are presented: empathic understanding, respect for diversity, the ability to communicate interculturally, the ability to negotiate and the ability to communicate with others. In addition, the programme emphasises the cultivation of values and reinforcement of attitudes related to democracy and the rule of law, respect for human rights and education for social justice.</p> <p>What characterises this programme is the use of theory mainly as a means of developing a practical orientation, which is identified in the presentation of activities and teaching strategies in the form of workshops.</p>					

### 6.3 Educational and socio-political programs in Spain

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>La Liga &amp; UNICEF in partnership with the Spanish Footballers' Association and the National Sport Council, Professional Football with Refugees</b>		
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Refugees and Affected Communities	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>The campaign aims to raise awareness about the plight of refugee children and families fleeing armed conflicts in their home countries.</b></li> <li>- <b>Through the campaign, the organizations aim to raise funds to support UNICEF's efforts in providing essential aid and support to refugee communities.</b></li> <li>- <b>Player and Club Engagement</b></li> <li>- <b>Community Support</b></li> </ul>					



**BRIEF SUMMARY:**

LaLiga, through its Foundation, and UNICEF Spanish Committee, collaborative with AFE and CSD, will launch a joint campaign during the matchdays 4 and 5 of Liga BBVA and Liga Adelante, respectively, to help refugee children and families that are coming to Europe, fleeing from the armed conflicts in their origin countries.

This initiative, supported by the Clubs / SAD of LaLiga, will take place during the days 18, 19 and 20 September. On that matchday, will be held an active minute of silence, in which players will 'EL FÚTBOL PROFESIONAL CON LOS REFUGIADOS / ENVÍA UNICEF AL 38080' ("Professional football to SUPPORT REFUGEES / SEND TO UNICEF 38080").

According to UNICEF, the situation is so dramatic in countries such as Syria that has already forced about 2 million children to flee their country. In Europe, at least a quarter of asylum seekers are children and, for the first six months of 2015, over 106,000 children have claimed asylum in Europe.

In this situation, many clubs of LaLiga have already made some activities and donations, in parallel, confirming the solidarity of the whole Spanish football. Likewise, LaLiga wants to encourage all fans to make a small collective effort, which can become a hope for refugee children and their families.

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL Fútbol Club Barcelona &amp; the Red Cross, Tant se val d'on venim (It doesn't matter where we come from)</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Migrants and Refugees	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>The primary goal of the partnership is to raise funds to support initiatives addressing the migrant crisis.</b></li> <li>- <b>Social Awareness</b></li> <li>- <b>Barcelona and the Red Cross aim to facilitate the integration of migrants and refugees into local communities</b></li> </ul>					



**BRIEF SUMMARY:**

Tant se val d'on venim (It doesn't matter where we come from) is a line from the first verse of the Barcelona anthem, using such well renowned phrase could reinforce a positive stereotype for the migrants as they are related to their anthem.

The campaigns three objectives are, fundraising, social awareness and integration of those affected by the migrant crisis. Barcelona seeks to do this by using its high media presence to encourage all stakeholders, including anybody with an interest in the club to make donations which will be forwarded to the Red Cross. To gain additional funds, the club is; auctioning Barcelona merchandise.

They also have the support of large sponsors, such as Qatar Airways. Donation points have also been set up around the stadium, museum and shop, as well as a website for donations. To integrate the refugees and asylum seekers Barcelona is collaborating with the Confederation of Supporters Club, organising activities to facilitate the integration of refugees into the communities. To raise awareness the club has involved its high profile football stars to highlight the importance of integrating migrants. The Club has developed a photo campaign including and a microsite on the website. The messages will also be distributed through the Clubs social network sites and the video scoreboards at the Nou Camp.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Mancomunidad El Záncara, Interocio por la Diversidad</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	migrants	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Promote the social inclusion of migrants and socially disadvantaged members of the Spanish community</b></li> <li>- <b>Engaging migrants in the local community through the program (preventing exclusion)</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The programme was funded by the National Ministry and regional governments of Cuenca, targeting migrants and members of the Spanish community who are socially disadvantaged. The objectives of the project it to facilitate social inclusion of the migrants through different activities, including; sport, Spanish courses, cultural workshops and other activities. This wide range of activities allows the migrants to integrate into the local community and prevent possible exclusion from locals, allowing for peaceful coexistence.</p> <p>To increase participation and improve integration migrants were advised to invite friends and schoolmates, further helping to remove differences between immigrants and locals. This group of participants are then able to form close friendships through the programme and sport and various other activities.</p>					



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b>		<b>Red Deporte y Cooperación</b>	
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>Vulnerable and Marginalized Groups</b>	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Empowerment and Education</li> <li>- Aims to bring communities together, promoting cohesion and cooperation between different groups</li> <li>- Promoting gender equality</li> <li>- It focuses on developing leadership skills among youth, enabling them to become agents of positive change within their communities</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Red Deporte y Cooperación (Sport and Cooperation Network) is a Spanish Foundation founded in 1999 with the primary aim of empowering and educating young individuals while fostering community cohesion through sports. The NGO operates in both Spain and the United States, focusing its efforts mainly in Africa, South America, the Caribbean, and Eastern Europe.</p> <p>Internationally, the organization implements extensive educational programs and invests in sports infrastructure to achieve its objectives. Key areas of focus include leadership development, gender equality promotion, psychomotor skill enhancement, academic development facilitation, HIV/AIDS prevention, hygiene practices promotion, alcohol and drug abuse prevention, and advocacy for water stewardship. Through these initiatives, the foundation aims to create positive societal change and promote sustainable development in the regions it serves.</p> <p>In Spain, Red Deporte y Cooperación organizes sports events for migrants, young men and women, children, and minority communities in Madrid. Football is utilized as a tool to promote physical activity among youth and enhance social cohesion within communities. Additionally, the organization conducts awareness-raising activities in schools and community outreach events to engage Spanish children. Lastly, they offer legal assistance services for adults.</p>					

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b>		<b>Professional Football Foundation/ LaLiga</b>	
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>children, youth, and communities in need, both locally and globally.</b>	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- The foundation is committed to leveraging the popularity and resources of football to address social issues, particularly those affecting children and vulnerable populations.</li> <li>- Charitable Endeavors</li> </ul>					



- **LaLiga and its affiliated clubs strive to actively engage with local communities, promoting inclusion, health, and education through various outreach programs and initiatives.**

**BRIEF SUMMARY:**

The Professional Football Foundation presented the funds raised for charity during Matchday 17, LaLigaNonStop, of the Liga BBVA on 30th and 31st December 2015.

LaLiga took the opportunity to consolidate its association with UNICEF, making a donation to support the humanitarian work being carried out by the organisation with refugee children.

In addition, the Foundation presented six other cheques to a number of social projects that make huge efforts on a daily basis to help those children in the greatest need in Spain and internationally through the involvement of sport.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>La Liga VS Racismo</b>		
<b>YEAR:</b>	<b>2023-24</b>	<b>TARGET GROUP:</b>	<b>children, youth, and communities in need, both locally and globally.</b>	<b>FINANCIAL BUDGET</b>	<b>€</b>

**AIMS:**

- The aim is to raise awareness among both the fans at the stadium and the millions of fans who watch LALIGA around the world of the importance of fighting this social scourge together.

**BRIEF SUMMARY:**

LA LIGA VS Racism is a platform aimed at working towards the eradication of racism in the field of football that seeks to continue the work of education, prevention and action to curb violent and hateful behaviour and attitudes at all levels.

It is a platform ([www.laligavsracismo.com](http://www.laligavsracismo.com)) that will bring together all the actions promoted by LALIGA against violence and intolerance and that will help to reinforce the institution's forcefulness in its fight against racism, creating a space in which to share projects and resources, make initiatives visible and join forces for this common objective.

The platform will be a space in which everyone will be invited to participate: clubs, fans, institutions and, in short, everyone who wants to join in this aim of zero tolerance towards racism.

It is a campaign that can be seen both in the stadiums and on national and international television broadcasts.

This initiative will be centred on three pillars, all with a focus on the fans, who are asked to step forward to help combat and detect such violent acts in the stadiums:



Fixed signage in stadiums: posters will be installed in all stadiums, adapted to each of the LALIGA clubs, with the aim of reminding fans that ending racism is everyone's business and that they are key to achieving this. The documents will include a QR code that will redirect directly to the reporting channel (<https://canalcomunicaciones.laliga.com/stopracismo>) and aim to raise awareness among fans on their access to the stadium and up to the stands.

Stickers on seats: Reporting stickers will be placed to promote a safe environment and allow fans to actively contribute to the fight against racism. The stickers will include an awareness-raising message and a QR code that will also redirect to the LALIGA reporting channel (<https://canalcomunicaciones.laliga.com/stopracismo>).

Captain's armbands: Personalised captain's armbands will be produced for each club reading LALIGA VS Racism. These armbands will appeal to the captains on the pitch, but also to those in the stands, among the fans. 126,000 units will be distributed in the stadiums of the home teams in the first matchdays, inviting fans to be team captains against hate and racism by protecting their stadium in the first person.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>‘Agreement on joint action to prevent and combat hate speech in sport’.</b>		
<b>YEAR:</b>	<b>2024</b>	<b>TARGET GROUP:</b>	<b>children, youth, and communities in need, both locally and globally.</b>	<b>FINANCIAL BUDGET</b>	<b>50.000 €</b>
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Strengthen the joint commitment in the fight against hate speech in sport. This strategic alliance will enable the development of specific actions to monitor, prevent and raise awareness of hate speech both on social networks and in the field of sport.</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>LALIGA will cede to the Ministry the use of its MOOD (Monitor for the Observation of Hate in Sport) tool, designed to monitor hate messages on social networks. This collaboration will allow the Spanish Observatory on Racism and Xenophobia (OBERAXE) to optimise its monitoring strategy, expanding the search, collection and analysis of explicit hate speech content in sport.</p> <p>THE LEAGUE</p> <p>In addition, the LALIGA FOUNDATION will make available to the Ministry the educational materials of the Futura Afición project, aimed at raising awareness among minors about the importance of eradicating violence in sport, especially in football.</p> <p>THE LEAGUE</p> <p>This agreement also provides for joint communication and awareness-raising campaigns, as well as training and awareness-raising activities to prevent and combat hate speech in the field of sport.</p>					



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>"Together Vs Racism"</b>			
<b>YEAR:</b>	<b>2022</b>	<b>TARGET GROUP:</b>	children, youth, and communities in need, both locally and globally.	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Join forces between professional football and the gaming community to promote equality and respect, eliminating any form of racial discrimination.</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>A joint initiative between LaLiga and Electronic Arts (EA) that seeks to raise awareness of the importance of eradicating racism in all areas, including football and gaming.</p> <p>Main actions of the campaign:</p> <p>Special kit in EA SPORTS FIFA 22: An exclusive kit was designed with the slogan 'Together Vs Racism' and different coloured fingerprints, symbolising diversity and the fight against racism. This kit was available to players in the Ultimate Team mode of the game.</p> <p>Visibility in LaLiga matches: During matchday 29 of LaLiga EA SPORTS and matchday 31 of LaLiga HYPERMOTION, players posed with 'VS RACISM' t-shirts before the matches. In addition, visual elements were incorporated into the stadiums, such as messages on billboards and video scoreboards, to raise awareness among fans about the importance of combating racism.</p> <p>PUMA special ball: A special edition ball inspired by the campaign colours, created by urban art group Boa Mistura, was used, with colour as a symbol of strength and diversity. This ball was used in the matches mentioned above.</p> <p>Social media actions: A filter was developed on Instagram so that users could show their support for the campaign, using the hashtag #TogetherVsRacism and sharing awareness-raising messages.</p>					

## 6.4 Educational and socio-political programs in Cyprus

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>KISA, Equality, No discrimination, No racism in Employment</b>			
<b>YEAR:</b>	<b>2018</b>	<b>TARGET GROUP:</b>	Migrants/refugees in employment	<b>FINANCIAL BUDGET</b>	<b>N/A</b>
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- raise awareness about discrimination and racism</li> <li>- dissemination of information about the findings of the ENAR Shadow Report</li> </ul>					



- use both conventional and social media to raise awareness on discrimination and racism in employment
- bring to the forth the structural and underlying unequal treatment, racism and discrimination confronting migrants and refugees in the field of employment
- 

**BRIEF SUMMARY:**

The project is a part of ENAR’s (European Network against Racism) strategic approach to combat discrimination and racism in employment within the member states. ENAR Shadow report on Racism & Discrimination in Employment in Europe 2013-2017 highlights the problem of systematic racism and discrimination towards migrants and refugees in the field of employment.

The main objective of the project is the organisation of a campaign for the dissemination and promotion of the findings of ENAR’s Shadow Report on racism and discrimination in employment in order to raise awareness about discrimination and racism confronting migrants and refugees in employment, at national and European level. This campaign will include the dissemination of information about the findings of the ENAR Shadow Report. The campaign will comprise a press conference to launch the Shadow Report in Cyprus, several bilateral meetings with the relevant stakeholders and a public event, in the form of a public or roundtable discussion. Finally, the campaign will use both conventional and social media to raise awareness on discrimination and racism in employment. The project aims to bring to the forth the structural and underlying unequal treatment, racism and discrimination confronting migrants and refugees in the field of employment.

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b>			
KISA, MigrAID					
<b>YEAR:</b>	2016	<b>TARGET GROUP:</b>	Migrants/refugees in employment	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- develop knowledge and skills to manage ethnic diversity</li> <li>- empower them to promote migrants’ integration and equality awareness</li> <li>- develop intercultural competences and conflict resolution skills</li> </ul>					



**BRIEF SUMMARY:**

The overall objectives of this project are to help trade unions and employers' representatives to develop knowledge and skills to manage ethnic diversity; to empower them to promote migrants' integration and equality awareness in European SMEs; and to help them develop intercultural competences and conflict resolution skills.

The increasing flow of immigrants and refugees from third-countries to the EU, as well as the continuing internal migration of European citizens from one member state to another, have led to the ethnic diversity of the European workforce. According to a Eurofound report (Eurofound, 2015:1), immigration by non-EU nationals in 2015 represented half of the employment growth in the past five years. At the same time, in 2014 some 2.7% of the EU population resided in a Member State other than their country of origin (EY, 2014).

In this context, ethnic diversity management and migrants' integration in the labour force constitutes a major challenge for the EU. There are continuing ethnic inequalities in the workforce and a lack of equality awareness by many employers and employees. Ethnic minorities and migrant employees are more vulnerable to discrimination (Kirton and Read, 2007:134). They have less access to training and learning opportunities and they are under-represented in decision-making positions in the trade-unions (ibid: 134). At the same time, cultural differences between employees and employers and/or between employees themselves may lead to communication difficulties between them, drawn from the lack of skills and awareness in regard to multi-culturism and diversity management.

Because of all these factors, ethnic diversity is a complicated challenge. The role of the trade unions and the employers' organisations is critical. Trade unionists need to acquire specific skills and knowledge, and have equality awareness in order to meet the needs of all their members and have a fruitful contribution towards handling ethnic diversity and promoting migrants' integration at workplace level. Employers' organisations should have the relevant awareness, knowledge and skills in order to promote a diversity management agenda at the level of the enterprises. Both social partners need to acquire conflict resolution skills, have knowledge of the relevant legislation, of good practices and policies. The principle objective of this project is to address those needs by developing social partners' knowledge and skills – particularly trade unionists and employers' organisations – to manage ethnic diversity and



promote migrants' integration in the SMEs of five European countries; Cyprus, Greece, Italy, France, and Denmark

The team decided to focus on the SMEs due to certain characteristics they acquire. Importantly, the role of SMEs in the European economy and the total employment is decisive. In 2014, EU SMEs employed almost 90 million people which represent the 67% of total employment (European Union, 2015;3). Nevertheless, the literature in the field of industrial relations has given much greater weight on equality and diversity issues within large organisations rather than the SMEs (Kirton and Read, 2007: 132). However, the SME workforce consists of some of the most vulnerable and disadvantaged groups in the labour market, including an over-representation of ethnic minorities and migrant workers (ibid:132). At the same time, the legislation for equality is often notwithstanding in SMEs due to the informality and unitarism character of SME employee relations (Woodhams et al, 2004). Although this makes the role of social partners even more crucial, they often fail to successfully play that role because of the lower levels of trade union membership and organising by the employees of SMEs, compared to the larger organisations.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>KISA, NiceR - New approach to Strengthen the cultural integration of the young refugees</b>			
<b>YEAR:</b>	<b>2015</b>	<b>TARGET GROUP:</b>	<b>Civil society, media, public authorities, associations and NGO, teachers, schools</b>	<b>FINANCIAL BUDGET</b>	<b>N/A</b>
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- social and cultural integration of refugee children</li> <li>- awareness campaign</li> <li>- integrate ψηλδρεν in the local community</li> </ul>					



**BRIEF SUMMARY:**

The project aims to enforce the social and cultural integration of refugee children through the performing arts approach and awareness campaign, to integrate them in the local community through performing arts workshops and awareness of the population and to Develop their creativity, their self-esteem, as well as their socialization.

The two years Nicer project started in December 2015 and its main aim is to enforce the social and cultural integration of refugee children through the performing arts approach and awareness campaign and to integrate them in the local community through performing arts workshops and awareness of the population.

The final beneficiaries are refugee children and youngsters.

NAME OF PROGRAMS		SOCIO-POLITICAL KISA, TRACKS - identification of TRafficked Asylum seeKers' Special needs			
YEAR:	2015	TARGET GROUP:	Asylum-seekers	FINANCIAL BUDGET	N/A

**AIMS:**

- analyze the asylum-trafficking in human beings
- offer protection to asylum-seekers

**BRIEF SUMMARY:**

TRACKS is a transnational project that offers to analyze the asylum-trafficking in human beings (THB) nexus through the prism of special needs of trafficked asylum seekers and to equip national asylum authorities and civil society organizations to tackle crosscutting issues. The project is based on a common observation from the partnership members that the asylum-THB nexus is raising growing concerns at EU, national and local levels, in particular in relation to identification of victims of trafficking in the asylum procedure, but much remains to be done to ensure appropriate protection to these persons.

Victims of THB have been included as a category of vulnerable persons in the revised Reception Directive of June 2013 that came into force on 21 July 2015. Ireland and the United Kingdom are not bounded to the latest but still need to have practices in line with EU human rights standards. However, in most countries, once victims of THB are identified in the asylum procedure there is no coordinated approach to their accompaniment and their specific needs are generally poorly addressed. Therefore, the main issue is to allow victims of trafficking to benefit from an appropriate protection taking into account their very specific vulnerability. Considering the scale of the phenomenon, few victims of THB applying for asylum are granted refugee status or subsidiary protection at first instance as they have enormous difficulties expressing their protection needs: they are often under influence and threatened in the country they seek asylum in, lack awareness on their rights both as asylum seekers and victims of THB and have been through traumatic experiences.



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>KISA, Human Rights for All!</b>			
<b>YEAR:</b>	2015	<b>TARGET GROUP:</b>	Migrants/refugees	<b>FINANCIAL BUDGET</b>	N/A
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>-Awareness raising about refugees and human rights issues.</li> <li>-Promoting active citizenship and culture of voluntarism;</li> <li>-Increasing awareness of refugees of their economic, social and cultural rights</li> <li>-Placing safeguards against the violation of rights of refugees</li> <li>-Increased dialogue and cooperation on human rights issues</li> </ul>					



**BRIEF SUMMARY:**

RRA and KISA, two civil society organisations across the Green Line, are launching a Project to combat racism and to ensure that human rights of refugees are respected.

Main project activities will include trainings for key civic groups and decision makers on asylum, standards of detention, protection from ill-treatment & torture; production of three reports on human rights of refugees; workshops for refugees on their economic, social and cultural rights; awareness-raising campaigns on the International Day for the Elimination of Racial Discrimination; panel discussion on migration and asylum policy in a unified Cyprus; summer volunteer programs and lobbying for legal change in northern part of Cyprus.

In the northern part of Cyprus, albeit there are some regulations on a policy level, there is no asylum ‘legislation’ and the requisite institutional arrangements are either not ‘enacted’ or ‘implemented’. There is currently an effort to introduce some amendments to ‘CAP 105 Aliens and Immigration Law’, but the change this would bring is minimal and cannot replace or fill the gap of a comprehensive legislation on international protection. This is partially due to, as well as result of, the position of the northern part of Cyprus in the international blind spot regarding the monitoring of human rights. Due to this the Turkish Cypriot administration does not feel the adequate international pressure to amend their conduct.

There is a distinct lack of an adequate political will and a limited awareness on the part of civil society in relation to addressing human rights issues in general, those relating to persons in need of international protection, in particular, and associated problems.

There is lack of awareness in the Turkish Cypriot community in general relating to International and European Human Rights standards and the concept of asylum. Specifically, the definition of concepts such as ‘international protection’ and ‘refugee’ nor are the activities of RRA and the problems the organisation and the beneficiary population encounter known to the wider society. This results in persons in key decision making and implementing positions, service providers, employers and the public in general having prejudices against the main beneficiary population, coupled with prevailing racism and xenophobia, as well as gender discrimination both in the society and amongst the main beneficiary population thus hindering their ability to realise their human rights. In addition to these problems, RRA has also observed that the main target group has limited awareness of the rights they are entitled to as well as the work conducted by RRA.

With this new project, we aim to raise the issue of non-respect of International and European human rights in the northern part of Cyprus through international NGO networks and increase local as well as international pressure through awareness raising, capacity building and networking in the northern part of Cyprus, across the island as well as regionally and internationally.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		KISA, eMORE - MOntoring and REporting online hate speech in Europe			
<b>YEAR:</b>	2015	<b>TARGET GROUP:</b>	Ethnic minority groups	<b>FINANCIAL BUDGET</b>	N/A

**AIMS:**

- support the development/improvement of efficient monitoring and reporting mechanisms for online hate speech and hate crime



**- foster the integration between monitoring and reporting tools into a joint innovative knowledge model**

**BRIEF SUMMARY:**

The eMORE Project addresses the need to support the development/improvement of efficient monitoring and reporting mechanisms for online hate speech and hate crime and, in particular, the need to foster the integration between monitoring and reporting tools into a joint innovative knowledge model.

Indeed, knowledge is the key-factor to implement efficient/effective multi-stakeholders initiatives to fight back against crime, but currently there is a “chronic lack of reliable and comprehensive data/information on hate crime” (OCSE, 2014).

The synergy between monitoring and reporting is, therefore, essential to bridge this gap, and to develop a far-reaching knowledge-based framework.

The overall objective of the eMORE project is to contribute in developing, testing and transferring a knowledge model on online hate speech and offline hate crime, based on a circular and advanced joint monitoring-reporting system, to gain a sound understanding of the phenomena/trends over the Internet and offline, to allow comparative analysis at national/EU level, and to support the harmonised combating against hate-motivated offences at EU/national level.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>			<b>CARDET and the Institute of Development, TACKLE Project</b>		
<b>YEAR:</b>	2016	<b>TARGET GROUP:</b>	Grassroots football	<b>FINANCIAL BUDGET</b>	N/A

**AIMS:**

**-Enhance the awareness and competencies of football coaches and managers in grassroots football to proactively manage and prevent racism, xenophobia and other forms of intolerance**

**-Contribute in the prevention & mitigation of racism and xenophobia incidents in grassroots football**

**-Enhance awareness of national and transnational football-sports stakeholders as well as the general public about the severe impact of racism on players, grassroots football and sports in general**



**BRIEF SUMMARY:**

TACKLE was an Erasmus+ Sport project that sought to develop and put forward applied tools and methodologies to help prevent and address racism, xenophobia, and intolerance in grassroots football.

TACKLE actively contributed to combating racism, discrimination and intolerance in sport by putting forward a comprehensive approach to address and assist in rooting out racism in football, specifically in grassroots football. It was working on developing specifically catered training material to educate and empower practitioners (football coaches, manager, trainers) to take concrete action to prevent or address racist behaviours and incidents.

The project brought together a consortium of highly experienced partners who joined forces to research and identify present realities and challenges in grassroots football and formulate structured responses to tackle racism. Moreover, it identified, enhanced, and promoted best practices to prevent and mitigate hate-related issues in grassroots football through the development and implementation of capacity building and awareness-raising activities for football coaches – and related stakeholders- but also wider audiences.

<b>NAME OF PROGRAMS</b>		<b>PeacePlayers Cyprus, Education for a Culture of Peace – ‘IMAGINE’</b>			
<b>YEAR:</b>	2017	<b>TARGET GROUP:</b>	Ethnic communities in Cyprus	<b>FINANCIAL BUDGET</b>	N/A

**AIMS:**

- increase contact between the two communities in Cyprus
- promotes peace, understanding and anti-racism
- bring members of the two communities together

**BRIEF SUMMARY:**

‘Imagine’ is an Educational Program on Anti-racism Education/ Education for a Culture of Peace launched in October 2017, after many months of efforts and with the agreement of the leaders of the two communities on the island.

As per 2022, 6117 students, accompanied by 714 teachers were trained in the Imagine Project. Another 518 teachers were trained in Peace Education both mono-communally and bi-communally and another 92 head teachers participated in the 'Imagine' Head Teachers conference.

The program aims to increase contact between the two communities in Cyprus and promotes peace, understanding and anti-racism on the island in the context of a holistic understanding of a Culture of Peace and Non-Violence inspired by UN documents, resolutions and plans of action. The program also aims to decentralize and reach rural areas in the island which have fewer opportunities to engage in activities that bring members of the two communities together. Participation to the project is completely voluntary and free-of-charge. The project is based on a step-by-step approach, and the methodology employed in the workshops is adapted to different age groups and educational levels.



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>PeacePlayers Cyprus, The Friendship Games</b>			
<b>YEAR:</b>	<b>2019</b>	<b>TARGET GROUP:</b>	<b>Youth leaders</b>	<b>FINANCIAL BUDGET</b>	<b>N/A</b>
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- foster integration</li> <li>- promote cultural exchange</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The Friendship Games is an event bringing together participants from across our global movement for a week of basketball, leadership, and cultural exchange. After nearly 20 years successfully bridging divides and developing leaders in conflict regions around the world, PeacePlayers was thrilled to launch its first global initiative, the PeacePlayers Friendships Games. The program, generously co-founded by Ed and Penelope Peskowitz in 2019, connects and mobilizes PeacePlayers youth leaders from our five international sites around the globe for a joint program of basketball, leadership training and cultural exchange.</p> <p>The Friendship Games includes year-round local activities and an annual global convening that brings together some 150 participants, ages 13-16, from the Middle East, South Africa, Northern Ireland, Cyprus and the United States as well as 100 additional international stakeholders.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>PeacePlayers Cyprus, Color the Court</b>			
<b>YEAR:</b>	<b>2019</b>	<b>TARGET GROUP:</b>	<b>School population</b>	<b>FINANCIAL BUDGET</b>	<b>N/A</b>
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- promote peace</li> <li>- engage women in peace-building</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Thematic workshops are held in schools in different communities around the island, focusing on subjects such as peace, women in peace-building, or peace-building in general. The local artist works with the kids in the workshop to create a professional design that is then painted on a refurbished basketball court.</p>					



## 6.5 Educational and socio-political programs in Europe (other countries)

### 6.5.1 Austria

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b> Fairplay, Sport Welcomes Refugees			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Vulnerable Groups, Local Communities	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Promoting Social Inclusion</li> <li>- Raising Awareness</li> <li>- SWR seeks to increase the participation of newly arrived migrants in both formal and informal sports activities.</li> </ul>					
<b>BRIEF SUMMARY:</b>					
The overall objective of the project “Sport Welcomes Refugees – Social inclusion of newly arrived migrants in and through sport” (SWR) was to enhance the social inclusion and participation of newly arrived migrants on different levels of sport (formal & informal) through training, awareness-raising and capacity-building of sport stakeholders.					

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b> Streetfootballworld, Kicken Ohne Grenzen (Kicking without limits)			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Social Inclusion</li> <li>- Membership and Networking</li> <li>- Integration of Disadvantaged Youth and sustainable</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Kicken ohne Grenzen’s mission is to use the unifying power of football to help young people from disadvantaged communities integrate sustainably and equitably into society. Football here is seen as a tool and a common language that can be used to discover and develop skills and potential that can be transferred into everyday life and applied in practice.</p> <p>Kicken ohne Grenzen is member of the streetfootballworld and Fare (Football against Racism in Europe) networks, as well as being part of the Transparent Civil Society Initiative set up by Transparency International in Germany.</p> <p>The UEFA Foundation is supporting Kicken ohne Grenzen’s project “Football Without Borders” for the second year in a row.</p>					



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Ece Bulls Kapfenberg, Ece Junior Bulls</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	school students	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Inclusion and Integration</li> <li>- Community Engagement and Support</li> <li>- Education and Empowerment</li> <li>-</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>An after-school programme was identified for kids (aged 6 to 8, from different ethnic groups, and with especially difficult backgrounds), located in a small city in the process of developing from an old industrial city (steel) into a modern town. The children are guided by “coaches” through the different times of the year with special topics, connected with movement and sports. With this, the aim is to include kids with all kinds of backgrounds into the club and the society as young of an age as possible.</p> <p>The biggest partner of the after-school programme is a big shopping mall, since many kids spend their time “hanging around” shopping malls. Shopping malls were identified as the “third homes” of the children, which is important for the next generations. The owner of the mall strives to offer an educational and sports programme to these children, who will later grow up into potential shopping mall customers.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Caritas Styria, Sport Integration Qualifikation</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	migrant youth between the ages of 0 to 25 years old	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Promote Inclusion and Social Integration</li> <li>- Skill Development</li> <li>- The program seeks to provide youth with access to opportunities they may not have otherwise had, such as assistance in qualifications or jobs in the sports sector.</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>SIQ uses sport as a tool to support and accelerate the inclusion of around 200 migrant youth (0-25 years-old) with a subsidiary or granted refugee status. By attending the programme, the youth attain access to activities and improve their language skills and expand their social networks, among other things. The programme consists of (1) leisure and sports activities (e.g., sports tournaments, adventure days) and assistance in qualifications or jobs in sport and (2) provides network possibilities, workshops and panel discussions (on themes such as social integration).</p>					



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Sport Union Tyrol, Inclusion of Migrants in and through Sports - A Guide to Good Practice</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	migrants	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Introduction to Active Movement</li> <li>- Mediation of Enjoyment and Health Awareness through Movement</li> <li>- Educazione e Promozione della Salute</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The project is aimed at women and girls of different countries of origin. The goals are the introduction to active movement, the mediation of enjoyment and health awareness through movement and the achievement of sustainability through independent activity.</p> <p>The programme range combines regular exercise modules and taster sessions of individual sports with presentations on health through exercise and nutrition. The programme is jointly developed with the girls/women and adapted to performance levels (women: gymnastics, hiking, pilates, yoga, dancing; girls: hip hop, modern dance, tummy-leg-bottom, climbing, skating, volleyball).</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Caritas Styria, Creating a Level Playing Field: Social inclusion of migrants and ethnic minorities in Sport</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	migrants and ethnic minorities in Sport	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Promoting Social Inclusion</li> <li>- Facilitating Language Skills Development</li> <li>- The program engages directly with the target group through socio-educational activities,</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The programme consists of the following activities: leisure and sports activities (e.g., sports tournaments, adventure days) and assistance in qualifications or jobs in sport; and network possibilities, workshops and panel discussions (on themes such as social integration).</p> <p>By attending the sports activities, young people are provided with access to other activities which allow them to improve their language skills and expand their social networks, among other things. The SIQ project also sees itself as a socio-educational project (direct work with the target group) and platform for sports integration (public relations, network and educational work).</p>					



## 6.5.2 Belgium

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b>			
		Centre for Equal Opportunities and Opposition to Racism, Role of specialised bodies in discrimination and sport			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Preventing Racist Behavior</li> <li>- CEOOR may aim to disseminate examples of best practices in tackling racism in football</li> <li>- Supports national and international policies and initiatives that promote equality, diversity and inclusion in sport</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The Centre for Equal Opportunities and Opposition to Racism (CEOOR) in Belgium has undertaken more work in sport than the majority of other Equality Bodies in Europe.</p> <p>Whilst the centre has focused on the prevention of racist behaviour and dealing with racist incidents, it has also undertaken a number of proactive projects, for example, developing supporter charters, disseminating examples of best practice and organising steward training. This has helped ensure that the issue of racism is addressed comprehensively. As these tasks are covered within the remit of the equality body, it has meant that clubs have not had to seek external funding to carry out this work.</p> <p>The CEOOR has also actively developed a strong communication network between itself and the country's professional football clubs. This has helped identify problems and needs within the football community. It has also established strong relationships with other key stakeholders such as the Royal Belgium Football Association, the media and a number of migrant community organisations.</p>					

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b>			
		FEFA Asbl., FEFA (Football-Studies-Family-Anderlecht)			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	young people residing in "at-risk" neighborhoods	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Family and academic Support</li> <li>- Empowerment and Future Opportunities</li> </ul>					



**BRIEF SUMMARY:**

FEFA (Football-Studies-Family-Anderlecht), winner of the Belgian Security and Crime Prevention Award 2011, is a comprehensive project combining playing soccer, studying, balancing family, and becoming good citizens.

The project focuses on the integration and cohabitation of youths, who play football and are supported in homework classes. In «at risk» neighbourhoods (Cureghem in Brussels), where the majority of people are socioeconomically disadvantaged and of foreign origin, young people face serious risks of having school and social problems. The FEFA association brings young people (145 members between ages of 6 and 19) together by offering football trainings (2 training practice sessions per week with one match during the weekend). In exchange, the youth involved are expected to complete their school homework and perform in school, e.g. they have to provide a copy of their school report). Youth with problems in school participate in a «homework school» (with the help of teachers), which is organised three times a semester (for about 100 children and youth). To improve «family balance», psychosocial help is offered to the youth and their family members. (This includes help with administrative problems, behavioural problems, school problems or housing, job search concerns, etc.). The programme seeks to give those youth (and their family) who are disadvantaged due to socioeconomics and exclusionary societal trends the possibility to enjoy a good school path with the possibility to find a future job.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Kraainem Football Club, Jeunes réfugiés à Kraainem Football</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	refugees	<b>FINANCIAL BUDGET</b>	

**AIMS:**

- **promote the integration of refugee youths into the local community**
- **Community Support**

**BRIEF SUMMARY:**

Kraainem Football Club together with Centre de Réfugiés Fedasil de Woluwe Saint-Pierre are offering small groups courses in French combined with football training together with the youths from the club to foster language learning, forming of friendships, social integration as well as talent spotting. The young people are provided with a meal as well as football equipment (which is donated by club members). Each week around 20 young people take part which the refugee centre selects. The project is supported mostly by volunteers from the club.



### 6.5.3 Denmark

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>ForeningsGuiderne+, Increasing diversity and inclusiveness in sport associations and clubs</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Promoting diversity and inclusiveness in sports associations and clubs</b></li> <li>- <b>Supporting children with ethnic minority backgrounds</b></li> <li>- <b>Facilitating inclusion through volunteer Sport and Culture Guides</b></li> <li>- <b>Developing a more inclusive culture in sports associations</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The project promotes more inclusive sports associations with a more diverse group of members, thereby preventing racism and exclusion through sports as well as working against racism in sports. Some sports associations are poorly equipped to include children with an ethnic minority background and are not always aware of how difficult it may be for these new members to get properly included in the association, having no knowledge of implicit rules and systems while at the same time often having to deal with a range of prejudices.</p> <p>Sports and the active membership of sports associations have a great potential for furthering dialogue and network across different societal groups. When children with different ethnic backgrounds meet on a basis of a common interest prejudices and barriers can be broken down and new forms of peer solidarity created - thereby acting as a support mechanism to tackle racism and promote inclusion. The focus is on the sport, leaving ethnic differences aside, creating a rather unique platform for mutual understanding and tolerance.</p> <p>To ease the inclusion of children and young people with an ethnic minority background in local sports associations, volunteer Sport and Culture Guides function as a link between the child and family and the relevant association. Through dialogue with both the family and the association the Guide helps to overcome barriers for a successful inclusion. A local foundation in specific multi-ethnic areas of Copenhagen makes a close cooperation possible.</p> <p>The project is a success in the Copenhagen area, where in 2009 more than 500 children were successfully guided to and included in a sport association. At the same time the presence of the Guides in combination with consulting from the “Integration and Activities” unit of Copenhagen municipality, results in the fact that former very ethnically homogeneous sports associations have now developed a more inclusive culture and are much better equipped to meet the demands of a new more diverse group of members.</p> <p>The project’s simplicity and its ability to make a big difference for both child, family and sports association using very limited resources are the main reasons why the project is a model of good practice.</p>					



#### 6.5.4 England

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Football Unites Racism Divides, Streetkick</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>Ethnic Minority Youth, Communities with Racial Tensions</b>	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Promoting Inclusivity and Unity</b></li> <li>- <b>Combatting Racism</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Combating disadvantage Anti-racist work &amp; education</p> <ul style="list-style-type: none"> <li>- Targeting areas with relatively high numbers of ethnic minority young people - where these young people get few opportunities to participate in organised football/tournaments.</li> <li>- Targeting areas with known racial tensions/problems, and/or areas with low numbers of ethnic minority young people in order to raise racial awareness.</li> </ul>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Show Racism the Red Card, Challenging Racism in Football</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>sports communities</b>	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- to increase the awareness of racism throughout all levels of football in Wales</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>"Show Racism the Red Card" is a proactive initiative aimed at combating racism within the realm of football in Wales. Its overarching objective is to elevate awareness surrounding the issue of racism across all tiers of the sport. By offering robust support and resources, the project seeks to empower individuals within the football community to actively confront instances of racism and discrimination.</p> <p>The project will provide support and resources to educate the football family on how to challenge racism and report any incident of discrimination both on and off the field.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Show Racism the Red Card, Promoting Equality and Tackling Racism in Schools (taught course)</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>school members</b>	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>The course aims to increase awareness of the presence and impact of racism within educational environments.</b></li> </ul>					



- The course aims to empower participants with the knowledge, skills, and confidence to challenge racism effectively.

**BRIEF SUMMARY:**

"Show Racism the Red Card: Promoting Equality and Tackling Racism in Schools" is a comprehensive course aimed at addressing racism within educational settings. The course is designed to educate students, teachers, and staff on the importance of promoting equality and combating racism in schools.

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Commission for Racial Equality &amp; Sport England, Sporting Equals</b>		
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>Ethnic minority groups, Culturally or religiously specific communities</b>	<b>FINANCIAL BUDGET</b>
<b>AIMS:</b>				
<ul style="list-style-type: none"> <li>- promote ethnic diversity across sport and physical activity in the UK</li> <li>- to raise awareness and understanding of the needs and challenges faced by ethnically diverse communities within the sports and health sectors</li> </ul>				
<b>BRIEF SUMMARY:</b>				
<p>We exist to promote ethnic diversity across sport and physical activity, and we are the only organisation in the UK to do so. Originally set up by Sport England, in partnership with the Commission for Racial Equality, since 2007 we have been a fully independent body and a national partner of both Sport England and Sport Scotland.</p> <p>To raise awareness and understanding of the needs of Ethnically Diverse Communities within the sports and health sector, in order to change attitudes and increase participation in sport and physical activity.</p> <p>To empower individuals and communities to play a part in this change, and achieve their full potential through playing sport and being active.</p> <p>To advise and support policy-makers and delivery bodies to be inclusive of all under-represented groups, drawing on our experience with Ethnically Diverse Communities.</p>				

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>UK Sport, Equality and Diversity Strategy</b>		
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>
<b>AIMS:</b>				
<ul style="list-style-type: none"> <li>- Promoting Inclusive Excellence</li> <li>- Creating Inclusive Environments</li> </ul>				



**BRIEF SUMMARY:**

The strategy is drawn from UK Sport’s new ten-year strategic plan, unveiled last month, to create the greatest decade of extraordinary sporting moments; reaching, inspiring and uniting the nation. At the heart of this are UK Sport’s three ambitions; to keep winning and win well, to grow a thriving sporting system and to inspire positive change, with equality, diversity and inclusion embedded into how each of these ambitions are achieved.

UK Sport wants to drive ever-more collaboration across the sporting community, harnessing the power and platform of sporting success to increase diversity and inclusion across sports, leaders, workforce, athletes and fans. The Equality, Diversity and Inclusion Strategy will focus on four priority areas:

- To power a more diverse and inclusive team that delivers a broader range of champions and medallists than ever before
- To increase the diversity of leadership on national and international sports bodies
- To promote and embed inclusion across UK Sport’s programmes
- To drive with pace, ambition and accountability the equality, diversity and inclusion agenda within UK Sport

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL Kick It Out, Racial Equality Standard for Professional Football Clubs</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	sports community	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Promoting Diversity</b></li> <li>- <b>Combatting Racial Discrimination</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The Racial Equality Standard (RES) had a number of distinctive features which positioned it as a unique model of promising practice. The format of the document, as a set of key objectives, helped professional clubs address racial discrimination across the whole club’s operation, including their own internal policies. This included a strong emphasis on work to address issues of under-representation amongst fans, players and staff, to encourage greater engagement with minority communities and to ensure there is a more open, transparent and inclusive approach to recruitment.</p> <p>Whilst English football’s equality group Kick It Out were the key drivers of the design and implementation of the RES, the initiative was fully supported by a wide range of stakeholders. The project received financial support from the Premier League, which allowed dedicated staff to be employed on the project on a full time basis. Kick It Out conducted seminar based workshops with staff at Premier League clubs to help encourage communication between clubs and to promote transferable models of good practice.</p> <p>The Racial Equality Standard was so successful that it progressed to an Equality Standard which encompasses all six areas of diversity ie. race, religion, age, gender, disability and sexual orientation. The Equality Standard was officially launched in 2009 and is based on the blue print of the Racial Equality Standard. A Racial Equality Standard can therefore be a starting point on the road to an Equality standard.</p>					



### 6.5.5 Finland

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b>			
		<b>Kisakeskus Sport Institute, Peer Instructor Training for Immigrant Women</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Immigrant Women	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- to raise awareness among immigrant and ethnic minority women</li> <li>- cultural Sensitivity</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The project is aimed at educating migrant and ethnic minority women (e.g. Somali, Iraqi, Kurdish, Russian, Afghan) from the Helsinki region as peer instructors. A physically inactive lifestyle is generally more apparent among immigrant women than among majority women and immigrant men. At the same time, concerns about health have increased (e.g., overweight and diabetes). The aim of education activities was to make these women aware of the importance of a physically active lifestyle for overall health and that educated women ‘peers’ could support a physically active lifestyle in their families and communities. They also engaged in health enhancing sport activities. For this target group, it is difficult to find proper physical activity facilities and training. One of the main barriers is a lack of language skills amongst these women. In between the education courses, the women did homework related to health enhancing physical activity and instructing skills. The most important thing is to get tools to ‘handle life’ using female friendly sport activities, arranged by the Sport Institute. Moreover, it is important to get the women to engage with other people to avoid exclusion and loneliness.</p>					

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b>			
		<b>Cosmos Juniors, Sporttis Plus</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	migrant children and youth	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- to empower migrant children and youth through sports and complementary activities, helping them build confidence, resilience, and life skills</li> <li>- To promote social inclusion by providing opportunities for children and youth from diverse backgrounds to participate in sports and engage in community activities together.</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Sporttis plus is a sport-based programme initiated by migrants in order to activate and empower them in and through sport. It is focusing on children and youth, aged 8 to 29 years-old from a variety of backgrounds (e.g. Somali, Iraqi, Finnish, Vietnamese, and Kosovan). The programme takes place at the Espoo area near Helsinki, a socially very challenging area. The programme offers sports (‘sporttis’) with a ‘plus’ and has been running for 3 years and has reached about 1.500 children. The ‘Sporttis’-part entails easy-to-join groups. The participants are involved in sport according to their own wishes, such as football, basketball, volleyball, floor ball</p>					



and a large variety of new sports such as Sepak Takraw and chicken-head from South Asia and China respectively. The 'plus'-part provides a lot of complementing activities that are adding value to the sports activities.

The programme organises camps, creative workshops, seminars and events (e.g. alcohol, drugs, mobbing, and violence). The programme is constantly developing a network in order to include the participants with higher skills and ambition into mainstream society and/or clubs. The programme also tries to change the attitude of mainstream clubs by inviting them to the events in order for them to open up to people of different origins.

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b>				<b>Finnish Football Association, Multicultural After School Sports Programme</b>	
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>School community</b>	<b>Sports</b>	<b>FINANCIAL BUDGET</b>		
<b>AIMS:</b>							
<ul style="list-style-type: none"> <li>- <b>to create a safe and inclusive environment children</b></li> <li>- <b>Inclusivity and accessibility</b></li> </ul>							
<b>BRIEF SUMMARY:</b>							
<p>The main objective in the programme is to offer safe and fun sports activities for boys and girls aged 8 to 13 years old. Activities are open for all the children and there is no cost for participation. Many of the participants have an immigrant background or they are from low income families. An important objective is to lower the barriers for immigrant children to participate in mainstream sport clubs. The programme is run in eight different schools and it reaches out to 500 children weekly. All possible summer and winter sports are provided, while football is the most popular amongst the children.</p>							

### 6.5.6 France

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b>				<b>Sport dans la ville, Association d'insertion par le sport</b>	
<b>YEAR:</b>		<b>TARGET GROUP:</b>			<b>FINANCIAL BUDGET</b>		
<b>AIMS:</b>							
<ul style="list-style-type: none"> <li>- <b>to engage disadvantaged young people from various backgrounds through sports and related activities.</b></li> <li>- <b>Social Inclusion</b></li> </ul>							
<b>BRIEF SUMMARY:</b>							
<p>Sport Dans la Ville (Sport in the City) is an organisation that operates in Lyon, Paris, Grenoble and Saint Etienne and is one of the leading organisations in the field of integration through sport. The organisation aims to engage disadvantaged young people through a range of activities. There are a range of projects:</p>							



- “L in the City” supports 790 girls in terms of personal development and employability through sports activities, cultural outings and business meetings;
- “Apprenti’Bus” is a project in which children (aged 7-11) participate in workshops related to reading, writing and speaking.  
The activities are carried out on “Bus to Sport” which is completely furnished and equipped with a training room. There are 13 weekly appointments.
- “Sport” in which free sports programmes are offered where young people can play football, basketball, rugby, tennis and dance.
- “Discovery” is a project where young people are encouraged to leave their ‘comfort zones’ and participate in a range of different social and cultural activities.
- “Job in the City” in which young people aged 14 or older are supported in finding training or employment opportunities
- “Entrepreneurship in the City” where young entrepreneurs receive 160 hours of training and 40 hours of workshops at a Business School.

### 6.5.7 Germany

NAME OF SOCIO-POLITICAL PROGRAMS		Streetfootballworld, CHAMPIONS ohne GRENZEN (Champions without limits)		
YEAR:	TARGET GROUP:	Refugees and Local Communities	FINANCIAL BUDGET	
<b>AIMS:</b>				
<ul style="list-style-type: none"> <li>- <b>social Integration and Desegregation</b></li> <li>- <b>contributing to a Culture of Welcome and Diversity</b></li> <li>- <b>utilizing Football as a Tool for Positive Impact</b></li> </ul>				
<b>BRIEF SUMMARY:</b>				
<p>CHAMPIONS ohne GRENZEN is a non-profit association founded in April 2014 (but active since 2012 under the umbrella of the association „...weil Fußball verbindet! e.V.“) dedicated to providing life aid through sports for refugees in the German federal states of Berlin and Brandenburg. It is the result of a union of young avid sports enthusiasts who all have academic backgrounds in social education, cultural and social studies and are destined to take action against the social segregation of refugees by means of football projects. Asylum seekers live a most marginalized life in German society and have hardly if no chance to desegregate.</p> <p>Places for encounter and exchange need to be created by both engaged locals of all kinds of backgrounds and refugees themselves in order to make this change and encounter on eye-level. Our endeavor derives from the shared desire to contribute to the creation of a strong and lasting Culture of Welcome for refugees and culture of diversity in Germany.</p> <p>Football is at the centre of all of our activities. It is also understood as a tool with positive mental, physical and social effects to activate people’s energies in good ways, to bring them together.</p>				



<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>German Children and Youth Foundation &amp; supported by the Federal Ministry for Migration, Refugees and Integration, Welcome to Football</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	<b>migrants and Community Members</b>	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>fostering integration, social cohesion, and overall wellbeing among newly arrived migrants in Germany</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Professional football clubs build alliances with local amateur clubs and a variety of social and educational services. In these alliances, migrants are offered to join amateur football clubs in open football trainings. They can train and play with locals in their new neighbourhood/community. Professional football clubs provide general assistance to the amateur clubs. Additionally, they organise event days, stadium visits and match day tickets. They also offer supplies and help to raise awareness for the project in their community and the issues of newly arrived migrants in general.</p> <p>Social and educational services (all clerical, public and private) provide education, language classes and other integrative measures, such as excursions, tours, and family/fans activities. The emotional and physical wellbeing of migrants is actively supported through athletic activities; migrants spend their time in a real life social network and enjoy recreational activities instead of no having any preoccupation at all. Ultimately, all these factors result in a higher and more integrative commitment of migrants to their local community.</p> <p>The project was initiated by Bundesliga Foundation together with the Federal Government of Germany. These two initial partners were joined by German Children and Youth Foundation (DKJS). Today, together all three partners organise, support and finance the project.</p>					

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Koordinationsstelle Fanprojekte, The Fan Project Coordination Centre</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Creating Opportunities for Dialogue</b></li> <li>- <b>promoting Diversity and Inclusion</b></li> <li>- <b>Facilitating Sustainable Anti-Racist Activities</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The German system of fan projects is quite unique and offers many opportunities for anti-racist actions. The main strength of this form of anti-racist fan work is the close connection that exists with the target group, a connection that is built up through football and fan culture. This connection helps to ensure a strong involvement from the fans which is essential for sustainable anti-racist activities. It also provides the opportunity to introduce a topic which may</p>					



otherwise be met by resistance or indifference. Finally, it also provides a platform to reach out to the broader public, for example, at the ground and at different public events.

In order to introduce the subject of anti-racism, particularly amongst hard to reach fans, it is important that both trust and credibility is established with the fans. In the majority of cases, the social worker is perceived to be on the fans' side which puts him or her in a strong position to suggest activities that may often initially be met with scepticism.

Many social workers may previously have worked with the fans in other settings such as youth centres, which also help to build up trust.

### 6.5.8 Hungary

<b>NAME OF SOCIO-POLITICAL PROGRAMS</b>		<b>Internationale Club de Football SE, Integration of marginalized communities through sport / Working with migrant communities through football: Internationale Club de Football</b>			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	migrants and refugees	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- to facilitate the integration of marginalized communities, particularly migrants and refugees</li> <li>- Life Skills Development</li> <li>- Promoting Integration</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The Internationale Club de Football (ICF) in Hungary has benefited participants by offering footballing opportunities with the aim of assisting integration into Hungarian society.</p> <p>This project enables participants to combine sport with life skills, and makes an impact on their lives beyond merely providing them with access to football.</p> <p>An important aspect of the project is to challenge the negative stereotypes that many Hungarians have of migrants and refugees, and to use the success of the football club to raise awareness of the talent and achievements of the participants.</p> <p>The ICF challenges the view that many European countries have, in that clubs that are mainly for ethnic minorities are a threat and part of an emerging 'parallel society'.</p> <p>The ICF, however, believe that clubs that are targeted at minorities are 'part of the journey' towards integration, not a sign of segregation.</p>					



### 6.5.9 Ireland

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> Football Association of Ireland, Integration Through Football Project, supported by the European Union Asylum, Migration and Integration Fund and administered by the Department of Justice and Equality			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	migrants and refugees	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Facilitating Social Inclusion</b></li> <li>- <b>Promoting Integration</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The Football Association of Ireland has implemented a series of strategies and programmes relating to the social inclusion and integration of refugees and, generally, people with an ethnic minority background. The Integration Through Football Project (2017-202), supported by the European Union Asylum, Migration and Integration Fund, is administered by the Department of Justice and Equality and aims to bring closer together people from marginalised communities and football clubs. The project operates within the context of the association’s Intercultural Football Programmes, following the principles of the national integration policy (Strategy for Migrant Integration), and has established a network of local NGOs, agencies, schools and refugee centres to maximise its potential impact.</p>					

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> Sport Against Racism Ireland (SARI), Soccerfest			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Ethnically Diverse Communities	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Cultural Integration</b></li> <li>- <b>Social Inclusion</b></li> <li>- <b>Volunteerism and Community Engagement:</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>One of the biggest 7-a-side intercultural football tournaments in Europe with approximately 4.500 participants (from age 12) with large ethnic diversity. From the outset the event (spread over a weekend in September) has been designed to be a volunteer driven, community based social enterprise dedicated to the cultural integration and social inclusion of migrants into society through the medium of sport.</p> <p>The objective is to use a major sports event to create the environment for cultural integration and social inclusion on a ‘level playing field’ in the largest enclosed public park in Europe. In addition to football, other activities, such as Gaelic Games, Tag Rugby, Chess, Table Tennis, Chinese Rope</p>					



Jumping, Capoeira, African and Asian Board Games, Kite Flying, Dancing and Freestyle Football are also available for the participants.

<b>NAME OF PROGRAMS</b>		<b>Socio-political</b> Sport Against Racism Ireland (SARI), One Race - Human Race			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Promoting diversity</li> <li>- Combating discrimination</li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>The programme involves mass participation of (20.000) male and female migrants and ethnic minorities (age 14+) from diverse ethnic backgrounds in a series of athletic events, workshops, and a symposium, designed to run throughout the calendar period of two Olympic Games. The main objective for 2012-2020 is to tackle the poor participation rate of practitioners and administrators from migrant and ethnic backgrounds in sports and athletics in Ireland. The programme is delivered in all kinds of settings, such as deprived neighbourhoods, schools, workplaces, health care settings, community centres, in the outdoor, sports clubs and migration offices. Besides sport (e.g., track and field athletics), also intercultural and educational workshops (e.g., racism, xenophobia, sectarianism) are offered.</p>					

### 6.5.10 Netherlands

<b>NAME OF PROGRAMS</b>		<b>Socio-political</b> Royal Dutch Football Association, Our Football Belongs to Everyone			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Football fans	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Promoting inclusivity within football and advocating for equal access to the sport for all members of society</li> <li>-</li> </ul>					



**BRIEF SUMMARY:**

The Royal Dutch Football Association launched the campaign "Our Football Belongs to Everyone" to emphasize inclusivity in football, promoting the idea that this sport should be accessible and enjoyed by all members of society.

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b> Johan Crujff Foundation, Crujff Courts			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Fostering Social Cohesion</b></li> <li>- <b>Encouraging Respect and Integration</b></li> </ul>					
<b>BRIEF SUMMARY:</b>					
<p>Crujff Courts have been built in numerous disadvantaged neighbourhoods across the Netherlands. The goal is to bring back a playing field for young people, after years of urbanisation and neighbourhood expansion.</p> <p>It offers young people a safe place to practice sports and thus serves as a meeting place for people with a range of backgrounds.</p> <p>Themes such as respect, health, integration, development and collaboration are key to the project. In cooperation with neighbourhoods, the local government, private organisations, schools, sports and football associations, professional football clubs and the local business community, activities are organised on the Crujff courts with the main aim of bringing young people together and improving the social cohesion in the community</p>					

### 6.5.11 Norway

<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL PROGRAMS</b> Furuset Allidrett IF, Alna School Project			
<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- <b>Facilitating the integration of young people from diverse backgrounds into the local community</b></li> <li>- <b>Contributing to the overall development of the local community by training young people to assume responsibilities and actively participate in community initiatives</b></li> </ul>					



**BRIEF SUMMARY:**

The Alna school project, located at Furuset near Oslo, has been set up since 2005 and offers young women and men (age 15-25), mostly of migrant and ethnic minority background, a leadership role in joint activities in the local community sports, other leisure activities, organisations and, in general, volunteer work. The Alna school works together with the Furuset sport institution to involve these young people in the local community.

The participants in this leadership programme of Alna school will be visible and positive role models in the local community. The programme has positive consequences for the entire community, by training young people to take up responsibility within the local community.

### 6.5.12 Romania

<b>NAME OF PROGRAMS</b>	<b>SOCIO-POLITICAL Romanian Football Federation, Racism Breaks the Game</b>			
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<b>YEAR:</b>		<b>TARGET GROUP:</b>		<b>FINANCIAL BUDGET</b>	
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**AIMS:**

- **Promote Tolerance and Inclusion**
- **Engage Stakeholders**
- **Support Anti-Discrimination Efforts**

**BRIEF SUMMARY:**

Football's governing bodies in Romania are at the forefront of some of the work to tackle racism, with many players particularly vocal in their support of initiatives.

There are activities some related to UEFA's Respect campaign such as the Respect Cup tournament which took place in June 2011 and continues to tackle issues of racism, but the Racism Breaks the Game campaign in 2007 was pivotal in creating momentum and building a template for an on-going series of activities and initiatives to tackle anti-Gypsyism in sports.

The Racism Breaks the Game project led to a fundamental change in the way the Romanian media reported incidents of racism. Previously, the media paid little or no attention to racism; however, the media is now at the forefront of efforts targeting the elimination of racism from the stadiums.

In addition to gaining support from the Romanian Football Federation (RFF), and other footballing stakeholders, the project also sought input and involvement from the Roma community. Roma NGOs played an important role at all stages of the project as did a number of organisations, such as government ministries and trade unions that historically have never been involved in anti-discrimination issues. Celebrities were also asked to lend their backing to the activities undertaken.



<b>NAME OF PROGRAMS</b>		<b>SOCIO-POLITICAL</b> Policy Center for Roma and Minorities, How to successfully tackle anti-Gypsyism in sports: Racism Breaks the Game			
<b>YEAR:</b>		<b>TARGET GROUP:</b>	Roma and Minorities	<b>FINANCIAL BUDGET</b>	
<b>AIMS:</b>					
<ul style="list-style-type: none"> <li>- Promoting Inclusivity</li> <li>- Increase awareness about racism and discrimination, particularly anti-Gypsyism, within the context of sports</li> <li>- Advocate for legislative changes to prevent racism and violence within sports venues</li> </ul>					
<b>BRIEF SUMMARY:</b>					
The Policy Center for Roma and Minorities outlines a comprehensive approach to tackling anti-Gypsyism in sports through the "Racism Breaks the Game" initiative. This initiative, developed in partnership with various stakeholders including the Romanian Football Federation, government entities, NGOs, celebrities, and trade unions, aims to raise awareness about racism in football and promote inclusivity.					

## 7 Analysis of the results and best practices

This section contains information on existing good practice programmes against racism in universities or proposals from the ministry of education of each country.

Based on an initial analysis of the various programs that were identified by the project partners, five distinct groups can be identified:

**Group 1:** Programs in this group focus on sports as a tool for social integration, with an emphasis on football. These programs aim to bring communities together through sports activities, fostering teamwork, camaraderie, and mutual respect among participants.

**Group 2:** Programs of Group 2 focus on the creation of open forums, gathering places, and events that facilitate discussions and interactions among community members. These initiatives provide platforms for dialogue, exchange of ideas, and building connections within the community.



**Group 3:** Programs in Group 3 aim to assist vulnerable individuals or those who have experienced discrimination and/or racism. These programs may involve providing donations, offering courses, or other forms of support to help improve the lives of those affected by such issues.

**Group 4:** Group 4 programs are focused on raising awareness about the issue of racism. These initiatives aim to educate the public, challenge stereotypes, and promote understanding of the impact of racism on individuals and communities.

**Group 5:** Programs in Group 5 focus on educating and training the local population to overcome preconceptions and racial biases. These programs aim to empower individuals to recognize and confront their own biases, enabling them to support migrants and others who may face discrimination, and to act in an inclusive and non-racist manner.

These five groups represent different approaches to addressing issues related to racism and social integration, each with its own unique goals and strategies. Through their collective efforts, these programs contribute to creating more inclusive and equitable communities.

In the field of natural language processing (NLP), Latent Semantic Analysis (LSA) is a technique used for dimensionality reduction and semantic analysis of text data. It allows to uncover latent semantic structures within a corpus, enabling to identify patterns and relationships between words and documents.

The process of applying LSA involves several steps:

**Data Preprocessing:** The text data is preprocessed to remove noise, such as punctuation, stopwords, and special characters. It is then tokenized and transformed into a numerical representation, such as a TF-IDF matrix.

**Dimensionality Reduction:** LSA uses techniques like Singular Value Decomposition (SVD) to reduce the dimensionality of the TF-IDF matrix, capturing the underlying semantic structure of the text data.



**Interpretation:** The resulting reduced-dimensional space is examined to identify topics or themes present in the data. This is done by analyzing the most important words associated with each topic.

The LSA analysis of the program data revealed five distinct topics (Table 1):

Table 1M Major Topics identified with the LSA algorithm

Topic	Top Words
Topic 1	sports, sport, racism, social, activities, football, inclusion
Topic 2	people, young, activities, ethnic, minority, range, background
Topic 3	football, sport, language, skills, integration, social, refugee
Topic 4	children, integration, help, refugee, campaign, ethnic, awareness
Topic 5	asylum, football, training, seekers, organizations, racist, refugees

### Topic 1: Sports Integration

This topic emphasizes sports as a tool for social integration, with a focus on activities like football. It highlights the role of sports in promoting inclusion and combating racism.

### Topic 2: Youth and Ethnic Diversity

This topic focuses on activities for young people from diverse ethnic backgrounds. It highlights the importance of engaging youth in various activities to promote social cohesion.

### Topic 3: Language and Refugee Integration

This topic relates to language skills and integration, particularly for refugees. It emphasizes the role of language and social integration in supporting refugees.

### Topic 4: Children and Refugee Awareness



This topic centers on raising awareness about refugee issues, especially among children. It emphasizes campaigns and activities aimed at promoting understanding and empathy.

### Topic 5: Asylum Seeker Support

This topic focuses on providing support and training for asylum seekers. It highlights the efforts of organizations in assisting asylum seekers and combating racism.

In addition, on table 2 below, there is a correspondence of the various programs with the major topics identified with the LSA algorithm.

Table 2 Clustering of programs in each topic identified with the LSA algorithm

Topic	Programs
Topic 1	LGBTIQ Equality (2020-2025), Streetfootballworld, Balon Mundial, Progetto Ultrà, Mondiali Antirazzisti, Progetto Ultrà, Piazza Antirazzista, Progetto Ultrà, A scuola di antirazzismo: il calcio come strumento di mediazione interculturale (At the anti-racist school: football as an instrument of intercultural mediation), Unione Italiana Sport Pertutti Genova, Cartellino rosso al razzismo (red card to racism), Progetto Ultrà, Fan initiatives, UISP Genova and Macaia Association, Arcobaleni, UISP - Italian Union of Sports for all, Migrants' Inclusion Model of Sports for All (MIMoSA), Almanacco delle Iniziative Antirazziste, The EYESS project (European Youth Engaging in Solidarity and Sport), Mancomunidad El Záncara, Interocio por la Diversidad, Red Deporte y Cooperación, KISA, Equality, No discrimination, No racism in Employment, KISA, MigrAID, KISA, Human Rights for All!, PeacePlayers Cyprus, Education for a Culture of Peace – 'IMAGINE', PeacePlayers Cyprus, Color the Court, Fairplay, Sport



	<p>Welcomes Refugees, Ece Bulls Kapfenberg, Ece Junior Bulls, Show Racism the Red Card, Challenging Racism in Football, Show Racism the Red Card, Promoting Equality and Tackling Racism in Schools (taught course), Commission for Racial Equality &amp; Sport England, Sporting Equals, UK Sport, Equality and Diversity Strategy, Kick It Out, Racial Equality Standard for Professional Football Clubs, Kisakeskus Sport Institute, Peer Instructor Training for Immigrant Women, Cosmos Juniors, Sporttis Plus, Koordinationsstelle Fanprojekte, The Fan Project Coordination Centre, Sport Against Racism Ireland (SARI), Soccerfest, Sport Against Racism Ireland (SARI), One Race - Human Race, Royal Dutch Football Association, Our Football Belongs to Everyone, Romanian Football Federation, Racism Breaks the Game, Policy Center for Roma and Minorities, How to successfully tackle anti-Gypsyism in sports: Racism Breaks the Game</p>
<p>Topic 2</p>	<p>Caritas Styria, Creating a Level Playing Field: Social inclusion of migrants and ethnic minorities in Sport, ForeningsGuiderne+, Increasing diversity and inclusiveness in sport associations and clubs, Finnish Football Association, Multicultural After School Sports Programme, Sport dans la ville, Association d'insertion par le sport, Football Association of Ireland, Integration Through Football Project, supported by the European Union Asylum, Migration and Integration Fund and administered by the Department of Justice and Equality, Johan Crujff Foundation, Crujff Courts, Furuset Allidrett IF, Alna School Project</p>



<p>Topic 3</p>	<p>Futbol Club Barcelona &amp; the Red Cross, Tant se val d'on venim (It doesn't matter where we come from), Streetfootballworld, Kicken Ohne Grenzen (Kicking without limits), Caritas Styria, Sport Integration Qualifikation, FEFA Asbl., FEFA (Football-Studies-Family-Anderlecht), Kraainem Football Club, Jeunes réfugiés à Kraainem Football, Football Unites Racism Divides, Streetkick, German Children and Youth Foundation &amp; supported by the Federal Ministry for Migration, Refugees and Integration, Welcome to Football</p>
<p>Topic 4</p>	<p>La Liga &amp; UNICEF in partnership with the Spanish Footballers' Association and the National Sport Council, Professional Football with Refugees, Professional Football Foundation/ LaLiga, KISA, NiceR - New approach to Strengthen the cultural integration of the young refugees, KISA, eMORE - MONitoring and REporting online hate speech in Europe, PeacePlayers Cyprus, The Friendship Games, Sport Union Tyrol, Inclusion of Migrants in and through Sports - A Guide to Good Practice</p>
<p>Topic 5</p>	<p>Liberi Nantes Football Club, Liberi Nantes football and touch rugby, UISP Turin, Inclusion of Migrants in and through Sports - A Guide to Good Practice, KISA, TRACKS - identification of TRafficked Asylum seeKers' Special needs, CARDET and the Institute of Development, TACKLE Project, Centre for Equal Opportunities and Opposition to Racism, Role of specialised bodies in discrimination and sport, Streetfootballworld, CHAMPIONS ohne GRENZEN (Champions without limits), Internationale Club de Football SE, Integration of marginalized</p>



	communities through sport / Working with migrant communities through football: Internationale Club de Football
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Comparing the LSA results with the initial analysis of program themes, we can observe several similarities:

- Group 1 (LSA Topic 1) corresponds to programs focusing on sports as a tool for social integration, similar to the theme identified in the initial analysis.
- Group 3 (LSA Topic 3) aligns with programs assisting refugees through language skills and integration, reflecting a similar theme in the initial analysis.
- Group 4 (LSA Topic 4) relates to programs raising awareness about racism, which is also highlighted in the initial analysis.

However, LSA also reveals additional themes not explicitly mentioned in the initial analysis, such as programs for youth engagement (LSA Topic 2) and support for asylum seekers (LSA Topic 5).

LSA provides a powerful method for uncovering latent semantic structures in text data. By applying LSA to analyze program themes, we gain insights into the underlying topics present in the data. The comparison with the initial analysis helps validate and expand our understanding of program themes, providing a comprehensive view of the issues addressed by the programs.

Based on the above programs and analyses, some initial suggestions can be derived for the design a curriculum. These are:

- *Highlight sports as a tool for social integration. The design of the course could be through the lens of sports or football*
- *Utilize Interactive and Discussion-Based Learning: Implement interactive learning strategies that encourage discussion, collaboration, and critical thinking. Provide opportunities for students to engage with real-world issues and develop practical solutions to combat racism.*



- *Provide Practical Skills and Strategies: Equip students with practical skills and strategies for addressing racism in educational settings and beyond. Offer training on conflict resolution, bystander intervention, and promoting diversity and inclusion in their communities.*
- *Focus on the importance of language and communication*

Teaching about racism in a higher education setting can be quite challenging. Researchers and teachers have approached it in different ways, however several commonalities emerge.

Kernahan (2022) suggests minimizing resistance to difficult facts by considering students' feelings as part of the pedagogy. The race of the instructor also significantly impacts teaching about racism, with research indicating that White instructors generally find it easier compared to their counterparts of color.

Moving beyond the simplistic notion that racism is solely about individual beliefs, presenting racism as a multi-dimensional concept expressed across different levels (individual, cultural, institutional) is crucial. This approach helps counter the individualistic caricature of racism perpetuated by some teaching bans.

In addition, Alexander-Floyd (2008) suggests to be open from the beginning about the difficulty of the issue. Front-loading involves informing students from the outset that they will address questions of race and racism, while also providing information that documents the reality of racism.

One of the most effective ways to help students handle their feelings is to foster a strong sense of belonging in the classroom. This can be achieved through structured activities and discussions.

Structure is also essential for building trust among students, particularly through discussions and opportunities to hear each other. Research indicates that students' interaction with their peers is a consistent predictor of belonging. Therefore, facilitating



discussions is key. Strategies such as random number cold calling, think-pair-share, and smaller group activities with specific roles or prompts can be particularly effective.

Strategies to effectively teach about racism in higher education include:

- *Preparation and Group Work: Encourage students to engage with course materials ahead of class. Based on the work by Parrott and Cherry (2011), assign students to small groups with rotating roles (discussion leader, passage master, devil's advocate, creative connector, and reporter). These groups meet regularly throughout the semester, discussing readings and preparing for discussions.*
- *Establishing Rules of Engagement: Co-create and mutually agree upon rules for classroom discussions. This ensures a respectful and inclusive environment where all voices are heard.*
- *Random Number Cold Calling: Use this method to ensure all students participate in discussions, regardless of their willingness to volunteer.*
- *Think-Pair-Share: Divide students into pairs to discuss concepts before sharing their ideas with the whole class. This encourages active engagement and peer learning.*
- *Small Group Discussions: Create smaller discussion groups with specific prompts or roles assigned to each student. For example, designate one student as the "reporter" to share the group's discussion with the class.*

Columbia Center for Teaching and Learning (2020) argues that after establishing a foundation for effective teaching strategies, it is essential to focus on self-education and self-reflection as ongoing practices in anti-racist pedagogy.

Self-education in anti-racist pedagogical practices is an iterative and continuous process. It begins with a critical examination of one's own positionality and biases. Before asking students to engage in this work, instructors must first undertake this process themselves. Modeling the complexity and discomfort of self-interrogation can be powerful for students.

Zembylas (2012) also argues that a teacher should approach the subject with strategic empathy. Employing strategic empathy is a crucial element of effective teaching, particularly



when addressing sensitive topics like racism. Strategic empathy involves encouraging empathetic engagement with difficult knowledge, even in the face of seemingly insurmountable obstacles to understanding students' emotional experiences. This approach fosters a deeper connection with students, avoiding premature judgment and allowing space for transformation.

Pedagogies of strategic empathy involve developing a teaching and learning approach that embraces troubled knowledge, producing a new ethical relationality and emotional culture in the classroom. Both students and teachers bring diverse emotional histories, particularly regarding traumatic racial experiences, to the educational setting. Recognizing and tracing these emotional histories—refusal, shame, anger, resentment—reveals the need to move beyond moralistic positions to facilitate healing and growth.

Embracing strategic empathy in teaching about racism fosters an environment of understanding, respect, and transformation. By engaging with students' emotional experiences and avoiding moralistic judgments, instructors can promote healing and create opportunities for deeper learning and connection in the classroom.

In addition, Thurber et al. (2019) support that encouraging students to engage reflexively with course content is crucial for promoting deeper understanding and awareness of racial issues. Assignments that facilitate introspection and meta-cognitive reflection can help achieve this goal.

One effective method is to assign autobiographical journaling or essays that prompt students to make connections between course content and their lived experiences.

In teaching about racism, it is crucial to ensure that discussions encompass all aspects, including white privilege. However, simply discussing concepts like racial stacking or media stereotypes of BME sportspeople may not adequately highlight notions of white privilege.

One approach to enhance awareness of white privilege is to assign tasks that encourage students to reflect on their own experiences of privilege and discrimination in the context of PE

and sport. While this practice has potential, it's important to acknowledge its limitations and recognize that it's just one of many tools in developing an anti-racist pedagogy.

Instead of isolating discussions of race and whiteness to dedicated lectures, we propose integrating these topics into various aspects of the curriculum. For example, incorporating questions like those posed by Hacker (1992), such as "how much compensation would somebody need to pay you to become black for the rest of your life?" can help students understand the value society places on whiteness and the normative inequalities experienced by BME students in PE and sport (Hobson and Whigham, 2018).

Alderman et al. (2021) argue that introducing course material centered on people of color as authors and negotiators of their spatial terms renovated students' understandings of geographic concepts and histories successfully taught students to "read landscapes" beyond the limited nature of conventional geographic approaches.

The challenge in operationalizing anti-racist pedagogy is empowering students to relate their own stories. In larger classes, students may be reticent to speak up. Brief writing tasks (e.g., describing the migration history of a family member) are helpful, and using local examples can spark deeper engagement.

Harbin et al. (2019) propose five principles and engagement strategies for racial justice education, which can be adapted based on specific teaching contexts.

## 1. Encouraging Reflexivity

Reflexivity is a core tenet of racial justice education, and instructors can promote it through various methods:

- **Instructor Modeling:** Instructors can lead by example by interrogating their own experiences of marginalization, privilege, and internalized dominance. Sharing these reflections with students demonstrates the rigorous self-reflection expected in the course.



- **Addressing Instructor Positionality:** Encouraging students to reflect on their reactions to an instructor's perceived positionality fosters critical thinking. Assigning a written reflection on their concerns about taking a course from a particular professor encourages students to confront their assumptions and biases.
- **Assigning Autobiographical Journaling/Essays:** Assignments that prompt students to connect course content with their lived experiences encourage reflexivity. Sample prompts include reflecting on how they first learned about race, their racial identity development, perceptions of their own race, and experiences with different racial groups and institutions.

## 2. Welcoming Difficulty

Effective racial justice education acknowledges and embraces difficulty. This can be achieved through:

- **Challenging Discussions:** Creating space for difficult conversations and debates allows students to grapple with complex issues. Instructors can facilitate these discussions by providing a supportive environment where all perspectives are respected.
- **Engaging with Controversial Topics:** Encouraging students to confront uncomfortable truths and challenging societal norms fosters critical thinking and empathy. Assignments and activities that prompt students to analyze controversial issues encourage deeper engagement.

## 3. Centering Marginalized Voices

Centering marginalized voices is essential for a comprehensive understanding of racial justice. Strategies for achieving this include:

- **Diverse Course Materials:** Incorporating readings, media, and guest speakers that represent diverse perspectives and experiences ensures a more inclusive curriculum.
- **Student-Centered Learning:** Providing opportunities for students to share their own experiences and perspectives allows marginalized voices to be heard and valued in the classroom.



#### 4. Fostering Intersectionality

Recognizing the intersectionality of race with other social identities is crucial. Instructors can:

- **Integrate Intersectional Analysis:** Encourage students to explore how race intersects with other dimensions of identity, such as gender, class, and sexuality, through course discussions and assignments.
- **Highlighting Intersections:** Incorporate examples and case studies that illustrate the complex interplay of multiple identities and systems of oppression.
- 

#### 5. Cultivating Action-Oriented Learning

Racial justice education should empower students to take action for social change. Strategies for action-oriented learning include:

- **Community Engagement:** Providing opportunities for students to engage with local communities and organizations working for racial justice allows them to apply classroom learning to real-world
- **Activist Projects:** Assigning projects that involve activism, advocacy, or community organizing encourages students to translate knowledge into action.

Byrd and Scott (2023) propose a structured approach to educating about racism, consisting of the following steps:

##### Step 1: Educate through Historical Context

Begin by introducing historical aspects of racism and identifying recurring patterns in contemporary society. Understanding the historical roots of racism provides context for current manifestations and fosters critical awareness among students.

##### Step 2: Educate through Structured Dialogue



Develop and deliver course content that centers racism within a structured dialogue. Engaging students in discussions and activities that focus on racism allows for deeper understanding and analysis of its impact on individuals and communities.

### Step 3: Educate through Realistic Course Projects

Assign realistic course projects that apply anti-racism learning objectives. These projects provide opportunities for students to apply theoretical knowledge to real-world contexts, fostering practical skills and understanding of anti-racist action.

### Step 4: Educate through Instructor-Facilitated Debriefing and Dialogue

Facilitate debriefing sessions and engaged dialogue on taking action to address racism. Providing space for reflection and discussion allows students to process what they have learned and consider ways to enact positive change in their communities.

Hence, from the literature several strategies emerge on how to design and conduct a course about racism:

1. **Setting Expectations:** Start by explaining to students at the outset that they will be addressing questions of race and racism throughout the course. Provide information documenting the reality of racism to contextualize the discussions.
2. Use sport as an overarching theme to teach about the origins, evolution and manifestation of racism
3. **Encourage reflexivity:** Instructors lead by example, sharing their own experiences of marginalization, privilege, and internalized dominance. This encourages students to engage in rigorous self-reflection and critical thinking.
4. Divide students into small groups and assign them rotating roles such as discussion leader, passage master, devil's advocate, creative connector, and reporter. Use these groups regularly throughout the semester to discuss readings and prepare for discussions.



5. Through sports focus on the local and the personal. Assign autobiographical journaling or essays that prompt students to reflect on their personal experiences with race. Provide specific prompts related to course content, such as their first encounters with race, perceptions of their own race, and experiences with different racial groups
6. Welcome Difficulty by creating a safe space for difficult conversations and debates allows students to grapple with complex issues surrounding race and racism

## 8 Survey: BRISWA 2.0 QUESTIONNAIRE

Following a thorough theoretical and contextual investigation into racism within the educational sector, it is imperative to utilise empirical evidence that reflects the perceptions and direct experiences of the individuals involved in higher education. In this regard, the subsequent section presents the findings of a survey conducted among students, teaching staff and administrative personnel from multiple European universities. The objective of the survey was to assess the prevalence and manifestations of racial discrimination within this context. The study will contrast theoretical evidence with real-life experiences of members of the university community, in order to offer an updated and detailed diagnosis of racism in European higher education. The findings will identify critical gaps in current policies and lay the groundwork for the formulation of more effective and responsive strategies to address racism in academia.

### 8.1 Objective of the Survey:

The main objective of the BRISWA 2.0 QUESTIONNAIRE is to collect data and opinions to understand the educational needs of universities in the management of racism and, specifically, to identify the training needs related to this topic. The results obtained through this survey will allow the design of a specialized course on racism and the creation of innovative pedagogical tools that promote a more equitable and inclusive society. The information will be



analysed and integrated with the previous knowledge acquired during the development of the BRISWA 2.0 project.

## 8. 2. Target Population

The survey is primarily aimed at three key groups within university communities:

- Students: Individuals enrolled in higher education programs.
- Teachers: Professors and academics involved in teaching or research.
- Sports coaches: Staff in charge of physical and sports activities in the university environment.

All participants will receive the final results of the survey and will have access to the products generated by the BRISWA 2.0 project.

## 8.3 Survey Design and Structure

The survey consists of six main sections, each focused on specific aspects related to racism and cultural inclusion in the university environment:

### Section 1: Demographic Information

This section collects basic data about participants, including:

- Gender
- Age
- Marital status
- Educational level
- Current Occupation
- Self-identified race/ethnicity
- Country of residence
- Languages Spoken

This data allows for contextualized responses and differentiated analysis based on relevant demographic characteristics



## Section 2: Personal Perceptions and Experiences for Migrants

Aimed exclusively at people born in a country other than their current residence, this section assesses:

- Time of residence in the current country
- Difficulties experienced during the process of cultural adaptation
- Experiences of racial discrimination in contexts such as education, work, public spaces, health services, and social networks
- Level of support received from educational institutions to facilitate their integration
- Perception of the cultural sensitivity of their teachers

## Section 3: Personal Perceptions and Experiences

For Nationals Designed for individuals born in the same country where they reside, this section explores:

- Level of interaction with people from different cultural backgrounds at the university
- Assessing the contribution of cultural diversity to learning
- Witnesses to acts of racial discrimination within the institution
- Views on the effectiveness of current educational programs in addressing racism

## Section 4: Knowledge and Attitudes about Racism

This section seeks to measure participants' level of understanding of racism, both at the individual and institutional levels. Questions are included on:

- Personal Definitions of Racism
- Perceived causes of racism (personal prejudice, active discrimination, ignorance, etc.)
- Assessing the effectiveness of current policies in promoting inclusion and respect for diversity

## Section 5: Effectiveness of Educational Programs

Assesses respondents' participation in educational programs related to racism and their perception of their effectiveness. In addition, it asks for suggestions on the most appropriate pedagogical strategies, such as:



- Interactive Workshops
- Group discussions
- Theoretical courses

It also explores the role of sport as a tool for social integration and the fight against racism.

## Section 6: Pedagogical Strategies and Engagement

Finally, this section addresses practical aspects related to teaching racism, including:

- Effective interactive methods to address sensitive topics
- Importance of self-reflection and continuing education in anti-racist pedagogy
- Strategic Empathy to Improve Mutual Understanding Between Students and Faculty
- Concrete proposals for projects or activities that apply anti-racist theories in practical contexts

## 8.4 Measuring Instrument

The survey was implemented through Google Forms, using a mixed format that combines closed questions (multiple choice, Likert scales) and open questions (free answers). This design allows both quantitative and qualitative data to be obtained, ensuring a comprehensive view of the phenomenon studied.

Each question was carefully worded to minimize bias and ensure clarity. "I prefer not to answer" or equivalent options were included to respect the comfort of the participants.

## 8.5 Sample and Size

The sample was selected through non-probabilistic convenience sampling, prioritizing the inclusion of participants of various nationalities, ages, and roles within the educational



institutions. Although the final size will depend on the response rate, it is expected to reach a sufficient representative number to draw valid conclusions.

## 8.6 Ethics and Confidentiality

The survey was designed following rigorous ethical principles to protect the privacy of all participants. Personal data will be processed anonymously and used exclusively for statistical purposes related to the BRISWA 2.0 project. Participants have the right to access, correct or request the deletion of their data by contacting [research@unilink.it](mailto:research@unilink.it)

## 8.7 Procedure:

Before starting the analysis, the responses had to be translated into a common language (English), the data had to be categorized and grouped, and the data had to be cleaned/cleaned in order to prepare them for analysis using the statistical analysis tool Jamovi.

An exhaustive cleaning of the data had to be carried out, as large inconsistencies were found in the answers. To give an example of data cleaning, we had to manually delete a multitude of answers that were linked to previous questions, so that if a question was answered in the negative, the next question should not be answered.

## 8.9 Results:

Looking at the demographic data of the respondents, it is observed that the sample does not have a normal distribution, so there are highly significant differences ( $p < 0.000$ ) in the demographic variables (age, gender, status, marital status, ethnicity,...).

Table 3 Normal distribution test of the data.



The aim of WP2 is to know the state of the art of racism in the field of university education, in order to be able to take corresponding measures to create training courses to improve training and education against racism in the field of higher education.

To help identify the key characteristics of the study sample, as well as the distribution by gender, age, educational level or occupation among other variables, we proceed to a descriptive analysis of the socio-demographic variables. This will provide us with an overview of who responded to the surveys.

### 8.9.1 Respondent profile:

As can be seen in table 4 , the study sample consists of a total of 406 respondents of which 236 are male (60.7%), 151 are female (38.8%) and 2 non-Binary (0.5%). The mean age of the respondents is  $29.5 \pm 12.5$  years (see table 3). Regarding marital status, table 6 shows that the majority of the respondents are single (55.2%), followed by married (24.4%), coupled (17.2%) and divorced (3.2%).

Table 4 Frequencies of gender

<b>Gender</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Male</b>	236	60,7%
<b>Female</b>	151	38.8%
<b>Non-binary</b>	2	0.5%



Table 5 Age Frequencies (years)

Age	Frequencies	% of Total	Mean
15-30	269	66,2	
31-50	100	24,5	
51-75	37	8,9	
<b>total</b>	<b>406</b>	<b>100</b>	<b>29,5 ± 12,5</b>

Table 6 Frequencies of Marital Status

Marital Status	Frequencies	% of Total
Divorced	13	3.2%
Married	99	24.4%
Partnered	70	17.2%
Single	224	55.2%

Considering the occupation of the respondents (table 7 ), the vast majority of the study sample are students (69%). Furthermore, table 8 shows that 86.4% of all participants have a university degree (60.8%) or postgraduate studies (25,6%)

Table 7 Frequencies of Current Occupation:

Current Occupation:	Frequencies	% of Total
Student	280	69.0%
Professor	42	10.3%
Trainer	15	3.7%
Other	69	17.0%



Table 8 Frequencies of Level of education:

<b>Level of education:</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Postgraduate</b>	104	25.6%
<b>University Degree</b>	235	58.3%
<b>Technician</b>	15	3.7%
<b>Completed Secondary School</b>	40	9.9%
<b>Incomplete Secondary School</b>	9	2,2%

With regard to the educational level of the respondents, it can be seen that the vast majority have a university degree (58.3%) or postgraduate studies (25.6%), which indicates that the sample corresponds to the target population of the study of the present project.

Finally, Table 9 shows that the vast majority of survey participants are of Caucasian ethnicity (79.9%) with a very low representation of other ethnicities such as Mixed Race (2.7%) East and Southeast Asian (1.2%), Arab (1%), LATAM (0.7%) or Black or of African Descent (0.5%). The large number of respondents who prefer not to say their ethnicity (13.6%) is striking.

Table 9 Frequencies of Race/Ethnicity:

<b>Race/Ethnicity:</b>	<b>Frequencies</b>	<b>% of Total</b>
Caucasian	322	79.9%
Mixed race	11	2.7%
East and Southeast Asian	5	1.2%
Arab	4	1.0%
LATAM	3	0.7%
Black or of African Descent	2	0.5%



South Asian	1	0.2%
I prefer not to say	56	13.6%
Other	3	0.7%

The respondents' countries of residence are Spain (36%), followed by Greece (34%), Italy (19.6%) and Cyprus (7.7%) (see table 10 ). If we look at the data on country of origin , we can see that the vast majority of respondents are of European origin (88.6%), with 11.4% being of non-EU origin.

Table 10 Frequencies of PLACE OF BIRTH

<b>PLACE OF BIRTH</b>	<b>Frequencies</b>	<b>% of Total</b>
Greece	127	31.5%
Spain	127	31.5%
Italy	74	18.3%
Cyprus	26	6.5%
Other	25	6.2%
Germany	4	0.9%
France	3	0.7%
Taiwan	2	0.5%
Colombia	1	0.2%
Ecuador	1	0.2%
Egypt	1	0.2%
Georgia	1	0.2%
Jordan	1	0.2%
Lebanon	1	0.2%
Montenegro	1	0.2%
Netherlands	1	0.2%
Norway	1	0.2%
Romania	1	0.2%
South Africa	1	0.2%
Sultanate of Oman	1	0.2%
Tunisia	1	0.2%
USA	1	0.2%
Venezuela	1	0.2%



## 8.10 Descriptive analysis

Once the profile of the respondents is known, the descriptive data obtained from the answers to the questionnaires are analysed. Descriptive analysis is a statistical technique that aims to summarise and organise the data obtained in a questionnaire to make it easier to interpret. This includes the presentation of frequencies, proportions and other basic metrics for each variable assessed. This analysis is intended to facilitate the identification of common patterns in the responses, the distribution of responses into different categories (highlighting possible discrepancies or consensus), and will serve as a starting point for more advanced analyses such as correlations, hypothesis testing or analysis of relationships between variables.

Table 11 shows that 80.9% of respondents from a country other than their country of residence have been studying or working in their country of residence for 7 years or more. On the other hand, 19.1% have been studying or working in the country of residence for 6 years or less, with the largest number in this category being those who have been there for less than 1 year (11%).

Table 11 Frequencies of How long have you been studying in this country?

How long have you been studying in this country?	Frequencies	% of Total
More than 10 years	239	77,3%
7-10 years	11	3,6%
4-6 years	12	3,9%
1-3 years	13	4,2%
Less than 1 year	34	11%



Table 12 presents the data of those respondents who indicate that they have suffered some racial discrimination in the country where they are studying. In this case, a total of 46 cases of racial discrimination are reported, which represents 18.3% of a total of 251 subjects who answered this question.

Table 12 Frequencies of Have you experienced racial discrimination while studying?

Have you experienced racial discrimination while studying?	Frequencies	% of Total
No	205	81,7%
Yes	46	18,3%

Of the cases of racial discrimination reported in the previous question, most of them took place in public spaces (46.9%), followed by the educational environment (22.4%), Social Networks (12.2%) and the workplace. Only one subject indicated having had experiences of racial discrimination in the health sector (see table 12 ).

Table 13 Frequencies of If you answered 'yes' to the previous question, in what context have you experienced racial discrimination?

In what context have you experienced racial discrimination?	Frequencies	% of Total
Public spaces	23	46,90%
Education	11	22,40%
Workplace	8	16,30%
Social Media	6	12,20%
Health services	1	2%



Table 14 shows that of the subjects who indicated that they had been subjected to racial discrimination, the vast majority (87.9%) indicated that they did not receive any kind of assistance in this situation, while 12.5% did.

Table 14 Frequencies of "If so, did you have any assistance?"

<b>If so, did you have any assistance?</b>	<b>Frecuences</b>	<b>% of Total</b>
<b>Yes</b>	11	12.5%
<b>No</b>	77	87.5%

Table 15 shows that the majority of respondents (63.2%) rate the support provided by educational institutions for the integration of students in the university environment as adequate and very adequate. On the other hand, a total of 21 respondents (7.3%) indicate that this integration in the educational space is insufficient (4.5%) or very insufficient (2.8%).

Table 15 Frequencies of How would you rate the support received from educational institutions for your integration?

<b>How would you rate the support received from educational institutes?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>1 Very insufficient</b>	8	2.8%
<b>2 Insufficient</b>	13	4.5%
<b>3 Sufficient</b>	85	29.4%
<b>4 Adequate</b>	72	25 %
<b>5 Very adequate</b>	110	38.2%



In table 16 , when asked whether the universities' educational programmes adequately address cultural diversity, the majority of respondents (63.7%) answered positively, while a small percentage (11.9%) answered negatively.

Table 16 Frequencies of Do you consider that the educational programmes at your university adequately address cultural diversity?

<b>Do you consider that the educational programmes at your university</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Yes</b>	188	63.7%
<b>No</b>	35	11.9%
<b>Not Sure</b>	72	24.4%

In table 17 , the majority of respondents (89.6%) feel that teachers understand and respect their students' cultural background. A minority (10.4%) feel that teachers do not feel and accept their cultural background.

Table 17 Frequencies of Do you feel that your teachers understand and respect your cultural background?

<b>Do you feel that your teachers understand and respect your cultural background?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Yes</b>	260	90,6%
<b>No</b>	27	9,3%

The majority of foreign students (77.2%) indicate that they feel that their classmates always or often understand and respect their cultural background, while 4.8% of them feel that their classmates do not respect or understand their cultural background (see table 18 ).



Table 18 Frequencies of Do you feel that your classmates understand and respect your cultural background?

<b>Do you feel that your classmates understand and respect your cultural background?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>5 Always</b>	169	50,0%
<b>4 Often</b>	92	27.2%
<b>3 Sometimes</b>	61	18,0%
<b>2 Rarely</b>	11	3.3%
<b>1 Never</b>	5	1.5%

As for the level of interaction with people from other cultures, it is observed that 29.8% of the respondents rate the interaction with people from other cultures as moderate, almost half of the respondents (49.6%) rate the interaction with people from other cultures as high (24.8%) or very high (24.8%) (table 19 ).

Table 19 Frequencies of "What is your level of interaction with people from different cultural backgrounds at your university?"

<b>What is your level of interaction with people from different cultural backgrounds at your university?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>5 Very High</b>	99	24.8%
<b>4 High</b>	99	24.8%
<b>3 Moderate</b>	119	29,8%
<b>2 Low</b>	55	13.8%
<b>1 Very Low</b>	28	7,0%



According to the data shown in table 20 , the vast majority of respondents (79.6%) believe that the presence of people from other cultures and ethnic groups at the university favours the enrichment of the educational experience. It is striking that one fifth of the respondents indicate that the presence of other cultures and ethnicities at the university does not help to enrich the educational experience (8.3%) or they are not sure that it does (12.3%).

Table 20 Frequencies of Do you think that cultural diversity at your university enriches your educational experience?

<b>Do you think that cultural diversity at your university enriches your educational experience?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>0 Yes</b>	318	79.6%
<b>1 No</b>	33	8.3%
<b>2 Not Sure</b>	49	12.3%

It is noteworthy that 82 respondents indicated that they had witnessed racial discrimination at their university, which represents 21.8% of the total. On the other hand, 78.2% indicated that they had not witnessed any racial discrimination at the university (see table 21 ).

Table 21 Frequencies of Have you witnessed racial discrimination at your university?

<b>Have you witnessed racial discrimination at your university?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>No</b>	294	78.2%
<b>Yes</b>	82	21.8%

As can be seen in table 22 , those subjects who indicated that they had witnessed some racial aggression indicated that public spaces were those where there was a greater



number of racial aggressions with 42.1 % of the cases. Educational spaces (25.3%), social networks (22.2%) and the workplace (10.5%) were also areas where these types of racial actions took place.

Table 22 Frequencies of If yes, where?

If yes, where?	Frequencies	% of Total
Public spaces	40	42.1%
Educational settings	24	25,30%
Social Media	22	22.2%
Workplace	10	10.5%

A large proportion of respondents (46.4%) believe that the educational programmes on racism offered by their university are adequate, while 34.7% are unsure and 19% indicate that they do not believe these programmes are adequate (see table 23 ).

Table 23 Frequencies of "Do you think that the educational programmes at your university adequately address the issue of racism?"

Do you think that the educational programmes at your university adequately address the issue of racism?	Frequencies	% Of Total
Yes	186	46.4%
No	76	19.0%
Not Sure	139	34.7%



In table 24 the respondents indicate that most of them understand and understand somewhat (31.9%), a little (28.1%) or quite a lot (24.6%) of the different cultures present in their university. On the other hand, 15.3% of the respondents indicate that they understand and understand little (8.8%) or nothing (6.5%) of the other cultures present in their university.

Table 24 Frequencies of "Do you feel that you have a good understanding of the different cultures present at your university?"

<b>Do you feel that you have a good understanding of the different cultures present at your university?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>5 A great deal</b>	98	24,6%
<b>4 Quite a bit</b>	112	28,1%
<b>3 Somewhat</b>	127	31,9%
<b>2 A little</b>	35	8,8%
<b>1 Not at all</b>	26	6,5%

On the question "How effective do you consider the diversity promotion and respect programmes at your university to be?" (see table 25 ), the majority of respondents indicate that they are effective (32.2%) or very effective (29.6%). Others consider these programmes to be effective (27.9%), with only a few respondents indicating that these programmes are not very effective (7.8%) or not effective at all (2.5%).

Table 25 Frequencies of How effective do you consider your university to be in promoting inclusion and respect for diversity?

<b>How effective do you consider your university to be in promoting inclusion and respect for diversity?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>5 Very Effective</b>	180	29.6%
<b>4 Effective</b>	128	32.2%



<b>3 Moderately Effective</b>	111	27.9%
<b>2 Slightly Effective</b>	31	7.8%
<b>1 Not effective at all</b>	10	2.5%

The vast majority of respondents (46.4%) define racism as a mixture of ignorance, personal prejudice and active discrimination (Table 26 ). On the other hand, some subjects indicate that they do not know how to define the term racism (12.3%).

Table 26 Frequencies of How would you define racism on an individual level?

<b>How would you define racism on an individual level?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Staff prejudice</b>	75	18,6%
<b>Active discrimination</b>	46	11.4%
<b>Ignorance</b>	45	11.2%
<b>All of the above</b>	187	46.4%
<b>I don't Know</b>	50	12.3%

Table 27 shows that a large proportion of respondents indicate that university education adequately addresses the issue of racism, while another large proportion indicate that they are not sure (33.7%) or believe that it does not do so adequately (21.9%).

Table 27 Frequencies of Do you think that university education adequately addresses the issue of racism?

<b>Do you think that university education adequately addresses the issue of racism?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Yes</b>	173	44.5%
<b>No</b>	85	21,9%
<b>Not Sure</b>	131	33,7%



It can be seen that the vast majority of respondents (71.2%) have never participated in an educational programme addressing racism. Only a minority (28.8%) indicated that they had participated,

Table 28 Frequencies of Have you participated in any educational programs that address racism?

Frequencies of Have you participated in any educational programs that address racism?	Frequencies	% of Total
<b>No</b>	277	71.2%
<b>Yes</b>	112	28.8%

As shown in Table 29 , linked to the previous question, the majority of respondents believe that the educational courses addressing racism that they have attended are moderately effective (36.9%), effective (34.9%) or very effective (22.5%), while a minority of respondents (6.3%) consider these courses to be either not very effective (4.5%) or completely ineffective (1.8%).

Table 29 Frequencies of Please rate the effectiveness of the educational programs in which you have participated:

Please rate the effectiveness of the educational programs in which you have participated	Frequencies	% of Total
<b>5 Very Effective</b>	25	22.5%
<b>4 Effective</b>	38	34,2%
<b>3 Moderately Effective</b>	41	36,9%
<b>2 Slightly Ineffective</b>	5	4.5.%
<b>1 Ineffective</b>	2	1,8%



When asked to identify the strategies that respondents consider most effective in addressing racism in the university environment (see table 30 ), respondents indicate that interactive workshops (49.89%) and discussion groups (44.75%) are the most successful strategies for combating racism.

Table 30 Frequencies of What strategies do you consider most effective for teaching about racism in the university setting?

<b>What strategies do you consider most effective for teaching about racism in the university setting?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Interactive workshops</b>	230	49,89%
<b>Group discussions</b>	205	44,75%
<b>Theoretical courses</b>	23	5.02%
<b>Other</b>	3	0.65%

The vast majority of respondents (75.9%) find that sport can be an effective tool for social integration and the fight against racism (see table 31 ) while the rest are either not sure (17.7%) or do not think so at all (6.5%).

Table 31 Frequencies of Do you consider that sport can be an effective tool for social integration and the fight against racism?

<b>Do you consider that sport can be an effective tool for social</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Yes</b>	295	75.9%
<b>NO</b>	25	6.5%
<b>Not Sure</b>	69	17.7%

However, when asked if they know of any programmes that use sport as a tool to combat racism (table 32 ), the vast majority indicate that they do not (77.9%). Only one fifth of respondents (20.5%) indicate that they are aware of any programmes that use sport as a tool to address racism.

Table 32 Frequencies of Do you know of any programmes that use sport to combat racism?

<b>Do you know of any programmes that use sport to combat racism?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>Yes</b>	80	20.5%
<b>No</b>	303	77.9%
<b>Not Sure</b>	6	1.6%

On the question of the importance of self-education and self-reflection in anti-racist pedagogy (table 33 ), the vast majority indicate that it is very important (59.6%), important (23.9%) or moderately important (14.4%). Only a small minority indicate that it is not very important (1.8%) or not important at all (0.3%),

Table 33 Frequencies of How important is self-education and self-reflection in anti- racist pedagogy?

<b>Frequencies of How important is self-education and self-reflection in anti-racist pedagogy?</b>	<b>Frequencies</b>	<b>% of Total</b>
<b>5 Very important</b>	232	59.6%
<b>4 Important</b>	93	23.9%
<b>3 Moderately important</b>	56	14.4%
<b>2 Slightly important</b>	7	1.8%
<b>1 Not at all important</b>	1	0.3%



## 8.11 Pearson Correlation Analysis:

After the descriptive analysis, where the frequency tables of the responses to the questionnaire were shown, a correlation analysis was carried out. To do this, a Pearson correlation coefficient test was carried out, which measures the linear relationship between two quantitative variables. This analysis aims to identify linear relationships between variables in descriptive studies. It assesses the strength and direction of associations between two quantitative variables and aims to find relevant patterns or trends in exploratory descriptive analyses.

Generally speaking, the strength of a correlation is usually:

- 0.00 - 0.19: Very weak or insignificant correlation.
- 0.20 - 0.39: Weak correlation.
- 0.40 - 0.59: Moderate correlation.
- 0.60 - 0.79: Strong correlation.
- 0.80 - 1.00: Very strong correlation.

For a survey, a strong correlation is usually considered to be 0.6 or higher in absolute terms. However, this threshold can be adjusted depending on the type of data and the purpose of the analysis. For example:

- In social science, a moderate correlation ( $\geq 0.4$ ) may be important due to the inherent complexity and variability of human data.
- In more controlled or technical studies, such as measurements in the exact sciences,  $\geq 0.8$  tends to be considered strong.

Table 32 shows the only variables that show a moderate correlation between them ( $r=0.4 - 0.59$ ).

**"How would you describe your experience of cultural adaptation in this country?":**



- Moderate correlation ( $r = 0.528$ ) with "How would you rate the support received from educational institutions for your integration?"
- Moderate correlation ( $r = 0.450$ ) with "Do you feel that your classmates understand and respect your cultural background?"

**"How would you rate the support received from educational institutions for your integration?":**

- Moderate correlation ( $r = 0.500$ ) with "Do you feel that your classmates understand and respect your cultural background?"
- Moderate correlation ( $r = 0.415$ ) with 'How effective do you consider your university to be in promoting inclusion and respect for diversity?"

**"Do you feel that you have a good understanding of the different cultures present at your university?":**

- Moderate correlation ( $r = 0.525$ ) with 'How effective do you consider your university to be in promoting inclusion and respect for diversity?"

These correlations indicate significant relationships between perceived inclusiveness, cultural respect and the effectiveness of universities in promoting diversity. If you need more details or further analysis,

In other words:

- As can be seen in the relationship between "Cultural adaptation" and "Support from educational institutions" ( $r = 0.528$ ), when respondents perceive that educational institutions provide better support for their integration, they also tend to rate their experience of cultural adaptation more positively.



- In the relationship between "Cultural adaptation" and "Classmates respect cultural background" ( $r = 0.450$ ) it can be interpreted that an environment in which classmates respect students' cultural background seems to be related to a better experience of cultural adaptation.
- Through the relationship between "Support from educational institutions" and "Classmates respect cultural background" ( $r = 0.500$ ) we can interpret that respondents who perceive greater support from educational institutions also tend to feel that their peers respect their cultural background.
- Looking at the relationship between "Support from educational institutions" and "University promotes inclusion and respect for diversity" ( $r = 0.415$ ) it can be interpreted that students who rate institutional support as positive tend to consider that their university actively promotes inclusion and respect for diversity.
- Focusing on the relationship between "Understanding of different cultures" and "University promotes inclusion and respect for diversity" ( $r = 0.525$ ) suggests that students who feel that they understand and respect other cultures also perceive their university as having an effective commitment to promoting inclusion and diversity.
- Summary and practical applications of the correlations found:
- Universities that provide clear and effective support programmes can facilitate the cultural adaptation of international or migrant students, enhancing their overall experience.
- Fostering cultural respect among students could significantly improve the integration and well-being of those from different cultures.
- Institutional support policies or programmes are also likely to influence students' cultural sensitivity.
- Diversity initiatives should not only be communicated, but also backed up by visible support structures for students.
- Universities can strengthen cultural diversity programmes, as this not only promotes a positive perception of the institution, but also fosters cultural understanding among students.



## 9 Conclusions from the statistical analysis of the questionnaire:

From the exhaustive analysis of the state of racism in Europe, particularly in Italy, Greece, Spain and Cyprus, several fundamental conclusions can be drawn that highlight the persistence of racial discrimination and the need to strengthen strategies for its eradication:

1. **Racism remains a structural reality.** Despite legislative advances and awareness-raising initiatives, racism persists in many areas, from education to sport. The data reflects that ethnic minorities continue to face discrimination in access to fundamental rights and social opportunities.
2. **Existing regulations are insufficient without effective enforcement mechanisms.** Although the European Union has developed a strong legal framework against racial discrimination, its implementation varies considerably between countries. The lack of effective monitoring and sanctioning mechanisms weakens the impact of these regulations, allowing racist practices to persist without significant consequences.
3. **Barriers persist in education and higher education.** Racism in education continues to limit the inclusion of ethnic minority students. The underrepresentation of these groups in higher education, both in the student population and in the faculty, perpetuates structural inequalities. In addition, the absence of more diverse perspectives in curricula reinforces Eurocentric narratives that make the history and contributions of minorities invisible.
4. **Sport continues to be a space for the expression of racism.** Racist incidents in sports competitions, particularly in professional football, show the inadequacy of current protocols to prevent and punish these behaviors. Although there are initiatives and campaigns to eradicate discrimination in sport, the lack of exemplary sanctions continues to allow these behaviors to be repeated.
5. **Perceptions of racism reflect a gap between legislation and social reality.** The survey results show that a significant part of the population considers that existing measures are not effective in combating racism, suggesting a disconnect between formal policies and their



actual impact on society. In addition, racism is perceived to be still normalized in many areas, making it difficult to eradicate.

**6. Socio-educational and sports initiatives have potential, but they require greater support.**

Various programmes have shown a positive impact in promoting inclusion and raising awareness against racism, but their scope is limited due to lack of funding and continuity over time. Without sustained structural commitment, these initiatives fail to generate deep and lasting change.

**7. It is necessary to strengthen the representation of minorities in decision-making spaces.**

The low presence of racialized people in leadership positions, both in educational institutions and in sports and political bodies, perpetuates inequality and limits the implementation of inclusive policies. It is urgent to promote greater diversity in these spaces to ensure equitable representation of all communities.

**8. To move towards a more inclusive society, it is essential to strengthen the application of existing regulations, implement stronger sanctions against racist acts, and strengthen educational and sports programs with an intercultural approach. In addition, a change in the social perception of racism must be promoted, encouraging greater representation of minorities in the academic, political and sports spheres. Only through a comprehensive strategy that combines legislation, education and social awareness, will it be possible to reduce racial inequalities and build a more just and egalitarian environment.**



## 10 Qualitative Analysis of the results

An analysis was performed on the textual responses for the following questions:

- What strategies do you consider most effective for teaching about racism in the university setting?
- Do you consider that sport can be an effective tool for social integration and the fight against racism?
- How could you overcome the problem of being a white teacher, in front of a (majority of) white students trying to teach about racism.
- Describe a project or activity that you think could be effective in applying anti-racist theories in a practical context.

### 10 .1 Strategies for Teaching About Racism in the University Setting

To investigate the most effective strategies for teaching about racism in university settings, an analysis of the open-ended responses collected from participants was conducted. The analysis consisted of three stages: content analysis, categorization, and thematic clustering.

#### 10 .1.1 Content Analysis

The text was standardized and since there were answers to different languages (English, Greek and Spanish), the answers were translated using automated translation tools followed by manual validation. In addition, special characters were removed, all text was converted to lowercase, and the words were tokenized. Word frequency analysis was then conducted to identify the most commonly used terms, providing an initial overview of the participants' preferences.

The most commonly words that were identified were: “interactive” and “workshops”



Figure 1 Most frequent words for the Content analysis for the question “Strategies for Teaching About Racism in the University Setting”

## 10 .1.2 Categorization of Responses

Responses were manually categorized into three predefined themes based on their content:

- Discussion-Based Methods: Strategies that emphasize collaboration and dialogue, such as group discussions and debates.
- Interactive Methods: Approaches that involve active participation, including workshops, role-playing, and simulations.
- Theoretical Approaches: Structured, academic methods like lectures and theoretical courses.
- An additional "Uncategorized" category was used for responses that did not fit these themes. The distribution of responses is shown in Figure 2.

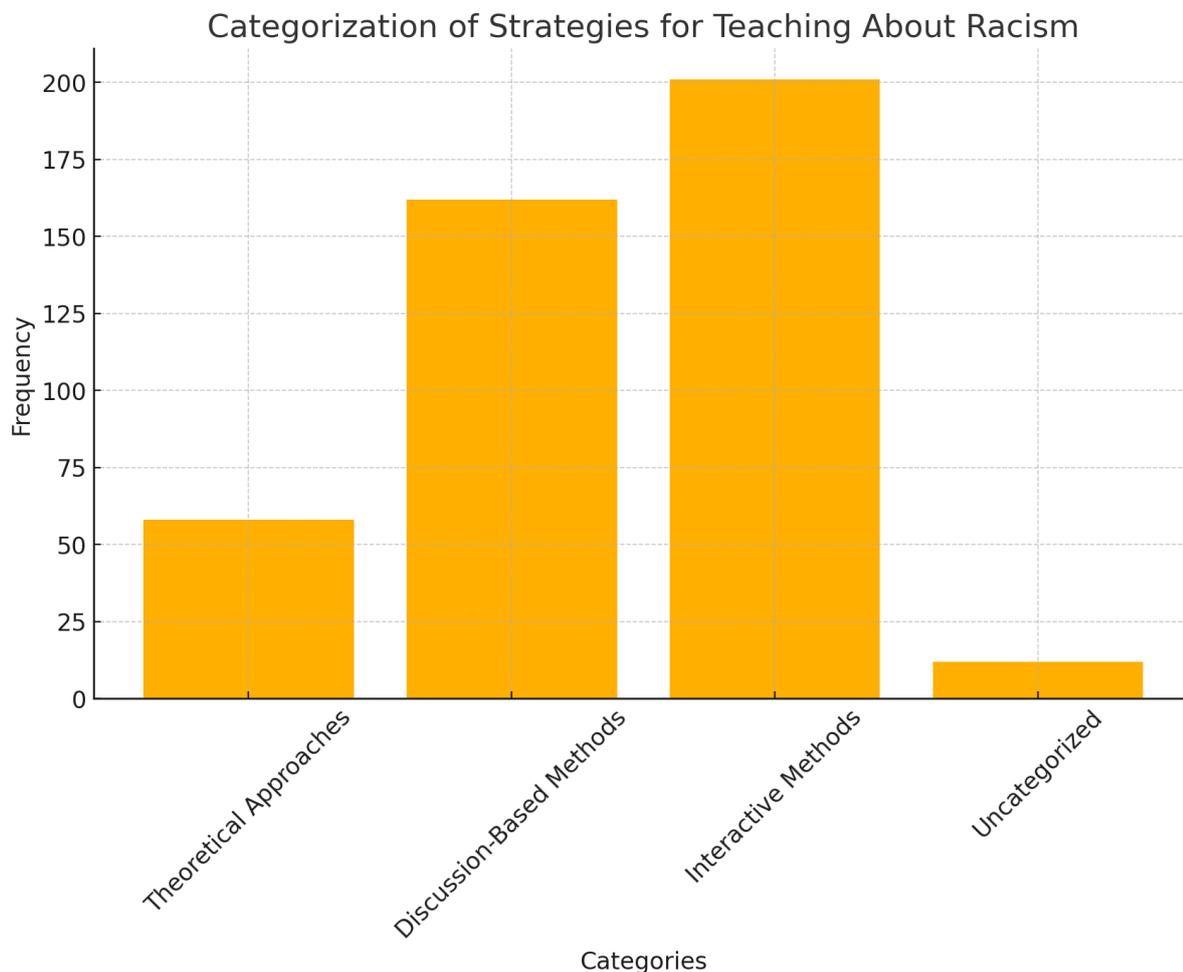


Figure 2 Categorization of responses

Interactive methods emerged as the most frequently mentioned strategy (201 responses), followed by discussion-based methods (162 responses). Theoretical approaches accounted for 58 responses, while 12 responses were categorized as "Uncategorized."

### 10 .1.3 Thematic Clustering

Using a natural language processing (NLP) approach, a TF-IDF vectorizer (Ramos, 2003) to transform the text into numerical features was applied. K-Means clustering, a widely used unsupervised machine learning algorithm (MacQueen, 1967), was employed to group responses into thematic clusters. This approach revealed latent patterns in the data, enabling the identification of dominant themes.

Three thematic clusters were identified using K-Means clustering:



1. Cluster 1 likely corresponds to Theoretical Approaches (71 responses): A smaller group of responses focused on the importance of structured academic methods, often paired with other strategies.
2. Cluster 2 emphasizes Discussion-Based Methods (with 128 responses). This cluster highlighted collaborative learning through dialogues and debates.
3. Cluster 3 highlights Interactive Methods (with 112 responses). Responses emphasized active learning methods, such as simulations and workshops.

The analysis highlights a clear preference for interactive and discussion-based teaching strategies, aligning with contemporary pedagogical theories that emphasize active and collaborative learning. Theoretical approaches, while less frequently mentioned, were often cited as complementary to these methods, providing foundational knowledge to support practical application.

### **Do you consider that sport can be an effective tool for social integration and the fight against racism? If so, why?**

The next part of the analysis was focused on the question of whether the respondent considers sport to be an effective tool for social integration and to fight racism.

#### **1. Categorization of Responses** Responses were grouped into four predefined categories:

- **Empathy (8 responses):** Emphasizing understanding, compassion, and mutual respect.
- **Engagement (7 responses):** Highlighting teamwork, participation, and social connections.
- **Cultural Awareness (8 responses):** Focusing on diversity, cultural exchange, and inclusivity.



- **Purpose-Driven Integration (6 responses):** Stressing the unifying role of sports in achieving shared goals and fostering integration.

An additional "Uncategorized" category was used for responses that did not fit these predefined themes. A follow-up analysis was conducted on the uncategorized responses to identify potential reasons for their exclusion.

While most responses aligned with the predefined themes, 21 responses (11%) were categorized as "Uncategorized."

A qualitative review of the uncategorized responses revealed the following characteristics:

- **Ambiguity:** Responses with vague or overly general statements, such as "Sport is good for everyone," lacked specificity to fit a theme.
- **Abstract reflections** on the nature of sports or racism without directly addressing the question.

Examples of responses that belonged to the uncategorized are the following:

- "Because athleticism can change according to the environment and can unite different communities."
- "Every interactive thing has a possibility to unite."
- "Sports connect people together."
- "I've done some work with refugees, and it's great no language barriers."
- "Sport is an educational and training tool with benefits in other areas."

## 2. Thematic Clustering

Three thematic clusters were identified, reflecting dominant patterns in the data:

1. **Cluster 1:** 92 responses: it emphasizes sports as a universal connector.

2. **Cluster 2:** 31 responses: it focuses on specific mechanisms like teamwork or mutual understanding.
3. **Cluster 3:** 23 responses: it highlights the inclusive nature of sports.

The analysis demonstrates that participants view sports as a multifaceted tool for combating racism and promoting social integration. Teamwork, diversity, and empathy emerged as central themes, aligning with existing literature on the social benefits of sports.

**"How could you overcome the problem of being a white teacher, in front of a (majority of) white students, trying to teach about racism?"**

### 1. Content Analysis

The content analysis aimed to extract the most frequently mentioned words and phrases while excluding stop words from both English and Spanish.

Most Frequent Words about Challenges Faced by White Teachers (No English or Spanish Stop Words)

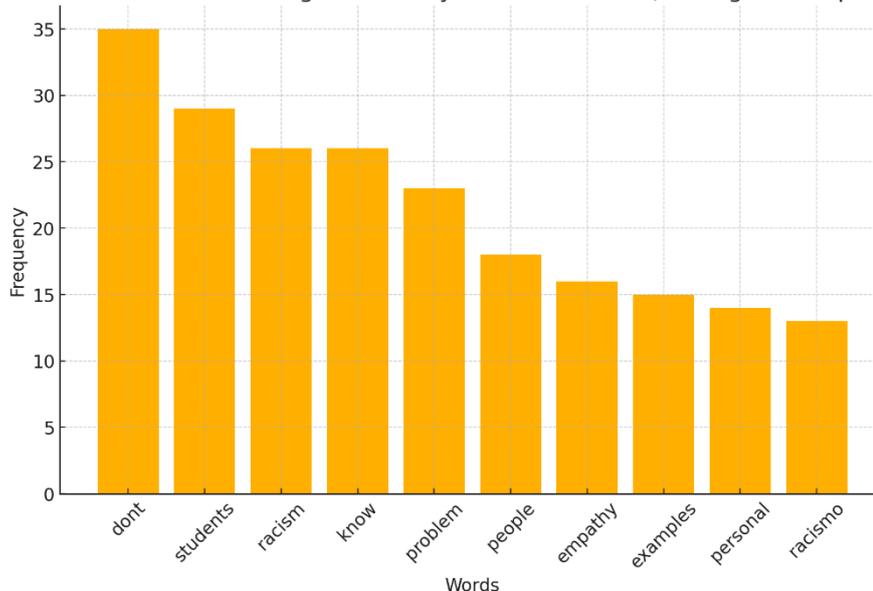


Figure 3 Most common words count

Very interesting is the fact that very common words in the question are “don’t know”, meaning that this is an issue that cannot be easily addressed. However, the content analysis highlighted

key terms such as "teacher," "empathy," "examples," and "students." These terms suggest a focus on practical teaching strategies and the role of empathy in addressing racial issues.

## 2. Categorization of Responses

Responses were categorized into four predefined themes:

- **Inclusivity:** Highlighting diversity, representation, and the inclusion of varied perspectives.
- **Empathy:** Focusing on fostering mutual understanding and respect.
- **Safe Environment:** Emphasizing the creation of non-judgmental and open spaces for discussion.
- **Collaboration:** Advocating teamwork and shared experiences.

An "Uncategorized" group was reserved for responses that did not align with the predefined themes. These uncategorized responses were analyzed separately to uncover potential reasons for their exclusion.

While the majority of responses aligned with predefined themes, a proportion were categorized as "Uncategorized." An analysis of these responses revealed:

- **Ambiguity:** Responses such as "I don't know" or "It depends on the context" lacked sufficient clarity to fit a category.
- **Abstract Statements:** Some responses reflected abstract ideas about race and teaching, such as "Racism is systemic; teaching doesn't solve it."



- **Focus on Broader Issues:** A few responses diverged from the question to address systemic racism or institutional challenges rather than classroom strategies.
- Frequent terms like "stories" and "examples" suggest some focus on **narrative-based teaching**, even if the responses were unclear or incomplete.

#### Sample Responses from Uncategorized Group:

1. "Teaching racism as a concept is less effective than showing examples of justice."
2. "This depends entirely on the audience's willingness to listen."
3. "Racism isn't something you teach, it's something society creates."
4. "Avoiding the subject entirely could be worse than addressing it poorly."
5. "It's not about being white; it's about being authentic."

**3. Thematic Clustering:** Five thematic clusters were used, reflecting distinct patterns in the responses:

#### Cluster 1:

- **Keywords:** problem, examples, stories, discussion, teacher, real, diverse
- **Theme:** Focuses on practical and real-life examples, discussions, and storytelling as teaching strategies. This cluster highlights experiential and narrative methods.

#### Cluster 2:



- **Keywords:** dont, know
- **Theme:** Represents uncertainty or hesitation, with responses expressing doubt or lack of clarity on how to address the issue.

#### Cluster 3:

- **Keywords:** empathy, try, promoting, diversity, students, teaching
- **Theme:** Centers on empathy-driven teaching approaches, emphasizing efforts to promote diversity and understanding in the classroom.

#### Cluster 4:

- **Keywords:** students, racism, people, different, experiences, history, personal
- **Theme:** Highlights the importance of student engagement, sharing diverse experiences, and incorporating historical and personal contexts in teaching.

#### Cluster 5:

- **Keywords:** racismo, lo, sobre, persona, alguna, puede
- **Theme:** Cluster focuses on individual perspectives and reflections on racism.

The analysis underscores the complexity of teaching about racism as a white educator in predominantly white classrooms. While many responses emphasized empathy, inclusivity, and collaborative approaches, the uncategorized responses highlighted abstract or systemic reflections that did not directly address classroom strategies.



***"Describe a project or activity that you think could be effective in applying anti-racist theories in a practical context."***

### **Categorization of Responses**

Responses were grouped into the following themes:

**Education-Based Projects:** Focus on formal teaching methods, schools, or classroom initiatives.

- "Develop a curriculum that integrates anti-racist theories into standard classroom lessons."
- "Include anti-racism as a mandatory part of teacher training programs."
- "Introduce anti-racist books and discussions into literature classes."

**Community Engagement:** Local and participatory activities involving broader communities.

- "Organize community-led anti-racism walks and events."
- "Develop a program where local leaders mentor young people on anti-racism values."
- "Host open forums where community members share their experiences with racism."

**Workshops and Training:** Interactive sessions for education and awareness.

- "Create workshops that teach practical anti-racist skills, like recognizing microaggressions."
- "Offer training for managers to create inclusive workplaces."



- "Host role-playing sessions to practice intervening in racist situations."

**Cultural Exchange Programs:** Cross-cultural interactions to foster understanding.

- "Organize student exchange programs to promote cross-cultural understanding."
- "Create partnerships between schools in diverse areas to foster collaboration."
- "Set up cultural fairs where students can learn about each other's traditions."

**Digital and Narrative Tools:** Storytelling, digital platforms, and media tools for anti-racist awareness.

- "Focus on storytelling to build empathy, but not in a traditional classroom."
- "Create a dynamic app for young people to discuss their experiences."
- "Use podcasts to share stories of racism and resilience."

**Policy and Historical Awareness:** Projects focusing on policy advocacy or historical education.

- "Address historical biases by rewriting local history books."
- "Promote anti-racist policies in schools and workplaces through targeted campaigns."
- "Teach anti-racism by reviewing local laws and policies that perpetuate inequality."

**Creative Engagement:** Use of arts, games, or other creative methods.

- "Develop a game that lets users explore racist scenarios and reflect on their impact."



- "Use theater and role-playing to simulate real-world situations involving racism."
- "Incorporate art projects to help people visualize and understand systemic racism."

**Interdisciplinary Collaboration:** Multi-sector initiatives to combat racism.

- "Integrate anti-racism theories into corporate diversity programs."
- "Collaborate with community leaders, schools, and businesses to create a unified anti-racist strategy."
- "Develop a partnership between NGOs and universities to implement anti-racist workshops."



## 11. General Conclusions

Universities play a pivotal role in addressing structural racism, starting with meaningful changes in their admissions policies and curricula. Institutions must actively pursue greater diversity among faculty and staff, creating academic environments that reflect and support their diverse student bodies. Initiatives such as curriculum adjustments, which carefully revised problematic terminology, illustrate concrete steps that can significantly impact academic inclusivity.

Inclusive education remains a fundamental strategy in combating racism. UNESCO highlights that effective intercultural education improves academic outcomes, social and emotional well-being, and acceptance among peers. Furthermore, a genuinely inclusive approach helps prevent stereotyping and alienation, fostering an environment of mutual respect and understanding.

Practical measures already in place include explicit policies against racial discrimination, which seeks to cultivate awareness and a supportive environment on campus. However, the document underscores that the efficacy of these initiatives heavily depends on active participation and institutional commitment. Therefore, universities must not only create anti-discrimination policies but also ensure their effective implementation through active engagement from all university members.

Institutions have successfully implemented mandatory training for faculty and staff on implicit bias and inclusive practices. Training programs like these are essential to reduce discriminatory behavior, creating a respectful academic environment for all individuals. Additionally, diversifying faculty and administrative staff is a critical component in achieving genuine representation and equity, positively influencing the academic journey of racialized students by providing visible role models.

Incorporating curricular changes provides another essential step towards equity. By removing problematic terminology and including diverse cultural and historical perspectives, curricula can become a powerful tool for anti-racist education.



Practical pedagogical approaches for teaching about racism include clearly setting expectations from the course outset, using empirical evidence to illustrate racism's reality, and encouraging personal and localized reflection. Small group discussions with assigned roles encourage active participation and deeper engagement, while autobiographical journaling assignments facilitate personal connections to course content.

Sports-based educational strategies offer additional benefits, providing accessible contexts for understanding and discussing racial issues. Using sport to address racism allows for personal and communal narratives to emerge, enriching student learning experiences and fostering genuine intercultural dialogue.

Ultimately, effective anti-racism strategies in higher education demand comprehensive and sustained institutional commitment. By combining inclusive pedagogical practices, active diversity promotion among faculty, structured policies, and the innovative use of sports and local engagement, universities can make substantial progress in creating equitable educational environments.



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