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GOAL
2
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**TOOLKIT
FOR SOCIAL INCLUSION
OF GIRLS THROUGH
FOOTBALL**

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Why is Equal Involvement of Women and Men in Football Important?

There is a clear consensus in Europe and the world that gender equality contributes to the reduction of poverty, encourages greater inclusion and greater social development. Inclusion of gender perspectives in social development is a significant challenge. Namely, in the creation policies that also affect women, they are not present in the processes. Greater involvement is needed for that purpose from a gender perspective in policy making that will equally involve the opinions and needs of men and women. This is especially evident in football, where gender equality is

a completely new and unknown topic. That is why it is extremely important to define what gender equality means in football.

We must emphasize the importance of sport and football for the proper and healthy development of the personality and society. Football is also a powerful tool for empowering women. Empowered women with gained self-confidence, fighting spirit and competitive spirit become athletes in the fight to overcome gender inequality in his industry and in society at large.

What Gender Equality in Football Means?

Gender equality in football means equal distribution of resources, programs and decision-making power without gender discrimination. Gender equality in football also means and equal access to information and opportunities for recreational practice and professional football. Accordingly, girls and women should have access to programs and activities according to their needs, experiences and requirements. They do not have to be the same as and programs for boys and men, but must be equally important! Although the number of women who prac-

tice recreational football are on the rise, in professional football as well as on prominent and high positions in football institutions and agencies, the representation of women is significantly smaller. There is a particular discrimination of woman football players and their rights. It is not until we see an increased the number of women in managerial positions in football, that we can expect an improvement in rights or achieving gender equality in football.



What are the Benefits of the Bigger Involvement of Women in Football?

1. Attracting more girls and women to start playing football will help improve the football clubs in your community.
2. Increasing the number of trained women in the football industry improves and expands the selection of quality staff for the growth and development of your organization, club, federation, community or city.
3. Involving more girls and women in your ranks will contribute to faster and better organizational development.
4. Advocating for gender equality in football means improving the image of your organization, club or federation, while simultaneously creating a positive example and a good story to attract more interest among your target groups.
5. Research shows that greater involvement of women in decision-making teams in sports organizations, federations and clubs significantly increases team productivity. And, at the same time, excellent partnerships are created between men and women.
6. By including an equal number of male and female participants in your sports programs you will avoid negative targeting for violating women's rights to participation and fair play.

What Gender Equality in Football Means?

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SOME IMPORTANT STEPS IN ACHIEVING THE GOAL

Before you start getting more involved with girls and women in your football clubs, organizations and movements, do not forget to go through a few basic steps that will help

you better understand yourself and your plan.

PHASE I: PLANNING

Always start with planning. Create a detailed plan of your idea on how to involve more women in football. It is especially important to present the idea on paper. It will give you a visual representation of all the steps you need to take in the future. You will also cre-

ate this way and a visual map that will more clearly mark the course of events that await you. Research shows that starting a planning process can increase your chances of achieving your goals by up to 80%. So plan and write

WHOM DO I ADDRESS?

Determining your target group is a step you must not skip. Without clearly defining the people to whom your activity or business plan is directed, you risk not reaching them and you risk not achieving any effect with your activities. You will surely agree that the number of events, activities and businesses that do not see the light of day, remain invisible precisely because of the vaguely defined target groups, is large enough.

In addition to identifying your target group (example: girls aged 13 to 23), it is necessary to seek the opinion of these people, to involve them in making your decisions and thoughts or better yet, include them in your team. That way you will have direct information that is the needs of your target group, and with that you will have a more direct approach to solving the challenge that that group of people is facing.

For easier identification of your target group

answer the following questions:

1. For what age and gender, are our activities or products?
 2. For which location are they intended, city, village, community?
 3. What is the level of education, profession and income of your target group?
 4. What are the attitudes, interests, values and lifestyles of your target group?
 5. What are the needs, challenges and frustrations that your target group faces?
 6. How will the offer you suggest (your product) help your target group?
 7. What would motivate your target group to decide on the offer you are offering?
- What type of media does your target group use? (How best to get in touch with them?)
Are you sure you have chosen the right target group for the activities you offer?



PHASE II: IMPLEMENTATION

Once you have created a visual plan and map for your idea and gone through all the steps from the planning phase you can proceed to the next phase which is the implementation of your imagined action. In this phase we will consider several possible variants for the real realization of your ideas, bearing in mind that there is a huge need to include people from

marginalized communities (ethnic communities, socially excluded people and people with disabilities). These are usually excluded from football programs and do not have access to them. That is why it is necessary to pay special attention to their inclusion and activation.

WAYS OF COMMUNICATION AND RECRUITMENT

To get in touch with women and the girls in your local community will need to choose the right way to communicate with them. Good communication means recruiting them quickly and efficiently. Remember that when it comes to football, the right way to communicate with girls and women will help them overcome the barriers and taboos that exist in society. You may have the best and most original idea in the world, but if you do not communicate this idea in the right way, it will only remain on paper.

Your message should be simple, clear and concise. Advertising material is not needed to be overloaded with a lot of information, you must provide only key information and contact. Your advertising material should be like a hook - it should quickly attract attention and encourage interested women and girls to contact you to get more information from you. Also pay attention to the liking of

the material. For this purpose, it is best to seek the help of a graphic designer and marketing expert.

To reach women and girls you need to use the available communication channels:

- Printed material: posters, leaflets and brochures. Place them where your target group regularly moves;
- Radio and television announcements-commercials on local radio and television stations. If you have the funds, you can rent space. If you do not have the funds, then you need to point out to local radio and television stations how your project is helping the community. Seek partnership from them and point out that your project will provide them with regular access to information that is relevant to the community, thus providing them with greater visibility / listening.
- Face-to-face contact. Brochures and other

printed material should also be delivered in person - at the door or in a public area where your target group often moves. You should also have a brief introduction to the main information.

Social media

Social media is especially important, especially if your target group is younger girls. Young people today get most of their information through social media. Before you start your social media campaign, you need to research which social network uses your target group the most and focus your campaign on that social network. Use Facebook, Instagram, Twitter, etc. as basic channels of communication. Create a strategy that will communicate directly with your group. Create an intimate, true and inspiring story that girls and women can relate to. Keep in mind that positive messages and campaigns always have a stronger effect than negative ones.

The social media and the messages you post on them should be regularly or daily updated with new and interesting content that will be important to your group. The messages should be focused on the positive benefits that come from football. Always be ready to answer all the questions quickly or to meet for meetings and additional explanations. Remember that the visibility of your profile will not increase overnight, it is a process that requires effort, and the results will follow. Allow the story to evolve over time from a simple photo inviting others to engage with

a detailed campaign promoting the activity of your club, organization or federation.

How correctly I create it the message to my target

Once you have selected the appropriate communication channels, you need to carefully compose the message. The content and style of the message should be designed according to the needs and style of the target group, but also according to the style of the medium you have chosen. For example - if you choose a photo-based social network - like Instagram - then the message should be photo based if you choose a micro-blogging platform like Facebook and Twitter, then you need to watch out for the selection of the image, the text, but also the way of interaction with the satisfied and dissatisfied users.

- The message should be pleasant and positive.
- Use the language used by your target group. Be pleasant, friendly and serious.
- Use positive topics, never negative ones. For example - talk about how football improve your health, make you happier and more beautiful, do not create messages that say that not exercising means that you will be unhealthy, ugly and unhappy.
- Always focus on positive change.

- Always use realistic photos of real, ordinary people with whom your target group will identify. When launching campaigns with top athletes, always have them accompanied by stories of their beginnings, as well as other amateur athletes with whom the average person can identify. Setting too high an unattainable standard can scare people away from taking action.
- Focus on the day-to-day problems of the specific communities that are your target groups.
- Always enter a personal story so you can connect and inspire more successfully.

CREATING SPORTS PROGRAMS ACCORDING TO THE NEEDS OF WOMEN AND GIRLS FROM YOUR COMMUNITY.

Once you have identified the needs of the community, defined your target group and established successful communication with them, the next step is to create programs that will meet the needs of the same. Always make sure your program is designed to meet the needs and expectations of the community. If you promise too much change in your

advertising messages, then you may fail to implement them, many may be disappointed. On the other hand, if you promise a little, as for ordinary citizens, and in the program you are looking for activity as for top athletes - many may give up on you. Therefore, always make sure that the programs are appropriate for the target groups





HOW CAN I INSPIRE YOUNG GIRLS TO BE PHYSICALLY ACTIVE AND SUCCESSFUL IN FOOTBALL?

Once you have created a successful media campaign and recruited a group of young girls from your community, you can start your football activities. Create football activities according to the age group.

When it comes to the younger generations, it is especially important to help them see the strength that football can give them, to strengthen them physically and mentally. At each session you should emphasize the physical benefits of the football. Explain to them about their body and the changes they make playing football. Teach them about the secretion of the hormone of happiness and the need for it because young girls often feel isolated and powerless with their feelings, show them how that will change with regular exercise. Teach them how bones strengthen and build muscle and why it matters at a time when their bodies are rapidly evol-

ing and changing. Explain to them why football is important for their proper physical development.

Do not forget to teach girls about the psychological benefits of football. This is a topic that is rarely talked about, but it is guaranteed to keep the attention of your group if you teach them how to achieve all the psychological benefits of football. During your training, note that football increase self-confidence, perseverance, endurance, endurance. Football will teach them solidarity, empathy and teamwork-benefits that they will use later in life and that will guarantee them beautiful and successful moments. Of course, inspiration is the strongest if you present to young girls successful examples of their peers who successfully play football and achieve certain results, it will be the greatest motivation for them not to give up.



Different Religions and how can we Inspire all Women and Girls in Football Activities?

For most women and girls, different religions represent a comprehensive way of life, diet, clothing, and behavior. In general, Islam encourages the involvement of both men and women in football activities. If there are more religious people in the community, you need to know the specifics of that religion in relation to women and shape your football program according to them.

- **Clothing:** According to some religions, a woman should cover her body and hair at all times. Therefore, you must pay attention to the prescribed dress code: if it does not take into account this reality, then you will alienate many women and girls from this community. For this purpose, it is necessary in these communities to emphasize and provide a dress code appropriate to the needs of women of that religious group. Today there is already a large market for specifically designed sportswear.
- **Nutrition:** if your program includes meals, for example excursions, etc., then you must pay attention to the available diet.
- **Hygiene:** different religions also prescribe a specific code of hygiene. For this purpose, you must make sure that the toi-

lets have adequate access to water to maintain hygiene.

- **Safe space:** in some communities, there is a need to protect women from male views. To this end, in some cases you should also consider women-only groups where they will feel particularly protected and safe during exercise.

Inclusion of women and girls with disabilities in football activities

Exercise offers a range of benefits for people with disabilities. Football games can help overcome social barriers and exclude these people from everyday life. The stigma that follows these people in terms of their appearance, the very reluctance to perform daily tasks excludes them from the community, schooling and social life in general, thus discriminating them in terms of their right to life in well-being.

Women and girls with disabilities face double discrimination, first on the basis of gender and then on the basis of their disability. If women and girls with disabilities are enabled to lead an active sport and recreational life,

we can contribute to their empowerment, their positive transformation in the eyes of the community, breaking the stigma, improving their social skills and active involvement in community life.

Empowering girls and women with disabilities through football will set a positive example in the environment in which they live. This will also increase the visibility of your action and the example you set and allow it to be replicated in other settings as a positive example. It is important to help people with disabilities become strong leaders who can use their experience to help others like them.

Football for women and girls from socially disadvantaged communities.

Poverty, unemployment, low incomes and health challenges characterize a larger group of socially disadvantaged women and girls. Poverty is one of the central problems that contribute to the social exclusion of women and girls. For these people there is a high probability that not only will they not have access to education but they will have limited or no access to any kind of recreation and football. Bearing in mind that the number of socially disadvantaged people is high when it comes to Eastern Europe, then it is inevitable to identify the urgent need for active involvement of football clubs, federations and organizations to take an active role in combating exclusion and limited access of women and girls to football. Let us not forget that

active campaigns can help strengthen and create different opportunities for a healthier life for this group of people, improving their well-being.

Supporting girls who do not have financial opportunities for football and their active involvement in your club or organization will help create a positive example in your community, but also help the girl herself to drive change by feeling the benefits from sports and will actively continue to advocate for other girls with a similar problem, becoming their spokesperson.



TRANSITION

Expectations



Goal 2 Include



HOW TO KEEP THE PRESENCE OF WOMEN AND GIRLS?

- Make your sessions / activities attractive and enjoyable. Hold the sessions with a pleasant tone and smiles.
- Be accurate! Meetings - Keep your activities up to date. Today people are very busy, especially women. Be careful never to be late for your events. Start on time and finish on time.
- Ask for feedback from participants. Regularly, at the end of the sessions, ask them if they like what they would change. Leave a notebook for notes, and leave the possibility for online anonymous notes. Always look your participants in the eye during events.

SUSTAINABILITY AND EVALUATION OF THE ACTION

Once you succeed in attracting girls and women to your football program, the next step is to keep them. But the sustainability of your action does not mean only keeping your target group - girls and women, but also sustaining your action. Individual members of your organization, or even yourself, may get new jobs and leave the organization, challenges may arise in the environment in which you operate.

For this purpose you must be systematic and put together a sustainability plan. Also, always monitor whether you are achieving the stated goals (from the planning section). Evaluate the results achieved according to the time frame, budget and number of participants of your actions.

Diagnostic Study

This diagnostic study was conducted as part of the Goal2Include (G2I) project, a joint initiative between Together Advancing Common Trust (TAKT), PLAY International (PLAY), Champions Factory and HNK Gorica. This research aims to explore the ways in which the G2I project can develop innovative approaches to improve inclusion of girls and young women from marginalised communities in football while promoting their empowerment and skills development.

examination of existing policies, practices, and perceptions, this study aims to shed light on the various shortcomings of girls' experiences. This research seeks to identify the underlying factors that hinder inclusion. By exploring social, cultural, and institutional dynamics, the study aims to uncover the root causes of discriminatory practices and attitudes, enabling policymakers and educators to develop targeted interventions and strategies.

The primary objective of this research is to outline the current state of girls' and women's participation in sports in France, Bulgaria, Croatia and North Macedonia. By conducting a thorough

By examining successful initiatives implemented in other contexts, this study aims to provide evidence-based recommendations and strategies to create a more equitable and inclusive environment for all. Through this diag-

nostic research, it is hoped that a deeper understanding of the importance of inclusion will be achieved. By identifying the existing challenges and opportunities for change, this study aims to contribute to the development

of evidence-based policies and interventions that can effectively address discrimination and promote a more inclusive landscape in all four countries.

Demographic information

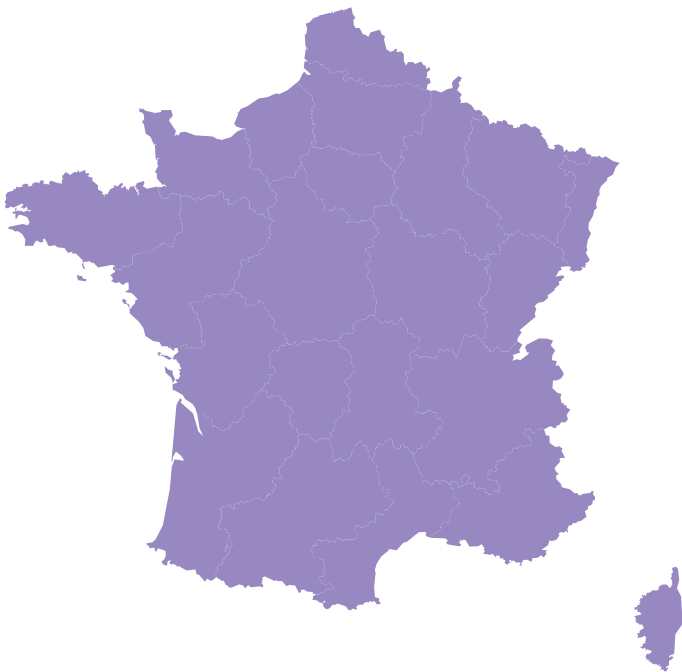
Table 1 presents a comprehensive overview of demographic information pertaining to four countries covered by this research. These data points provide valuable insights into the social landscapes of the respective nations, shedding light on their cultural backgrounds, and population dynamics

	France	Bulgaria	North Macedonia	Croatia
Independence Day	July 14, 1798	March 3, 1878	September 8, 1991	June 25, 1991
Bordering Countries	Belgium, Luxembourg, Germany, Switzerland, Italy, Monaco, Spain, Andorra	Romania, Serbia, North Macedonia, Greece, Turkey	Kosovo, Serbia, Bulgaria, Greece, Albania	Slovenia, Hungary, Serbia, Bosnia and Herzegovina, Montenegro
Capital City	Paris	Sofia	Skopje	Zagreb
Population (by gender)	Male: ~31.5 million Female: ~33.8 million	Male: ~3.3 million Female: ~3.5 million	Male: ~1.04 million Female: ~1.04 million	Male: ~2.0 million Female: ~2.1 million
Languages	French	Bulgarian	Macedonian, Albanian	Croatian
Average Age	41.7 years	44.6 years	40.1 years	43.4 years





COUNTRY PROFILES



France

France is one of the oldest countries in Europe with a rich history that dates back to the Middle Ages. Its current political system is a unitary semi-presidential representative democratic republic. In this system, the President serves as the head of state, while the Prime Minister is the head of government. France's political framework allows for a clear separation of powers among the

executive, legislative, and judicial branches. Parliamentary elections are held every five years, with the most recent one taking place in 2022, determining the composition of the National Assembly.

France is administratively divided into 18 regions, including 13 metropolitan regions and 5 overseas regions. Each region has a degree of autonomy with its regional council, although the central government retains substantial control. The French economy is one of the largest in the world, driven by diverse sectors such as manufacturing, services, and tourism. France is also a founding member of the European Union (EU) and plays a critical role in EU policies and decision-making processes.

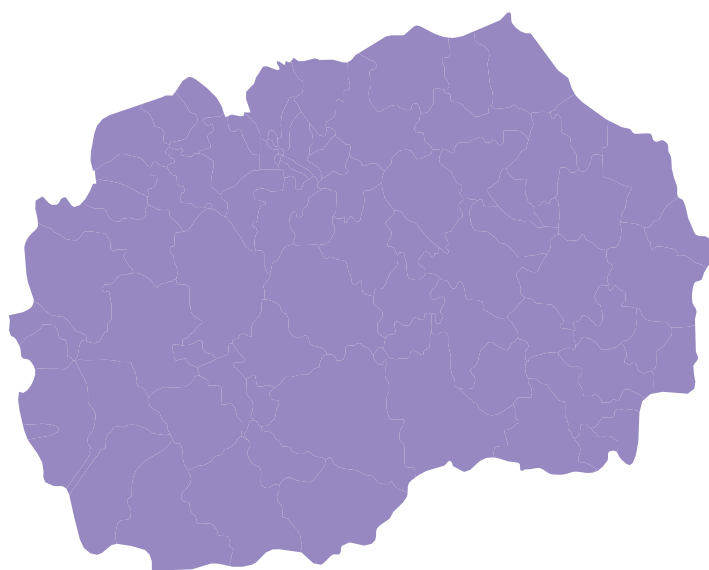
In recent years, France has focused on implementing reforms to improve its economic competitiveness and social welfare systems. The government's efforts have included labour market reforms, tax adjustments, and measures to enhance public sector efficiency. According to the European Commission's latest reports, France has made significant progress in aligning its policies with EU standards, particularly in areas such as digital transformation, green energy transition, and social inclusion. These reforms are part of France's broader strategy to strengthen its position within the EU and ensure sustainable economic growth.

North Macedonia

North Macedonia, situated in the Balkan Peninsula in Southeast Europe, is a nation with a rich and diverse cultural heritage that has been shaped by the influence of numerous civilizations throughout history. Formerly a part of Yugoslavia, North Macedonia gained independence in 1991 following the dissolution of the socialist federation.

Since gaining independence, North Macedonia has made significant strides in its political and diplomatic endeavours. North Macedonia's political landscape exhibits various dynamics and challenges. While there is a general consensus among main political actors regarding the long-term aim of establishing a stable democracy, achieving democratic consensus remains difficult. Political debates are highly polarised, and filibustering is commonly used by the opposition to block government proposals. The market economy enjoys broad support, with efforts to diversify international cooperation for foreign direct investment.

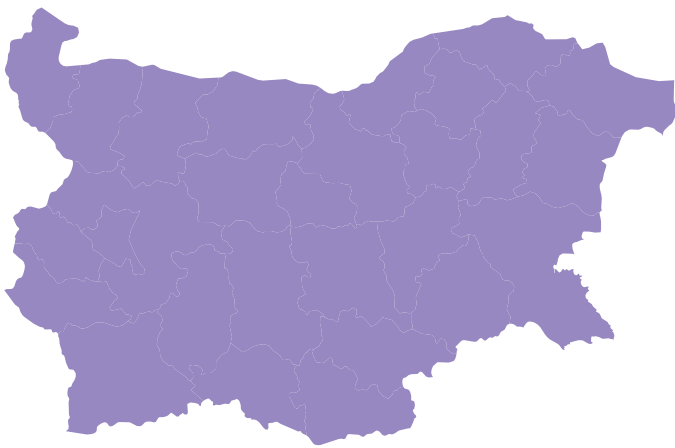
The military and police are largely under civilian control, and steps have been taken to increase the accountability of civilian intelligence services. Ethnic divisions persist in society, with power-sharing mechanisms in place to address this. However, political parties primarily appeal to their respective ethnic constituencies, creating stability but also fragile ethnic relations. The legal framework and institutional mechanisms in North Macedonia allow for civil society participation in



policymaking, but accommodation of civil society interests by the political leadership is still lacking in many areas¹. The country has experienced an interethnic conflict in the past, and efforts to deal with its aftermath and ensure justice have been limited. Alleged cases of war crimes have not been thoroughly investigated, and individuals associated with these crimes have held prominent positions in government and society. The passage of an Amnesty Law in response to the 2017 mob attack on the parliament has been seen by some as a political deal rather than a genuine reconciliation and justice initiative².

1. Bertelsmann Stiftung, "BTI 2022 Country Report — North Macedonia."

2. Bertelsmann Stiftung.



Bulgaria

Bulgaria is a country located in Southeastern Europe, bordered by Romania, Serbia, North Macedonia, Greece, and Turkey. Bulgaria transitioned from a communist state to a democratic republic after the fall of the Eastern Bloc in 1989. The country joined NATO on March 29, 2004, and became a member of the European Union on January 1, 2007.

The political system of Bulgaria operates within the framework of a multi-party parliamentary representative democratic republic. In this system, the President serves as the head of state, while the Prime Minister is the head of government. Parliamentary elections, the most recent one taking place in

2023, are conducted every four years to determine the composition of the government and the legislative body. According to the latest report of the European Commission (2022), Bulgaria has faced political challenges but has maintained a stable institutional framework, fostering an environment conducive to implementing reforms aligned with the European Union (EU) standards and addressing pending legislative matters. Notably, progress has been made in adopting and implementing EU-related reforms, exemplified by initiatives like the National Reform Programme and the Action Plan for the Implementation of the EU Green Deal. Bulgaria has also demonstrated improved efficiency in coordinating the fulfilment of commitments and obligations arising from EU membership, while taking proactive measures to enhance reporting mechanisms³.

3. EU Commission - 2022 Rule of law report

Croatia

Croatia is a country located in Southeastern Europe, known for its stunning Adriatic coastline and historical landmarks. Croatia declared independence from Yugoslavia on June 25, 1991, which led to a war of independence that lasted until 1995. Croatia became a member of the United Nations on May 22, 1992, and later joined NATO on April 1, 2009. Croatia became a member of the European Union on July 1, 2013⁴.

The political system of Croatia operates within the framework of a multi-party parliamentary representative democratic republic. In this system, the President serves as the head of state, while the Prime Minister is the head of government. Parliamentary elections, the most recent one taking place in 2020, are conducted every four years to determine the composition of the government and the legislative body. According to the latest report of the European Commission (2022), Croatia has experienced political and institutional stability, fostering a favourable atmosphere for implementing reforms aligned with the European Union (EU) standards and addressing pending legislative matters. Notably, sig-



nificant progress has been made in adopting and implementing EU-related reforms, such as the National Reform Programme and the Convergence Programme. Croatia has also demonstrated improved efficiency in coordinating the fulfilment of commitments and obligations arising from EU membership, while taking proactive measures to enhance reporting mechanisms.

4. 2022 European Semester: Country Report - Croatia







DISCRIMINATION

The UN defines discrimination as “any unfair treatment or arbitrary distinction based on a person’s race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status”⁵. This sec-

tion will explore the laws which exist in all four countries and at an international level to prevent and provide redress for discrimination – with a focus on discrimination based on gender.

Legislation on discrimination

In France

France has made significant strides in reinforcing its legal framework to promote gender equality and combat discrimination. The Gender Equality Act, first established in 2014 and reinforced through subsequent amendments, ensures equal treatment and opportunities for men and women across various sectors including employment, education, and public services. This Act mandates equal pay for equal work, requires gender parity in political and corporate boards, and addresses gender discrimination comprehensively.

In addition to the Gender Equality Act, France’s Anti-Discrimination Law prohibits discrimination on multiple grounds, including gender, race, sexual orientation, disability, and age. These legislative measures are enforced by the Défenseur des Droits (Defender of Rights), an independent administrative authority tasked with safeguarding individuals’ rights and promoting equality.

The French government has also introduced several national strategies

and action plans to advance gender inclusivity. The Strategic Plan for Gender Equality (2018-2022) aimed at increasing women’s participation in political and economic decision-making, combating gender stereotypes, and enhancing protections against gender-based violence. Building on this progress, the new Gender Equality Strategy (2023-2027) focuses on promoting gender-sensitive education, supporting women’s entrepreneurship, and strengthening support systems for victims of gender-based violence. These initiatives reflect France’s ongoing commitment to fostering a more inclusive and equitable society. Moreover, France has been proactive in addressing workplace discrimination and promoting gender equality in professional settings through measures such as the Gender Equality Index, which requires companies to evaluate and report their performance on gender equality metrics. These legislative and policy measures underscore France’s dedication to achieving gender equality and combating discrimina-

5. UN Secretariat (2008) Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority. Available at <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N08/238/36/PDF/N0823836.pdf?OpenElement>



tion at all levels of society. Moreover, France has been proactive in addressing workplace discrimination and promoting gender equality in professional settings through measures such as the Gender Equality Index, which requires companies to evaluate and report their performance on gender equality metrics. These legislative and policy measures underscore France's dedication to achieving gender equality and combating discrimination at all levels of society.

In North Macedonia

To promote inclusion and combat discrimination, the government of North Macedonia has implemented various policies and laws. These initiatives include affirmative action programs, anti-discrimination legislation, and gender equality policies. The Law on Prevention and Protection against Discrimination⁶, re-adopted in 2020 after having been repealed for several months⁷, in its articles 5 and 6 outlines the protected characteristics against which discrimination is prohibited (including sex, gender, gender identity, belonging to a marginalised group, nationality and social origin) and defines discrimination. The 2005 Labour Relations Law prohibits employers from discriminating against job seekers and employees and asserts that men and women should have equal access to employment and training opportunities.

North Macedonia has implemented

policies and strategies to promote gender equality in sports. The Gender Equality Strategy 2022-2027 emphasizes the importance of gender equality in sports, providing clear aims for improvement and indicators for monitoring progress. The strategy focuses on breaking stereotypes, increasing the number of women coaches, and ensuring the safety and accessibility of sports facilities for girls and women. The Law on Equal Opportunities for Women and Men addresses gender discrimination in sports, advocating for balanced participation and equal opportunities for women and men in both public and private sectors.

In Croatia

Croatia has made considerable progress in strengthening its legal framework to promote gender equality and combat discrimination. The Gender Equality Act, adopted in 2008, is a pivotal piece of legislation that ensures equal treatment and opportunities for men and women. This Act mandates equal pay for equal work and addresses gender discrimination in various sectors, including employment, education, and healthcare. Additionally, Croatia's Anti-Discrimination Act, established in 2009, further reinforces these protections by prohibiting discrimination on numerous grounds, including gender, race, and sexual orientation (European Roma Rights Centre).

The Croatian government has also implemented several strategies and

6. Закон за спречување и заштita од diskriminacija.

7. Decision of the Constitutional Court of North Macedonia to repeal the law on prevention of and protection against discrimination (2020) Available at: <https://www.ilga-europe.org/news/joint-statement-decision-constitutional-court-north-macedonia-repeal-law-prevention-protection-against-discrimination/>

action plans to advance gender inclusivity. The National Policy for Gender Equality (2011-2020) focused on increasing women's participation in political and economic decision-making, reducing the gender pay gap, and preventing gender-based violence. Building on these efforts, the new Strategy for Gender Equality (2021-2027) aims to continue these advancements by promoting gender-sensitive education, supporting female entrepreneurship, and enhancing support systems for victims of gender-based violence (European Roma Rights Centre). These legislative and policy measures reflect Croatia's ongoing commitment to fostering a more inclusive and equitable society.

In Bulgaria

Bulgaria has taken significant legislative steps to address gender discrimination and promote inclusivity. The Protection Against Discrimination Act, enacted in 2004, serves as the cornerstone of Bulgaria's anti-discrimination efforts. This law prohibits both direct and indirect discrimination on various grounds, including gender, ethnicity, and sexual orientation. The Act has been instrumental in numerous legal cases, such as those challenging discriminatory practices in public services and employment, ensuring equal treatment and access for all citizens (European Roma Rights Centre). Moreover, Bulgaria's commitment to gender equality is enshrined in its Constitution, which mandates equal rights and opportunities for men and women across all spheres of life.

In recent years, Bulgaria has focused on enhancing gender inclusivity through various national strategies and action plans. For in-

stance, the National Strategy for Gender Equality (2021-2030) outlines comprehensive measures to promote gender balance in leadership positions, combat gender-based violence, and ensure equal pay for equal work. Additionally, the country has been actively aligning its policies with European Union directives on gender equality, which has led to significant improvements in women's representation in business and politics. These efforts are supported by ongoing reforms in education and employment laws, which aim to create a more inclusive and equitable environment for all citizens.

At the International Level

The UNESCO Universal Declaration on Cultural Diversity (2 November 2001), states in Article 4 that "the defence of cultural diversity is an ethical imperative, inseparable from respect for the dignity of the human person. It implies a commitment to respect human rights and fundamental freedoms". This declaration was unanimously adopted by all UNESCO members.

The Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted in 1979 by the United Nations. This international treaty regulates non-discrimination against women and has been ratified by all partner countries.

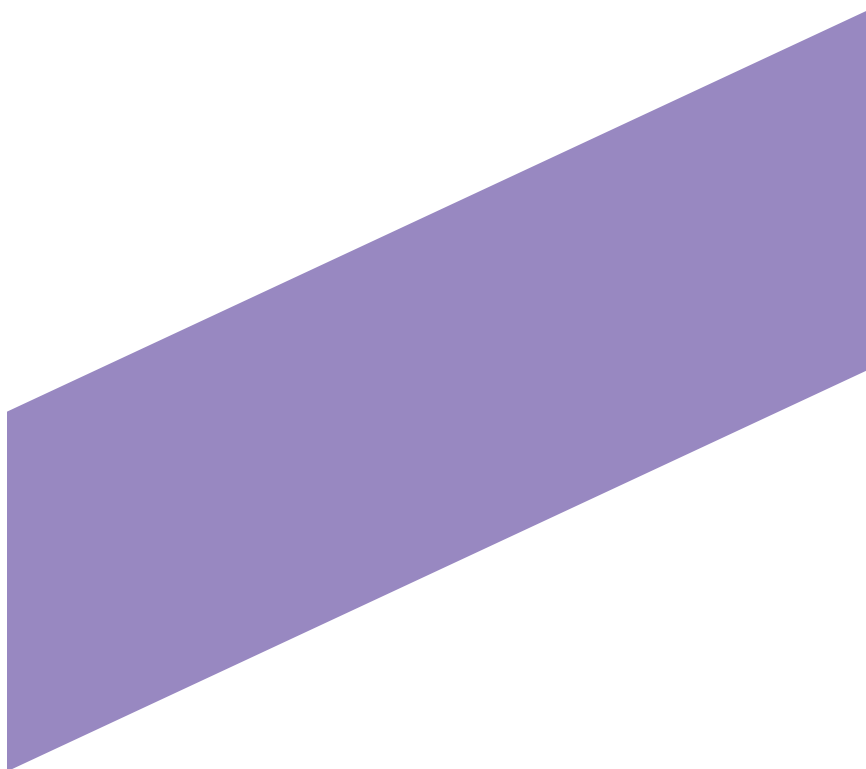
The Universal Declaration of Human Rights from 1948 details the rights of all humans, regardless of nationality or place of residence, and includes the right to education – which makes primary education compulsory for all children and underscores that education should promote "tolerance" and "understanding" – as well as the right to protection

against discrimination in accessing your rights.

In Summary

France, North Macedonia, Bulgaria, and Croatia have all made significant strides in promoting gender inclusivity and enacting sports legislation that prohibits discrimination. These countries have implemented laws and policies that guarantee equal opportunities for men and women in sports, with initiatives ranging from promoting non-discriminatory education systems to estab-

lishing legal frameworks that protect individuals from discrimination based on gender, race, ethnicity, or other factors. Each nation has demonstrated a commitment to fostering inclusive sports environments and empowering women in various sectors, reflecting broader efforts towards achieving gender equality and social inclusion.





09:00 - PART 1 DAY 1
11:00 - PART 2 DAY 1
11:15 - PART 3 DAY 1
12:45 - PART 4 DAY 1
14:30-16:30 - Session II
16:30-18:30 - Toolkit
introduction and games
Where do we see prejudice?
What is the cause of
prejudice?



GENDER INCLUSIVITY IN SPORT

France

France has been actively working on enhancing sports legislation and fostering gender inclusivity. The French government, in partnership with sports federations, has implemented several reforms to ensure equitable access to sports for all genders. These reforms include the allocation of resources to support female athletes, the establishment of gender equality committees within sports organizations, and the implementation of strict policies to prevent gender discrimination. France's sports legislation mandates equal funding for male and female sports programs and encourages the inclusion of women in sports leadership positions.

Moreover, France has launched several initiatives to promote women's participation in sports. One notable example is the "Sports Féminin Toujours" campaign, which aims to increase the visibility and support for female athletes through media campaigns and sponsorship opportunities. Efforts are also being made to provide safe and supportive environments for women and girls in sports, including measures to address and prevent harassment and abuse. These initiatives reflect France's commitment to creating a more inclusive and equitable sports culture.

Sports in France, similar to many other countries, have traditionally been male-dominated. However, recent

years have seen significant progress in the participation of women and girls. Initiatives like "Femmes et Sport" have been instrumental in breaking down barriers and promoting gender equality in sports. Despite these efforts, challenges remain, particularly in ensuring equal access to facilities and resources across different regions.

Urban areas in France typically offer better infrastructure and facilities, including well-maintained sports fields and organized programs. These areas also tend to be more progressive, showing higher acceptance of girls in sports and providing exposure to diverse ideas and role models. In contrast, rural areas often face significant barriers due to a lack of proper sports facilities, equipment, and organized programs. Additionally, long distances and inadequate transportation can hinder consistent participation.

To address these challenges, several strategies have been implemented. Engaging communities through awareness campaigns is vital in shifting perceptions and highlighting the benefits of girls participating in sports. Collaborating with local governments and organizations to build safe and accessible sports facilities in rural areas can provide the necessary infrastructure. Mobile sports programs and pop-up events are also effective in bringing sports opportunities to areas lacking permanent facilities.

Furthermore, designing culturally sensitive and inclusive programs that accommodate girls' schedules and responsibilities is crucial. Offering flexible scheduling and localized programs can help overcome transportation challenges and busy schedules. Establishing mentorship programs and parental engagement initiatives can provide guidance and encouragement, helping families understand the positive impacts of sports on their daughters' lives.

Participation in sports offers numerous benefits for girls, including improved physical health, enhanced mental well-being, increased educational attainment, and improved social skills. Sports participation also enhances self-esteem, quality of life, and leadership abilities, contributing to the development of employability skills and future prospects. Through sports, girls and women can become more independent and empowered, gaining access to public spaces where they can develop new skills, gain support, and enjoy freedom of expression and movement.

Despite these benefits, the participation of girls in sports in France is still influenced by broader societal dynamics, cultural norms, economic factors, and regional disparities. While there have been significant strides towards gender equality in various spheres, traditional attitudes and infrastructural challenges continue to impact girls' involvement in sports.


North Macedonia

North Macedonia has been actively working

on improving sports legislation and fostering gender inclusivity. The government, in collaboration with sports federations, has introduced reforms to ensure equitable access to sports for all genders. These reforms include the allocation of resources to support female athletes, the establishment of gender equality committees within sports organizations, and the implementation of policies to prevent gender discrimination. The country's sports legislation now mandates equal funding for male and female sports programs and encourages the inclusion of women in sports leadership positions.

Moreover, North Macedonia has launched several initiatives to promote women's participation in sports. One notable example is the "She Wins" program, which aims to increase the visibility and support for female athletes through media campaigns and sponsorship opportunities. Additionally, efforts are being made to provide safe and supportive environments for women and girls in sports, including measures to address and prevent harassment and abuse. These initiatives reflect North Macedonia's commitment to creating a more inclusive and equitable sports culture.

In North Macedonia, sports are traditionally viewed as activities for boys and men, resulting in significantly lower participation rates for girls. A 2014 study revealed that only 36.6% of girls aged 15-29 engage in sports activities, compared to 63.4% of boys in the same age range. While young men spend their leisure time on sports, socializing, and playing video games, young women are more



likely to listen to music, read books, spend time with family, pray, and shop. This discrepancy is further highlighted by the 2014/2015 Time-Use Survey conducted by the State Statistical Office, which shows that women and girls spend more time on domestic activities, whereas men and boys allocate more time to leisure activities, including sports. Although there have been efforts to register new women's sports clubs, such as in football, challenges remain. As of 2020, there were only four registered women's football clubs, and these clubs do not compete in the national league due to financial constraints. There are currently 1,505 girls registered with the Football Federation of Macedonia, indicating a need for further support and development. The promotion of girls' participation in football in North Macedonia faces unique challenges that vary significantly between urban and rural areas and are influenced by the country's multiethnic and patriarchal norms. Urban areas typically have better infrastructure and facilities, including well-maintained sports fields and organized programs supported by robust transportation networks. Urban communities also tend to be more progressive, showing higher acceptance of girls in sports, and exposure to diverse ideas and role models further encourages girls to participate. Conversely, rural areas suffer from a lack of prop-

er sports facilities, equipment, and organized programs, limiting regular training opportunities. Long distances and inadequate transportation further hinder girls' consistent participation. Moreover, rural communities often adhere more strictly to traditional gender roles, with girls expected to focus on domestic responsibilities rather than sports, reinforcing cultural resistance to girls' participation in football.

To overcome these barriers, several strategies can be implemented. Engaging communities through awareness campaigns can help shift perceptions by highlighting the benefits of girls participating in sports and showcasing success stories of local female athletes. Collaborating with community leaders and influencers to advocate for girls' sports programs is essential, as their endorsement can help gain wider acceptance. Developing and maintaining sports facilities in rural areas is also critical. Partnering with local governments and organizations to build safe and accessible football fields can provide the necessary infrastructure. Mobile sports programs and pop-up events can bring football to areas lacking permanent facilities, ensuring that rural girls have regular opportunities to play. Designing culturally sensitive and inclusive programs that accommodate girls' schedules and responsibilities is crucial. Offering flexible scheduling and localized programs can

address transportation challenges and busy schedules, especially in rural areas. Establishing mentorship programs and parental engagement initiatives can provide guidance and encouragement, helping families understand the positive impacts of sports on their daughters' lives.

Participation in sports offers numerous benefits for girls, including improved physical health, enhanced mental well-being, increased educational and intellectual attainment, and improved reproductive health. Additionally, sports participation enhances social skills, self-perceptions, self-esteem, quality of life, and leadership abilities, contributing to the development of employability skills and future prospects. Through sports, girls and women can become more independent and empowered, gaining access to public spaces where they can develop new skills, gain support, and enjoy freedom of expression and movement. Despite these benefits, the participation of girls in sports, particularly football, in North Macedonia is still influenced by broader societal dynamics, cultural norms, economic factors, and regional disparities. While there have been strides towards gender equality in various spheres, traditional attitudes and infrastructural challenges continue to impact girls' involvement in sports.

Croatia


The current situation of girls' participation in sports in Croatia, particularly football, is marked by significant growth and increasing interest. The number of girls involved in foot-

ball is rising, leading to the formation of new clubs and the establishment of eight youth leagues. These leagues and various development tournaments cater to girls of different age groups, with school-level championships progressing through city, county, and state levels. Girls also participate in numerous domestic and international tournaments.

Croatia has around 50 women's football clubs, including notable ones like ŽNK Agram in Zagreb and ŽNK Osijek in Osijek. However, geographical disparities exist, with women's football being more developed in larger urban areas. In smaller communities, girls often stop playing around the ages of 13-15 due to the lack of nearby women's clubs, though some continue training with boys' teams.

The general discourse highlights several challenges and comparisons with other countries. Despite visible changes, female players in Croatia still face financial struggles, as making a living from football alone is difficult. The increasing demands of the league often require players to balance football with other responsibilities such as school, college, or work. Limited media coverage and societal stereotypes further marginalize women's football, preventing it from gaining a broader fan base.

Differences between men's and women's football are evident, particularly in coaching dynamics and player needs. Effective coaching for women requires understanding these unique aspects. Regulations stipulate that girls over 12 must play in girls' leagues, while younger girls can play in boys' teams if they are within a year older. Match durations and



substitution rules vary by age category. To facilitate girls' access to sports and football, several goals have been identified. These include better advertising and promotion of women's football, creating new clubs, improving training conditions, and addressing financial challenges. Combating stereotypes that football is predominantly a man's sport is also essential. By tackling these issues, Croatia aims to create a more supportive and equitable environment for girls in sports.

Female players often face financial difficulties and the need for additional jobs to support themselves. Many use second-hand equipment and play on inferior fields compared to their male counterparts. Limited media coverage further reduces public interest and support for women's football. Addressing these challenges is crucial for fostering a more inclusive and supportive sports environment for girls in Croatia. Croatia has been making concerted efforts to enhance sports legislation and promote gender inclusivity. The Croatian Olympic Committee and the Ministry of Tourism and Sports have implemented policies to ensure equal opportunities for women in sports. These policies include the provision of funding for women's sports programs, support for female athletes at all levels, and the promotion of gender equality in sports governance. Croatia's sports legislation now emphasizes the impor-

tance of gender balance in sports federations and organizations, with specific quotas for women's representation in leadership roles.

In addition to legislative measures, Croatia has launched various programs to support the development of women's sports. For example, the "Equal Play" initiative focuses on increasing the participation of women and girls in sports through community-based programs and educational campaigns. Efforts are also being made to raise awareness about the importance of gender equality in sports and to challenge traditional gender stereotypes. These initiatives aim to create a more inclusive and supportive environment for female athletes in Croatia.

Bulgaria

The situation regarding girls' participation in sports, particularly football, in Bulgaria is characterized by ongoing efforts to promote inclusivity and equal opportunities. While there's limited data specifically on girls aged 8-15 or women in sports, various initiatives are underway to encourage girls' engagement. Schools play a pivotal role by integrating sports activities into the physical education curriculum and ensuring equal access to facilities and training. Beyond school programs, extracurricular activities and clubs are emerging, offering platforms for girls to explore and develop their sporting

interests, including football.

The National Programme for Prevention of Chronic Non-Communicable Diseases emphasizes raising awareness and involvement in sports activities, targeting individuals up to 19 years old. Despite these efforts, challenges persist, such as societal attitudes towards gender roles, inadequate infrastructure, and resource limitations. Many schools lack proper sports facilities, impacting girls' access to diverse sports and leading to decreased interest and participation as they grow older. Geographical disparities also exist, with urban areas typically offering better sports facilities and support networks compared to rural regions.

In the broader discourse on gender equality in sports, Bulgaria lacks specific legislation solely focused on women's sports. However, the country adheres to principles of gender equality and non-discrimination in various societal aspects, including sports. Future goals include allocating more funds for renovating and constructing school sports facilities, expanding sports offerings to cater to girls' interests, and fostering an inclusive sports culture that challenges stereotypes and promotes equal opportunities for all. These measures aim to create an environment where girls feel empowered and supported to participate in sports, including football, addressing the existing barriers and inequalities.

Bulgaria has been proactive in reforming its sports legislation to enhance gender inclusivity. The Ministry of Youth and Sports, along with the Bulgarian Olympic Committee, has

introduced several measures to promote equal opportunities for men and women in sports. These measures include the allocation of resources for women's sports, support for female athletes' development, and the establishment of gender equality policies within sports organizations. Bulgaria's sports legislation now requires sports federations to adopt gender equality plans and ensure balanced representation in their governance structures.

Additionally, Bulgaria has implemented initiatives aimed at increasing women's participation in sports and addressing gender disparities. Programs like "Girls in Sports" are designed to encourage young girls to engage in various sports activities and provide them with the necessary support and resources to excel. Efforts are also being made to combat gender-based discrimination and harassment in sports environments, ensuring a safe and inclusive space for all athletes. These initiatives reflect Bulgaria's commitment to fostering gender equality and empowering women in the field of sports.



GO A2 INCLUDE



CONCLUSION, RECOMMENDATIONS, AND KIT FRAMEWORKS

CONCLUSION

In conclusion, addressing discrimination, particularly based on gender and ethnic background, remains a critical focus for France, North Macedonia, Croatia, and Bulgaria. Each of these countries has taken substantial legislative and policy measures to combat discrimination and promote gender inclusivity, especially in the realm of sports.

France has enacted robust laws such as the Law on Gender Equality and the Law on the Elimination of Violence Against Women, which aim to protect individuals from various forms of discrimination and promote gender equality in education and sports. Initiatives like the “Sports Féminin Toujours” campaign underscore France’s commitment to mainstreaming gender equality across all sectors, including sports.

North Macedonia has aligned its legal framework with international standards, implementing comprehensive anti-discrimination and gender equality laws. Programs such as “She Wins” highlight efforts to increase visibility and support for female athletes, reflecting the country’s dedication to fostering an inclusive sports environment.

Croatia has made significant progress with its Gender Equality Act and Anti-Discrimination Act, supported by national strategies aimed at reducing the gender pay gap and preventing gender-based violence. The establishment of youth leagues and the promotion of women’s football illustrate Croatia’s commitment to enhancing girls’ participation in sports despite ongoing challenges such as financial constraints and societal stereotypes. Bulgaria, while facing challenges related to infrastructure and societal attitudes, is actively working to promote inclusivity through school-based and extracurricular sports pro-

grams. The National Programme for Prevention of Chronic Non-Communicable Diseases and efforts to improve sports facilities aim to create a supportive environment for girls to participate in sports.

However, to ensure greater inclusion of girls in football, additional measures are necessary. The Goal 2 Include project is pivotal in this respect, focusing on training teachers and coaches to support and encourage girls’ participation in football. By equipping educators and sports leaders with the necessary skills and knowledge, the project aims to break down barriers that prevent girls from engaging in sports. This initiative not only addresses the lack of female representation in football but also fosters a more inclusive and supportive environment, enabling girls to thrive in sports from a young age.

At the international level, frameworks like the UNESCO Universal Declaration on Cultural Diversity, the Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Universal Declaration of Human Rights provide a foundation for these countries to strengthen their anti-discrimination efforts.

Overall, the combined legislative and policy measures across these nations demonstrate a strong commitment to addressing discrimination and promoting gender inclusivity, particularly in the sports sector. Continued efforts to implement and enforce these measures are essential to achieving lasting change and ensuring equal opportunities for all individuals, regardless of gender or ethnic background.





RECOMMENDATIONS

To improve access to sports for girls in France, several measures can be implemented. Ensuring balanced participation of women in sports organizations is essential. This can be achieved by setting quotas for female representation in sports boards and committees, ensuring that women have a voice in decision-making processes. Improving access to sports facilities tailored to the needs of girls and women is also crucial. This includes ensuring that sports centres have accessible entrances, reception areas, and changing rooms that cater to female athletes. Additionally, increasing the number of female coaches can provide much-needed support and mentorship for young female athletes. Promoting national and local programs aimed at increasing girls' participation in sports is vital. This can be done through school programs, community initiatives, and partnerships with local sports clubs. Distributing equal budgets to women's and men's sports clubs and launching initiatives specifically aimed at increasing female participation can help address financial disparities. Raising awareness about the benefits of sports for girls and combating negative gender stereotypes through targeted campaigns can further support girls' involvement in sports. Providing incentives for sports organizations to increase female membership, such as grants or awards for clubs that show significant progress, can also play a significant role in promoting gender equality in sports.

In North Macedonia, similar strategies can be employed to improve access to sports for girls. Ensuring balanced participation of women in sports organizations by implementing gender quotas and encouraging the formation of women's committees with-

in sports federations can help address the gender gap. Improving access to sports facilities is critical. This involves not only building new facilities but also upgrading existing ones to ensure they are safe and welcoming for girls and women. Increasing the number of female coaches and providing them with professional development opportunities can offer young girls role models and mentors in sports. National and local programs designed to increase girls' participation in sports should be promoted through schools and community centres. Equal budget distribution between women's and men's sports clubs is necessary to provide fair opportunities for all athletes. Awareness campaigns focusing on the health, social, and educational benefits of sports for girls can help change societal attitudes and encourage more girls to participate. Providing incentives for sports organizations to increase female membership, such as financial rewards or public recognition, can further motivate clubs to prioritize gender equality.

In Bulgaria, addressing the gender disparity in sports requires a multifaceted approach. Ensuring balanced participation of women in sports organizations through the implementation of gender quotas and policies promoting women's leadership in sports is crucial. Improving access to sports facilities involves not only building new infrastructure but also ensuring that existing facilities are accessible and equipped to meet the needs of female athletes. Increasing the number of female coaches is essential for providing girls with role models and mentors in sports. Promoting national and local programs to increase girls' participation in sports can be achieved through school partnerships

and community initiatives. Ensuring equal budget distribution between women’s and men’s sports clubs can help address financial disparities and provide more opportunities for girls. Raising awareness about the benefits of sports for girls through media campaigns and educational programs can help combat negative gender stereotypes. Providing incentives for sports organizations to increase female membership, such as grants and awards, can further promote gender equality in sports.

In Croatia, improving access to sports for girls involves several key measures. Ensuring balanced participation of women in sports organizations can be achieved by implementing gender quotas and promoting women’s leadership roles in sports governance. Improving access to sports facilities tailored to the needs of girls and women involves ensuring that facilities are safe, welcoming, and equipped to meet the needs of female athletes. Increasing the number of female coaches is crucial for providing girls with role models and mentors in sports. National

and local programs aimed at increasing girls’ participation in sports should be promoted through schools and community organizations. Ensuring equal budget distribution between women’s and men’s sports clubs is necessary to provide fair opportunities for all athletes. Raising awareness about the benefits of sports for girls through targeted campaigns and educational programs can help change societal attitudes and encourage more girls to participate. Providing incentives for sports organizations to increase female membership, such as financial rewards or public recognition, can further motivate clubs to prioritize gender equality.

By implementing these strategies, France, North Macedonia, Bulgaria, and Croatia can create more inclusive sports environments that encourage and support the participation of girls in sports. These measures not only promote gender equality in sports but also contribute to the overall empowerment and well-being of girls and women in these countries.

Objective of the kit	Specific Objectives	Session Objectives	Expected Outcomes
	Make football attractive to girls	Skills for football	Girls are acquainted with basic football skills
Contribute to the increased participation of girls in football	Empowerment of girls	Anti-Discrimination	Children are taught about the effects of discrimination
	Make football accessible to girls	Football is accessible	Football is seen as approachable and accessible to everyone

The next section of this handbook includes six sessions developed by PLAY International in cooperation with all project partners (TAKT, HNK Gorica, and Champions Factory). These games are designed for children aged 7-14 in order to show the impact of and fight

gender stereotypes whilst learning football skills.

These games all include variations for different ages and skillsets of children you will be working with, as well as room for discussions.

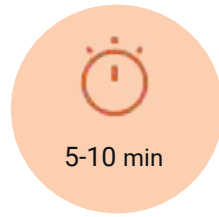



GOAZINCLUDE


WARM-UP GAMES



WARM-UP GAMES



Name	Description	Materials
BE FAST	<p>Make a big square with cones.</p> <ol style="list-style-type: none"> Ask children to <u>walk</u> around inside the square freely (not in circle, one after another). At the signal given from the animator, they will try to touch each other's shoulders, while at the same time trying to protect not to be touched on their shoulders. Repeat the round and ask them to <u>run</u> this time. Then change the rule, now children will touch each other's knees. <p><i>Make sure children keep their head up not to get injured.</i></p>	 20 cones
ANIMAL WALKS	<p>Make a big square with cones.</p> <ol style="list-style-type: none"> Ask children if they know different animal walks (frog, rabbit, kangaroo, leopard etc.). Ask children to <u>walk</u> around in the square (not in circle) and at your signal to imitate the animal walk you are calling. Choose the animal walks that will warm up the muscles needed during the games. After 2-3 min, ask children to <u>run</u> and continue the same game. 	None
ORCHESTRA	<p>Ask children to form a circle.</p> <ol style="list-style-type: none"> Choose a child or ask for a volunteer to stand out the circle so they can't hear the others talking. The children inside the circle will choose a leader who is going to create a move/exercise (he/she is leading the orchestra) and the others are going to repeat right after him/her. The child who was waiting outside comes inside the circle and must try to find the leader. When the child finds out who the leader is or after 3 tries, choose another child to go outside. 	None

Name	Description	Materials
<p>FLYING BALLS</p>	<p>Children are lined up in two columns. Set a cone and 2 balls around 5 meters away from the players.</p> <p>At your signal, a player from each column will run to the cone to pick up a ball each. The pair will then do 2 passes. Player A will throw the ball <u>in the air</u> to player B, whilst player B will pass the ball <u>on the ground</u> (rolling or bouncing) to player A <u>at the same time</u>.</p> <p>Players will need to coordinate so balls are thrown at the same time and don't bump each other. After the 2 passes, the pair bring back the balls to the cone and run back outside of the field so the next pair can go. Switch roles for the next turn.</p> <p><i>According to the number of balls you have, make more than one team to go at the same time</i></p>	 2-4 soft balls
<p>MIRROR</p>	<p>Make two parallel lines with children facing each other. Allow a distance of at least 2 or 3 meters between them (so they can move freely without touching each other)</p> <ol style="list-style-type: none"> 1. Ask each child of one of the lines to do different exercises/moves. The children facing become the "mirrors" and must do the same things . 2. After 2-3 min, switch the roles and ask the children from the other line to become the mirrors. 	<p>None</p>






GOAZINCLUDE

**DON'T BE A VICTIM OF
YOUR STEREOTYPES**

The image features a solid teal background. A white diagonal line runs from the bottom left towards the top right. A red rectangular bar is positioned above the white line, and a purple rectangular bar is positioned below it. The text "DON'T BE A VICTIM OF YOUR STEREOTYPES" is centered in the teal area.

DON'T BE A VICTIM OF STEREOTYPES

MATERIAL

-  2 sets of jerseys
-  1 soft ball
-  16 cones

Educational Objective:

At the end of the session children will

- Understand that a false belief is a stereotype
- Understand that all gender stereotypes are false

Tip for Animator: Do a warmup session before the game



30-45
min



10-30
children

SET UP

Make a field of 10x20m and split the players into two teams with the same number of players with one member of each team stationed at the opposing end.

Prison

Play area

AIM OF THE GAME

As a team, try to hit as many members of the opposing team with the ball as possible.

INSTRUCTIONS

 30'

INSTRUCTIONS

Round 1: 10 min

The game is dodgeball, which is played with a soft ball (a stereotype). In order to make the players of the opposing team prisoner, you have to touch them with a ball (if a targeted player catches the ball, he is not made prisoner). A player who is hit by a stereotype goes to the prison on the opponent's side and must continue to play from within the constraints of the prison. When all the players of a team are in prison, the opposing team wins.

Round 2: 10 min: more collective

Rather than hitting players, the team must now collectively throw and catch the ball within the field. In order to score, teams have to score header goals assisted by their teammates. The team with the most goals scored, wins.



DISCUSSION QUESTIONS

Use some time after the game to discuss stereotypes and their impact. Use the questions below as examples and guidelines for your discussion.

DISCUSSION QUESTIONS

Understanding Stereotypes:

- What do you think a stereotype is? Can you give an example?
- How did it feel when we used the word "stereotype" during the game?

Personal Experiences:

- Have you ever been stereotyped or seen someone else being stereotyped? How did it make you feel?
- Can you share a time when someone assumed something about you just because of how you look or where you're from?

Impact on Behaviour:

- How do you think stereotypes affect the way we treat others?
- In the game, did knowing you could be sent to "prison" because of a stereotype change how you played or felt?

Breaking Stereotypes:

- What can we do to avoid making assumptions about others?
- How can we support our friends and classmates who might be affected by stereotypes?

Empathy and Inclusion:

- Why is it important to understand and respect differences between people?
- How can we make sure everyone feels included and valued in our games and activities?

Reflection on the Game:

- Did the game help you understand what stereotypes are and how they can affect people?
- What was one thing you learned about stereotypes from playing the game?

Societal Impact:

- How do stereotypes we see in media (like TV shows, movies, and advertisements) influence our thoughts and actions?
- Can you think of any stereotypes in sports, and how do they affect the athletes and fans?

MY QUESTIONS

Add your own questions below

Use the table to keep notes on how this session went!

What went well	What didn't go well	What I can change/improve







GOAZINCLUDE

THIS IS FOR YOU

The image features a solid teal background. A white diagonal line runs from the bottom-left towards the top-right. A red rectangular bar is positioned above the white line, and a purple rectangular bar is positioned below it. The text "THIS IS FOR YOU" is centered in the teal area.

This is for You

MATERIAL

-  4 sets of jerseys
-  12 Big Cones (4 Colours)
-  50 small cones (5 Colours)
-  4 footballs

Tip for Animator: Do a warmup session before the game

Educational Objective:

At the end of the session children will

- Understand and be aware of different gender based stereotypes and discriminations



30-45
min



15-30
children

SET UP

Divide the players into four teams (three teams if you have less than 16 players) and place the big cones from each color across the field (see diagram). Each team will stand next to their respective colour. Place small cones of four different colors inside a big circle. With the remaining small cones, create lines from each team to the centre circle.



AIM OF THE GAME

To be the first team that has collected their cones

INSTRUCTIONS

 30'

INSTRUCTIONS

Round 1: 10 min

At the teacher's signal, one player from each team will dribble a ball through the cones to the big circle to pick up a cone of its own color (green team picks up green cones), dribble back to their team and clap the hand of the next player. After leaving the cone collected in the small circle, the player waits for his / her next turn.

- It is forbidden to take more than one cone at a time.
- It is forbidden to leave before the previous player has come back and clapped our hand.

The game ends when a team has collected all their cones or play it twice if the time has not been reached.

Round 2: 10 min

In this round, include an additional big cone (as shown in the diagram) and explain to the students that the cones will now represent the 'Boys' and 'Girls' zones. At the teacher's signal, one player from each team will run to the big circle to pick up only one picture and run back to their team. Together they must decide if the picture should be placed on the Boy's or Girls Zone. After leaving the picture collected in the zone they think it belongs, the player claps the hand of the next player. Before the next round, bring back all the pictures back in the middle circle, the picture side facing down.


Round 3: 10 min

At this round we add another cone called "Neutral Zone" where the pictures can be used by both boys and girls. The game is played as the other rounds but together they need to decide if the picture should go to the 'Boys' zone, the 'Girls' zone, or the 'Neutral Zone.' If they think both boys and girls can use it, they should put it in the Neutral Zone

THIS IS FOR YOU

ANNEX (ROUND 2 & 3)











 <p>PINK</p>	 <p>CRYING</p>	 <p>DOING THE DISHES</p>	 <p>CARING FOR CHILDREN</p>
 <p>BLUE</p>	 <p>CARS</p>	 <p>BOXING</p>	 <p>SCIENCE</p>











 <p>TEACHER</p>	 <p>FOOTBALL</p>	 <p>DOLL</p>	 <p>PILOT</p>
 <p>BALLET DANCER</p>	 <p>HOUSE CHORES</p>	 <p>GIFTS</p>	 <p>MARTIAL ARTS</p>



 <p>MAKE UP</p>	 <p>JEWELRY</p>	 <p>FLOWERS</p>	 <p>VOLLEYBALL</p>
 <p>SWIMMING</p>	 <p>COOKING</p>	 <p>CONSTRUCTION</p>	 <p>NURSE</p>



 <p>DOCTOR</p>	 <p>PHONE</p>	 <p>VIDEO GAMES</p>	 <p>BICYCLES</p>
 <p>LEADING</p>	 <p>GREEN</p>	 <p>FRIENDSHIP</p>	 <p>READING</p>

DISCUSSION QUESTIONS

Use some time after the game to discuss stereotypes and their impact. Use the questions below as examples and guidelines for your discussion.

DISCUSSION QUESTIONS

Understanding Stereotypes:

- What did you notice about the types of pictures we sorted into boys' and girls' zones?
- How did it feel to decide where each picture belonged?

Personal Experiences:

- Have you ever been told you couldn't do something because it was considered a "boy" or "girl" activity? How did that make you feel?
- Can you share an example of a stereotype you've encountered in school or at home?

Impact on Behavior:

- How do you think stereotypes affect the way we treat our classmates and friends?
- Did the game change the way you think about what boys and girls can do?

Breaking Stereotypes:

- What can we do to make sure we don't judge people based on stereotypes?
- How can we support our friends if they are being judged or limited by stereotypes?

Empathy and Inclusion:

- Why is it important to understand and respect differences between people?
- How can we make sure everyone feels included and valued in our games and activities?

Reflection on the Game:

- Did the game help you understand what stereotypes are and how they can affect people?
- What was one thing you learned about stereotypes from playing the game?

Societal Impact:

- How do stereotypes we see in media (like TV shows, movies, and advertisements) influence our thoughts and actions?
- Can you think of any stereotypes in sports, and how do they affect the athletes and fans?

MY QUESTIONS

Add your own questions below

Use the table to keep notes on how this session went!

What went well	What didn't go well	What I can change/improve






GOAZINCLUDE

NUMBERS



Numbers

MATERIAL

-  2-4 sets of jerseys
-  1 ball
-  20 cones

Educational Objective:

At the end of the session children will

- discover group football with simple exercises

Tip for Animator: Do a warmup session before the game

30-35
min

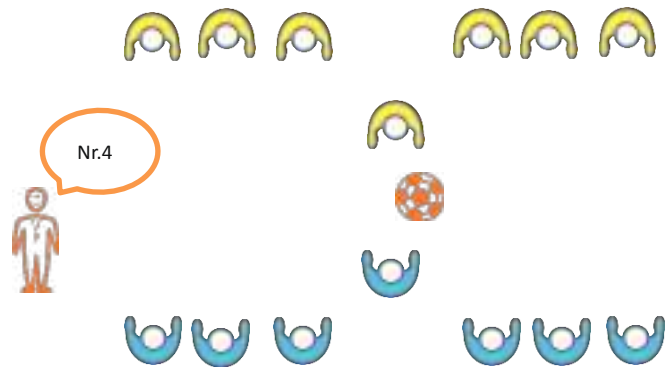
8-20
children

SET UP

Create two to four teams (depending on the number of players). Place a ball in the center of the field. Teams face each other.

AIM OF THE GAME

Tackle the ball in the centre and bring to your own team faster than the opponent player.



INSTRUCTIONS

30'

INSTRUCTIONS

Give quietly each player a number (so the other team can't hear), starting with the number 1 and up to X, where X is the number of players in a team.

Round 1: 10 min

Call out one number: the player of each team having that number runs to tackle the ball with their feet.

The player who takes the ball tries to bring it back to his/her team to score 1 point. Depending on the number of children, repeat enough times so that every child has played at least once or twice. Make sure you call different numbers every time!).

Round 2: 20 min:

Change the numbers given to the players, in order to have different matches.

The game is the same as in round 1, except that in this round the number you call out loud must "pass" to the opponent's side to be considered a "goal".

The animator can choose to call 2 or 3 numbers at the same time. If he/she calls 2 numbers: the first number receives the ball, passes to the second number and he/she scores a goal passing to the opposing team. If the animator calls 3 Numbers: if 3 players do 5 passes between themselves before reaching the opposing team line, they earn 3 points. In the meantime the other group that doesn't have the ball tends to intercept (but only numbers that are in the middle, not the ones in line).



DISCUSSION QUESTIONS

Use some time after the game to discuss stereotypes and their impact. Use the questions below as examples and guidelines for your discussion.

DISCUSSION QUESTIONS

Understanding Teamwork:

- How did you feel when working with your teammates to score a goal?
- What strategies did you use to ensure effective passing and teamwork?
- Do you think everyone contributed to their team the same way?
- What do you think is the most important in a game: To be the best player yourself or to share the feeling of scoring as a team?

Personal Experiences:

- Can you share a moment during the game when you helped a teammate?
- Was there a time when you felt supported by your team?
- How did you feel during the game? Did you feel confident?

Impact on Behaviour:

- How do you think teamwork in this game relates to teamwork in other areas of life, like school or home?
- What did you learn about cooperation from playing this game?

Improving Skills:

- What skills did you use or improve while playing this game (e.g., communication, coordination)?
- How can you use these skills in other situations?

Fair Play and Respect:

- Why is it important to play fairly and respect your opponents during the game?
- How did you and your teammates ensure that everyone had a fair chance to play and enjoy the game?

Challenges and Solutions:

- What was the most challenging part of the game for you?
- How did you and your team overcome these challenges?

Reflecting on the Experience:

- What was your favorite part of the game?
- Is there anything you would do differently next time to improve your teamwork?

Inclusivity and Encouragement:

- How can we make sure that everyone feels included and valued in our games?
- What can you do to encourage and support your teammates during play?

MY QUESTIONS

Add your own questions below

Use the table to keep notes on how this session went!

What went well	What didn't go well	What I can change/improve






GOAZINCLUDE

TEN PASSES



Ten passes

MATERIAL

-  2 sets of jerseys
-  1 soft ball or football
-  20 cones

Educational Objective:

At the end of the session children will

- discover group football with simple exercises

Tip for Animator: Do a warmup session before the game



30
min



10-30
children



SET UP

Make a field of 10x20m and split the players into two teams with the same number of players.

AIM OF THE GAME

As a team, make ten consecutive passes with the ball.



INSTRUCTIONS

 20'

INSTRUCTIONS

Round 1: 10 min

To start the game, throw the ball in the air in the middle of the field. Players pass the ball by foot to each other. The team who can make TEN consecutive passes scores 1 point. Players count passes aloud. After 1 point is scored, the ball goes to the opposite team.

The ball is lost when it goes out from the field or is intercepted by the opposing team.

The player who is in possession of the ball can make only one step or rotate around one of their feet. Physical contacts are not allowed (if it happens too often or too strongly, the ball goes to the other team). The teams with the higher score at the end of the round wins.

Round 2: 10 min: more collective

The rules of round 1 are maintained, and now:

- It is forbidden to pass the ball back to the person who just passed it;
- In order to score, all players of the team need to touch the ball at least once.



DISCUSSION

5'

QUESTIONS:

- How did you feel during the game? Did you feel confident?
- Do you think everyone contributed to their team the same way? Why (not)?
- What do you think is the most important in a game: To be the best player yourself or to share the feeling of scoring as a team?

DISCUSSION QUESTIONS

Use some time after the game to discuss stereotypes and their impact. Use the questions below as examples and guidelines for your discussion.

DISCUSSION QUESTIONS

Understanding Teamwork:

- How did you feel when working with your teammates to complete ten passes?
- What strategies did you use to ensure everyone got to touch the ball in the second round?

Personal Experiences:

- Can you share a moment during the game when you successfully passed the ball under pressure?
- Was there a time when a teammate helped you out during the game?

Impact on Behavior:

- How do you think teamwork in this game relates to teamwork in other areas of life, like school or home?
- What did you learn about cooperation from playing this game?

Improving Skills:

- What skills did you use or improve while playing this game (e.g., communication, coordination)?
- How can you use these skills in other situations?

Fair Play and Respect:

- Why is it important to play fairly and respect your opponents during the game?
- How did you and your teammates ensure that everyone had a fair chance to play and enjoy the game?

Challenges and Solutions:

- What was the most challenging part of the game for you?
- How did you and your team overcome these challenges?

Reflecting on the Experience:

- What was your favorite part of the game?
- Is there anything you would do differently next time to improve your teamwork?

Inclusivity and Encouragement:

- How can we make sure that everyone feels included and valued in our games?
- What can you do to encourage and support your teammates during play?

MY QUESTIONS

Add your own questions below

Use the table to keep notes on how this session went!

What went well	What didn't go well	What I can change/improve







GOAZINCLUDE

FAIR PLAY

The image features a solid teal background. A white diagonal line runs from the bottom-left towards the top-right. A red rectangular bar is positioned above the white line, and a purple rectangular bar is positioned below it. The text "FAIR PLAY" is centered in the teal area.

Fair Play

MATERIAL

-  2 sets of jerseys
-  20 flat cones
-  1 football ball
-  2 Goals (can be created using cones or jerseys)

Educational Objective:

At the end of the session children will

- Be able to show empathy towards people who are victims of discrimination.
- Understand the importance of inclusivity in football.



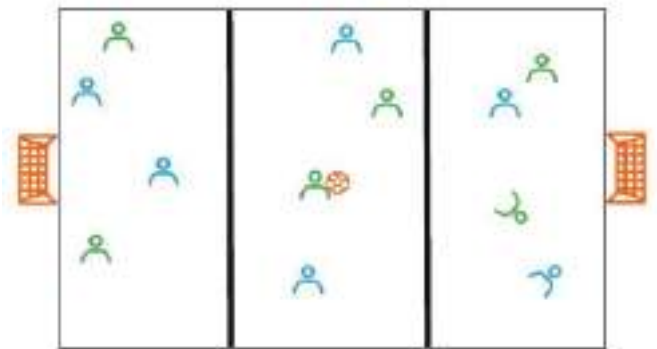
Tip for Animator: Do a warmup session before the game

SET UP

Divide the field into 3 zones of equal width, as shown in the diagram (by marking on the ground or using cups). Each team has the same number of players in each zone. Each zone represents a place in which players are "victims of discrimination". Players will play 3 consecutive games with specific rules.

AIM OF THE GAME

To mark more goals than the opposing team



INSTRUCTIONS

 30'

INSTRUCTIONS

Round 1: 10 min

The teams play a classic game of football. However, like in table football, players are "frozen" in their zone and therefore cannot leave the constraints of their zone. After a goal, return the ball to the central zone. The game ends after 10 minutes.

Round 2: 10 min

In this part, the players of only one of the teams are free to move wherever they want, in all zones. The players of the other team must always remain in their zones. The game stops at the end of the allotted time of 10 minutes. After 5 minutes, reverse the roles and change the team being able to move freely.

Round 3: 10 min

Normal game of football.



DISCUSSION QUESTIONS

Use some time after the game to discuss stereotypes and their impact. Use the questions below as examples and guidelines for your discussion.

DISCUSSION QUESTIONS

Understanding Teamwork:

- How did you feel working with your teammates in the different rounds of the game?
- What strategies did your team use to score goals or defend your zone effectively?
- How did you feel during the game? Did you feel included?
- What did you like more, first or second round? What were the differences in rounds?
- How do you feel when your team wins a game? How do you think the other team feels?

Personal Experiences:

- Can you share a moment during the game when you successfully defended your zone or scored a goal?
- Was there a time when a teammate's support helped you make a good play?

Impact on Behavior:

- How do you think the different rules in each round affected your team's ability to work together?
- What did you learn about the importance of adapting to new rules and strategies?

Improving Skills:

- What skills did you use or improve while playing this game (e.g., communication, coordination, decision-making)?
- How can you use these skills in other areas of your life, like school or other sports?
- If you have a disagreement with a teammate on the field, what are some ways you can resolve it respectfully?
- Why is it important to encourage everyone, even those who might not play as well as others?

Fair Play and Respect:

- Why is it important to play fairly and respect your opponents during the game?
- How did you and your teammates ensure that everyone had a fair chance to participate and enjoy the game?

Challenges and Solutions:

- What was the most challenging part of the game for you?
- How did you and your team overcome these challenges?

Reflecting on the Experience:

- What was your favorite part of the game?
- Is there anything you would do differently next time to improve your teamwork or strategy?

Inclusivity and Encouragement:

- How can we make sure that everyone feels included and valued in our games?
- What can you do to encourage and support your teammates during play?

MY QUESTIONS

Add your own questions below

Use the table to keep notes on how this session went!

What went well	What didn't go well	What I can change/improve







GOAZINCLUDE

FOOTBALL FOR ALL

The image features a solid teal background. A white diagonal line runs from the bottom-left towards the top-right. A red rectangular bar is positioned above the white line, and a purple rectangular bar is positioned below it. The text "FOOTBALL FOR ALL" is centered in the teal area.

Football for all

MATERIAL

-  2 sets of jerseys
-  1 Football
-  20 small cones (To create the field lines)
-  2 Goals (can be created using cones or jerseys)

Educational Objective:

At the end of the session children will:

- Understand and be aware of different gender based stereotypes and discriminations
- Understand the importance of inclusivity in sports



30
min



15-30
children

Tip for Animator: Do a warmup session before the game



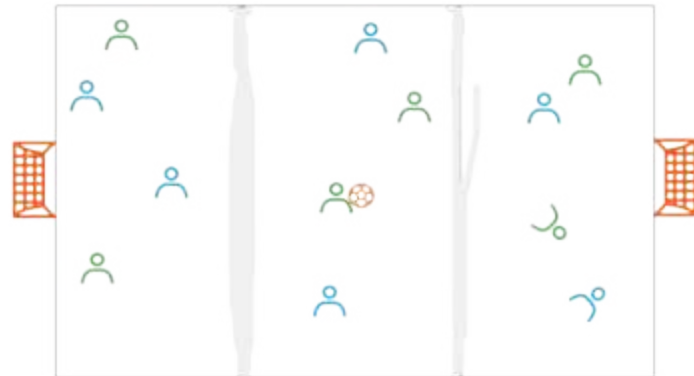
SET UP

The game is played in two teams, which are divided into two colors of jerseys and are placed on 2 sides of the field. With the teacher's signal, the teams run and pass the ball to the players of their own team so that the ball enters the "goals" set by the opposing team to gain 1 point.

When the ball leaves the signaled court, it belongs to the other team. The same happens if the ball is touched by a member of the team.

AIM OF THE GAME

to score goals by getting the ball into the opposing team's "goal" while defending your own goal. The team with the most goals at the end of the game wins



INSTRUCTIONS

 20'

INSTRUCTIONS

Round 1: 10 min

Choose 3 players from each team. Give each of these players a discrimination card (see Annex) which tells them who they represent and the disadvantage they have in the game. This disadvantage is kept secret from the opposing team, but the players' own team should be aware of it. While you explain the new rules to one team, ask the other to discuss a strategy for the game.

Before Round 2, ask the players to give back their discrimination cards. In the next round they won't have a disadvantage anymore and should play normally.

Round 2: 10 min

Again, choose 3 (different) players from each team. Give each of these players a discrimination card (see Annex) which tells them who they represent and the disadvantage they have in the game. Like in Round 1, inform players which disadvantage their teammates have but not which disadvantage the opposing team has.



DISCUSSION QUESTIONS

Use some time after the game to discuss stereotypes and their impact. Use the questions below as examples and guidelines for your discussion.

DISCUSSION QUESTIONS

Understanding Gender Discrimination:

- How did it feel to play with a disadvantage related to gender compared to when you didn't have one?
- What challenges did you face because of the gender-based disadvantages?

Team Dynamics:

- How did your team support you when you had a gender-based disadvantage?
- What strategies did your team use to overcome the gender-based disadvantages some players had?

Empathy and Awareness:

- How do you think the game relates to real-life situations where people face gender discrimination?
- Did playing with a gender-based disadvantage help you understand what it might feel like for someone who experiences gender discrimination in real life?
- Do you think that gender-based discrimination happens in your country?

Reflecting on Behavior:

- How did your attitude towards the game change when you had a gender-based disadvantage?
- How did you and your teammates ensure everyone felt included and valued despite the gender-based disadvantages?

Learning and Improvement:

- What did you learn about the importance of teamwork and support when facing gender-based challenges?
- How can the lessons from this game help you in other situations where you might need to support someone facing gender-based difficulties?

Fair Play and Respect:

- Why is it important to treat everyone fairly, even when they have gender-based disadvantages?
- How did you ensure that the game was still fun and fair for everyone, despite the gender-based disadvantages?

Overcoming Challenges:

- What was the most difficult part of the game for you when you had a gender-based disadvantage?
- How did you and your team work together to overcome these challenges?
- What do you think young people can do to help to stop gender-based discrimination?

Inclusivity and Encouragement:

- How can we make sure that everyone feels included and valued in our games and activities regardless of gender?
- What can you do to encourage and support your friends if they are facing gender-based difficulties or disadvantages?

MY QUESTIONS

Add your own questions below

Use the table to keep notes on how this session went!

What went well	What didn't go well	What I can change/improve

FOOTBALL FOR ALL

ANNEX "Red cards"



**RO
UN
D 1**

PLAYER 1	PLAYER 2	PLAYER 3
Because you are a: GIRL	Because you are a: GIRL	Because you are: BOY
You can play on the whole field, but you cannot score or receive the scoring pass.	You can play on the whole field, but you cannot score or receive the scoring pass.	You cannot cross the half-line of the court (you must stay in defence).

TEAM 1

PLAYER 1	PLAYER 2	PLAYER 3
Because you are a: GIRL	Because you are a: GIRL	Because you are: BOY
You can play on the whole field, but you cannot score or receive the scoring pass.	You can play on the whole field, but you cannot score or receive the scoring pass.	You cannot cross the half-line of the court (you must stay in defence).

TEAM 2



**RO
UN
D 2**

PLAYER 1	PLAYER 2	PLAYER 3
Because you are: BOY	Because you are: BOY	Because you are a: GIRL
You cannot cross the half-line of the court (you must stay in defence).	You cannot cross the half-line of the court (you must stay in defence).	You can play on the whole field, but you cannot score or receive the scoring pass.

TEAM 1

PLAYER 1	PLAYER 2	PLAYER 3
Because you are: BOY	Because you are: BOY	Because you are a: GIRL
You cannot cross the half-line of the court (you must stay in defence).	You cannot cross the half-line of the court (you must stay in defence).	You can play on the whole field, but you cannot score or receive the scoring pass.

TEAM 2



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GOAL 2 INCLUDE

