



# Good Practices Manual

What Do You Think? Combating Violence By  
Promoting Integrity and Values In Sport

| NIPC 514 105 534 |



ASSOCIAÇÃO  
NACIONAL DE  
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VOLEIBOL



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### I. Erasmus+ Programme and Key Action 2

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the 2021-2027 period. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and the successful transition to the labour market.

European citizens need to be better equipped with the knowledge, skills and competences necessary in a dynamically changing society that is increasingly mobile, multicultural and digital. Spending time in another country to study, to learn and to work should become the standard, and the opportunity to learn two other languages in addition to one's mother tongue should be offered to everyone. The Programme is a key component supporting the objectives of the **European Education Area**, the **Digital Education Action Plan 2021-2027**, the **European Union Youth Strategy** and the **European Union Work Plan for Sport (2021-24)**.

Every year, thousands of projects are submitted by organisations across Europe in order to receive financial support from the Erasmus+ Programme. The Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

The Erasmus+ Programme is based on several Key Actions, namely the “**Key Action 1: Learning Mobility for Individuals**” and the “**Key Action 2: Cooperation Among Organisations and Institutions**”. The Key Action 2 is the most relevant for this project and supports Partnerships for Cooperation, including **Cooperation Partnerships and Small-scale Partnerships**, where this project is included; **Partnerships for Excellence**, including Centres for Vocational Excellence and Erasmus Mundus Action; **Partnerships for Innovation**, including Alliances and Forward-looking projects; **Capacity Building projects** in the fields of higher education, vocational education and training, youth and sport; and **Not-for-profit European sport events**. The Actions supported under this Key Action are expected to contribute significantly to the priorities of the programme, to bring positive and



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long-lasting effects on the participating organisations, on the policy systems in which such Actions are framed as well as on the organisations and persons directly or indirectly involved in the organised activities. It is also expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

Projects funded under this Key Action are also likely to have a positive impact on the persons directly or indirectly involved in the activities, such as:

- Increased sense of initiative and entrepreneurship;
- Increased competence in foreign languages;
- Increased level of digital competence;
- Greater understanding and responsiveness to all kinds of diversity;
- Improved levels of skills for employability and new business creation (including social entrepreneurship);
- More active participation in society;
- More positive attitude towards the European project and the EU values;
- Better understanding and recognition of skills and qualifications in Europe and beyond;
- Improved competences, linked to occupational profiles (teaching, training, youth work, sport coaching, etc.);
- Better understanding of practices, policies and systems in education, training, youth and sport across countries;
- Increased opportunities for professional development;
- Increased practice of sport and physical activity.

At systemic level, they are expected to trigger modernisation and reinforce the response of education and training systems and youth policies to the main challenges of today's world: environmental sustainability, digital transformation, employment, economic stability and growth, but also the need to promote social, civic and intercultural competences, intercultural dialogue, democratic values and fundamental rights, social inclusion, mental health and well-being, non-discrimination and active citizenship, critical thinking and media literacy.



## II. Overview of the Project

ERASMUS+ KA2 SPORT | Small Collaborative Partnerships

**Project Name:** What Do You Think?

**Target Dates:** 01/11/2023 - 31/10/2024

Combating Violence By Promoting Integrity and Values In Sport

Organizations	Country
<i>ANAVOL - Associação Nacional de Árbitros de Voleibol</i>	Portugal
<i>BSV - Base und Softball Vereinigung Wassenberg</i>	Germany

### The Primary Objective

Objective	Additional Priorities
Inclusion and diversity in all fields of education, training, youth and sport.	Common values, civic engagement and participation.
	Protect integrity and values in sport.
	Digital and environmental protection.
	Socio-economic and environmental dimensions of sport.



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### Target Groups

First Instance:

- Referees;
- Coaches;
- Athletes;
- Sports leaders.

Secondary:

- Organizations;
- Community.

### Framework

As recognized by the European Commission, “violence in sport not only concerns spectators in major sports events; unfortunately, violence and various forms of intolerance occur in many modalities in the on and off the fields of local amateur clubs – particularly in the context of team sports.”.

### Needs

1. Access to innovative programmes, tools and technologies to address topics related to violence and discrimination in front of children and adolescents with a preventive approach;
2. Promoting social competences of coaches and other leaders to identify harassment and discrimination;
3. Skills for dealing with incidents;
4. Partnerships and collaborations between institutions and organisations to deal with violence and discrimination;
5. Promote positive interaction with parents;
6. Participation of the stakeholders in the development of plans, strategies and programmes.



### Objectives

1. To involve sports leaders, referees, coaches and athletes in the identification and sharing of problems and good practices related to violence in grassroots sports;
2. To develop a Good Practices Manual with social responses to address violence in grassroots sports and widely disseminate it;
3. To raise awareness of sports leaders, referees, coaches, athletes and other stakeholders for the sports values of ethics, fairness, integrity, inclusion and respect;
4. To empower sports leaders, coaches, referees and athletes in terms of their personal, social and emotional competences and on good practices to address violence to be implemented in grassroots sports;
5. To strengthen the relationships and promote communication, support, and empathy between all sports stakeholders (sports leaders, coaches, referees and athletes).

### III. Developed and Scheduled Activities

Between January and February of 2024, a few Sessions of Identification of Problems and Good Practices were conducted, both in Portugal and in Germany, managing a total of 4 events. These events took place virtually in Portugal and in person in Germany. Together, we managed to bring together more than 90 people to discuss the main topic of our project: *Combating Violence By Promoting Integrity and Values In Sport*.

In the sessions participated people from different organizations besides the ones participating directly in the project (ANAVOL and BSV): APAF (National Association of Football Referees), ANTV (National Association of Volleyball Coaches), FPH (Portuguese Federation of Hockey), Heinsberg Prison's Sports Officials, athletes (represented by the team captain of one of the major teams in Portuguese volleyball), referees and sports leaders from several sports (such as football, indoor soccer, volleyball and hockey).

Also in February, we had our Transnational Meeting 2, where some members of BSV and Heinsberg Prison travelled to Oporto to discuss in person the findings of our sessions. We had a prolific meeting, managing to come up with mutual problems in sports, regardless of the sport or environment in question. But the goal for this meeting was to find solutions to implement in the sports culture of both countries.

In March, we did our Virtual Meeting - Sharing Realities with the objective of creating a safe environment between the two countries for explaining the problems we found in each sport





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and connecting through very different realities, especially when it comes to sports in prison. In addition to that, we were capable of assembling a couple of solutions in the distinct areas of violence. In this session, the participants from our Local Sessions of Identification of Problems and Good Practices shared some of the problems we still have and presented potential solutions to fight the existent forms of violence.

In June, we did our sessions of Dialogues between Sports Leaders, Referees, Coaches & Athletes where we wanted to reach several objectives with the participants. Again, in Portugal, we had people from different organizations besides the ones participating directly in the project (APAF, ANTV and FPH). For this session, we gathered athletes (represented by the same team captain of one of the major teams in Portuguese volleyball), referees and sports leaders from several sports (such as football, indoor soccer, volleyball and hockey). For this event, we managed to have around 45 people, between the ages of 18 and 60, with different positions in the world of sport. We discussed several situations, real and hypothetical, to reach a consensus on multiple solutions in different sports and functions (referee, athlete, coach).

Later in June, we had our Transnational Meeting 3, virtually this time. Both Project Managers discussed some more bureaucratic topics regarding the following trips, managing to agree about the agenda for the next in person events. In the meeting, the draft of this document was started.

In July, in Portugal, we will have our Good Practices Sharing Seminar, where we plan to share with the general public some of our conclusions and also draw more solutions to implement in sports. In this in person event, our partner BSV and the other Portuguese associations previously mentioned, will be present.

In August, the German Good Practices Sharing Seminar, was an event including BSV, some representatives of ANAVOL, the Heinsberg Prison, two floatable special goals, a ball, a few floatable sidelines and a lot of teams of two players each, were the ingredients for the second German Amateur Championship in Water Skyball organised by the Wassenberg Baseball and Softball Association (BSV Wassenberg) at the public outdoor pool in Heinsberg-Kirchhoven. Water Skyball is a new type of sport that was invented in Hungary eight years ago. Through various Erasmus+ projects, the Hungarian Water Skyball Association has identified partner organisations in various European countries that are infected by Water Skyball fever and want to contribute to the international spread of this fascinating sport. BSV Wassenberg has many years of experience in organising Erasmus+ projects, but baseball is a niche sport in Germany. It was therefore an obvious choice for the German club to transfer its more than twenty years of experience in baseball to the ball sport



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of Water Skyball and to contribute its expertise and experience to spreading the sport. But what is so special about Water Skyball? Water Skyball is played in waist-high water, there is a very straightforward set of rules and there is an absolute ban on contact between players - making Water Skyball a sport that can be played by younger and older people alike. It is a sport that unites generations and the rules are designed to ensure that players and referees show each other respect at all times. Any form of verbal or physical violence is strictly prohibited. The focus is on playing sport together. These conditions also make this sport very interesting for another target group. As a long-standing cooperation partner of BSV Wassenberg, Heinsberg Prison has recognised the great potential that lies in the non-violent practice of Water Skyball as a team sport and has therefore been intensively involved in the organisation of the second German championship. It is planned that BSV Wassenberg and Heinsberg Prison will continue to cooperate in this area and develop other sports that are particularly suitable for offering young prisoners an alternative to the well-known and not necessarily non-violent sports such as football or basketball. A total of 14 teams took part in the second German championship. The teams were made up of project partners from the Hungarian Water Skyball Association on the one hand and private individuals from the BSV Wassenberg neighbourhood on the other. The championship was organised in a tournament format, with each game lasting 8 minutes. The 14 teams were divided into four groups, within which the mode “everyone against everyone” was played. The first and second-placed teams in each group met in the round of 16 and then played out the two final opponents in a knockout system via the quarter-finals and semi-finals. The team from Heinsberg Prison won the final against Team Bleifisch. Now, BSV Wassenberg has acquired the necessary equipment for two floatable pitches and is currently planning to include Water Skyball in its regular sports programme after the end of the Erasmus+ project and continue to hold training sessions and competitions.

The last Transnational Meeting was conducted in September in Germany where this Manual was finished and some new possible projects were discussed.

## IV. Acquired Skills

Working on an Erasmus+ Project and also working with a team provides a series of valuable skills and competencies, both on a personal and professional level. Here are some of the main skills that were acquired:

### 1. Intercultural Skills



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- Cultural sensitivity: Learning to understand and respect different cultures and traditions.
- Intercultural communication: Develop skills to communicate effectively with people from different cultural backgrounds.

## 2. Language Skills

- Learning new languages: Improve or acquire proficiency in new languages.
- Foreign language practice: Using foreign languages in a real context, improving fluency and understanding.

## 3. Social and Personal Skills

- Empathy and tolerance: Develop greater understanding and acceptance of differences.
- Adaptability: Learning to adapt to new environments and situations.
- Teamwork: Collaborate with people from different contexts and backgrounds.

## 4. Professional Skills

- Project management: Gain experience in planning, executing and evaluating projects.
- Problem solving: Develop skills to face and resolve unforeseen challenges.
- Contact network: Create an international network of professional contacts.

## 5. Academic and Research Skills

- Access to new methodologies: Know and apply different teaching and research methodologies.
- Academic development: Carry out research, participate in conferences and collaborate on academic publications.

## 6. Technical Skills

- Use of new technologies: Familiarize yourself with digital tools and platforms used in international contexts.
- Specific skills: Acquire specific skills related to the area of study or work.

## 7. Personal Growth

- Self-confidence: Increase self-confidence when facing and overcoming challenges in an unfamiliar environment.
- Independence: Learning to be more autonomous and responsible.

## 8. European Awareness

- European identity: Develop a sense of belonging and European identity.
- Knowledge about the European Union: Expand knowledge about the policies, history and functioning of the European Union.



### 9. Citizenship Skills

- Active citizenship: Encourage more active participation in society.
- Volunteering and social responsibility: Get involved in volunteering activities and social initiatives.

Participating in an Erasmus+ Project not only enriches the training and personal development of participants, but also contributes to the construction of a more inclusive and interconnected society.

## V. Results and Impact of the Project

### A. List of Problems Found

Below is the list of problems we found while discussing and sharing realities:

- Verbal violence is the main type of violence in no contact sports such as volleyball and baseball;
- Social media is increasing the verbal violence online and the players later bring it onto the court;
- In contact sports, such as football and indoor soccer, there is still physical violence between players, with the referees and also in the audience, even with intense police present;
- The teams and clubs with bigger support systems are also increasing physical and verbal violence in games because they are starting to support all sports besides football;
- In the youth leagues, violence is practically non-existent, but there are still some reports of offensive chants during games and offensive comments from the audience (which, in these situations, are still mostly parents);
- Players report that in some games, the threats are bigger than others and they can still feel insecure while playing;
- Volleyball: clear lack of security in games, enhanced on the feminine league;
- Indoor soccer and football: most of the times, the referee is usually pretty young and alone at the game, so the majority of the aggression reports come from those situations;



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- When there is actual aggression or any other type of violence and a official complaint is made to the authorities, the process is very slow. For example, if the aggression took place this year, the judicial process will only be carried through in a couple of years, according to the statistics;
- Objects that members of the audience bring to the game are always a problem. Nowadays, the most common in football are pyrotechnic devices.

In the prison environment, there are a couple of problems that can happen:

- A prisoner at the top of the hierarchy goes into a duel with full physical effort;
- Prisoners, who are lower down in the hierarchy, deliberately refrain from the physical exertion that may be required in a duel;
- Carry out hidden punishments for internal disputes by way of vigilante justice;
- Verbal threats against weaker prisoners are used in an attempt to influence the course of the game.

### B. Solutions

In our multiple sessions, we agreed on several topics that we saw as possible solutions or pathways we could work on to manage some of the problems we encountered:

- The National Federations of each sport should be more rigorous while applying sanctions and the teams shouldn't pay the fine for the player or member of staff that committed the faulty action, it should be an individual responsibility of the perpetrator
- The Sports Justice should be able to move forward with the processes more rapidly, to ensure the sanctions placed are applied, if possible, in the same season of the occurrence;
- Some sports in Portugal have what we call "Cartão Branco - Fairplay", the White Card, which simbolizes an ethical action during the game from an individual player, coach or other stakeholders. While this action has quite large visibility on social media, one of the solutions presented was the introduction of a "Black Card". The "Black Card" should have the opposite function of the "White Card", serving as a warning for the individual in question and gaining as much social media visibility as the other one. It should not be punished with a fine but serve as a public warning that actions of violence, verbal or physical, and behaviours of racism, xenophobia, etc. should be abolished;



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- In addition to some on-scene actions, we agreed that all of the stakeholders (players, coaches, staff, referees, audience) should be a little bit more educated regarding this theme: providing sessions, like the ones on this project, where everyone can talk and share their difficulties managing violence in their specific area and work on solutions to implement on an everyday basis, should be done more often;
- In the youth leagues from the several sports, promoting ethical actions while in practice and in friendly games should also be the norm, since children and teenagers learn from these situations faster;
- In prison environments, one of the solutions is having sports games or practices without any external spectators. Aspects such as fights, which are initiated from the sidelines and are definitely an issue in everyday sport outside of prisons, do not occur in the prison system;
- Sport in the Heinsberg's Prison System is divided into different areas to ensure that the prisoners can choose the right sport for them, which is later on confirmed by the Sports Officials: team sport with physical contact (football and basketball), team sport without physical contact (volleyball, baseball and softball) and individual sport without physical contact (table tennis, weight training, running and badminton);
- Another solution that the Heinsberg's Sport System has is there is no referee to supervise the games, especially in team sports involving physical contact. This approach is in line with the idea of prisoners taking responsibility for their own behaviour, allowing them to train their social skills with regard to various key competencies such as fairness, leadership and communication skills;
- Talks and lectures with important figures in Sport should be done frequently to increase the visibility of combating violence, trying to promote integrity and the right values in Sport.

### C. Successful Approaches to Preventing Violence in Sport in the Prison System

#### 1. Foreword

Heinsberg Prison is a correctional centre for exclusively male juvenile offenders aged between 14 and 24. With 566 prison places, it is the largest youth detention centre in NRW. Heinsberg Prison has training workshops and classrooms equipped with state-of-the-art machinery and tools. The training staff working in the prison service (master craftsmen and





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women) enable prisoners to obtain practical school and vocational qualifications, including as skilled building construction workers with the option of further training as bricklayers, metal technology specialists with further training as industrial mechanics or welders. Partial qualifications are offered, for example, in the professions of floor layer, roofer, building cleaner, carpenter or road builder. Teachers from the vocational college for nutrition, social work and technology (EST) in Geilenkirchen are responsible for the vocational training part of the programme.

Section 38 of the Act on the Regulation of the Execution of Juvenile Sentences in North Rhine-Westphalia (North Rhine-Westphalia Juvenile Penitentiary Act - JStVollzG NRW) states: "Sufficient and meaningful recreational and educational sports programmes must be provided. Prisoners must be able to participate for at least three hours a week, including at weekends and on public holidays. Prisoners should learn to develop a sense of community, observe rules and show consideration for others, particularly through team sports. Their willingness to participate in sport must be encouraged."

Inmates at Heinsberg Prison have various options available to them for the sports programme. There is a sports hall with an adjoining gym, treadmills and table tennis tables, as well as a sports field, a basketball court and an outdoor running track for various sports such as football, volleyball, basketball, running and other sports.

A special feature is the sports programme that BSV Wassenberg has been offering once a month in Heinsberg Prison as an external sports club on a voluntary basis for the past eight years. Up to 15 inmates take part in baseball and softball training sessions.

## 2. Sports Programme in Heinsberg Prison





Sport in prison places special demands on the participants in a number of ways. Firstly, there are the eight sports officers whose job it is to keep the sports facilities and equipment in perfect condition, to collect prisoners from the detention centres for the sports activities, to supervise the sports sessions and to organise other sporting events inside and outside the prison.

Sport in the prison system is divided into different areas:

1. Team sport with physical contact

This area includes the sports of football and basketball in particular.

2. Team sport without physical contact

This category includes the sports of volleyball, but also baseball and softball.

3. Individual sport without physical contact

In this category, Heinsberg Prison offers its prisoners table tennis, weight training, cross-country skiing and badminton.

One of the special features of the sports programme in the Heinsberg prison system is that there is no referee to supervise the games, especially in team sports involving physical contact. This approach is in line with the idea of prisoners taking responsibility for their own behaviour, enabling them to train their social skills with regard to various key competencies such as fairness, leadership and communication skills.

Another special feature is that the sport is always played without external spectators. Aspects such as fights, which are initiated from the sidelines and are definitely an issue in everyday sport outside of prisons, do not occur in the prison system.

### 3. Challenges in Team Sports in the Prison System

While team sports without physical contact and individual sports are unproblematic in terms of the use of physical violence, team sports with physical contact regularly offer prisoners the opportunity to use physical and psychological violence on their fellow inmates.

Now and again, team sports with physical contact are used for several purposes:

- To put fellow prisoners under pressure;
- To demonstrate or cement their own position in the hierarchy of prisoners;
- To carry out hidden punishments for internal disputes by way of vigilante justice.

In team sports with physical contact, for example, it can happen that

- A prisoner at the top of the hierarchy goes into a duel with full physical effort;





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- Prisoners at the bottom of the hierarchy deliberately refrain from using their bodies in a duel, which may be necessary;
- Verbal threats against weaker prisoners are used in an attempt to influence the course of the game.

Sports officials know that this form of violence is used in team sports. In such cases, their task is to stop any violence that may be brewing, although this is not always immediately possible in the flow of play. At the very least, they can prevent fights and other more serious acts of violence from developing. To this end, they regularly intervene in minor visible conflicts, confront the prisoners involved and also have the option of excluding them from the sport for the rest of the lesson and returning them to the detention rooms.

However, it is not possible to do without these sports programmes, which offer prisoners the opportunity to use violence against other prisoners. On the one hand, this would mean that the majority of prisoners, who always behave peacefully during sport, would be deprived of the opportunity to take part in team sports. On the other hand, any sport that involves physical contact has a right to exist when it comes to developing and promoting social skills.

Prisoners also have the opportunity and the right to choose the sport they would like to take part in. This can be a method of avoiding conflicts and is also confirmed by the sports officers. It is noticeable that many prisoners who are at the lower end of the hierarchy of prisoners as a whole prefer to choose individual sports such as badminton and table tennis, as the risk of conflict with physical confrontation is lowest here.

Violence against sports officials does not occur in practice and is therefore not the subject of this report.

### **4. Positive Effects of Sport in the Juvenile Justice System**

Team sport in juvenile detention centres is more than just a leisure activity. It is a targeted measure that can contribute to the rehabilitation and resocialization of young offenders. Through sporting activities, young people can not only improve their physical fitness, but also develop important social skills and receive psychological support.

#### **4.1 Physical health**

The most obvious benefit of team sports is the improvement in physical health. Regular exercise helps prevent cardiovascular disease, strengthens the immune system and



improves overall fitness. For young people who have often led unhealthy lifestyles, sport offers an opportunity to live more health-consciously and develop new, positive habits.

### **4.2 Mental health**

Sport also has a significant effect on mental health. Physical activity releases endorphins, which help to reduce stress and increase general well-being. Team sports offer young people a positive distraction from their worries and anxieties. It can also help to reduce depression and anxiety, which are common in young offenders.

### **4.3 Development of social skills**

Team sports require cooperation, communication and mutual respect. These social skills are essential for reintegration into society. Through the common goal of sport, young people learn the importance of teamwork and co-operation. They learn how to resolve conflicts, take responsibility and show consideration for others. These experiences are valuable for their future integration into the community.

The juvenile prison system faces the challenge of not only punishing young offenders, but also rehabilitating them and preparing them for life in society. Team sports are a particularly effective method of achieving this goal. By participating in team sports, young people can develop essential social skills that help them to integrate better into society and lead a life free of punishment.

#### **4.3.1 Teamwork and Cooperation**

Team sports require a high degree of teamwork and co-operation. The young people learn that the success of the team depends on each individual and that they must work together to achieve their goals. This experience teaches them the importance of supporting others and trusting each other. Teamwork also promotes the ability to respect different perspectives and find solutions together.

#### **4.3.2 Communication**

Effective communication is a cornerstone of team sports. Young people need to learn to communicate clearly and respectfully with their team-mates and coaches. This includes both



verbal and non-verbal communication. They learn to give and receive instructions, give and accept feedback and resolve conflicts through dialogue. These communication skills are also of great importance in everyday life and help young people to build better relationships with other people.

### **4.3.3 Sense of Responsibility**

In team sports, each player takes on a specific role and responsibility. Young people learn to fulfil their tasks reliably and to take responsibility for their actions. This strengthens their sense of responsibility and their ability to fulfil obligations. The realisation that their behaviour has a direct impact on the team as a whole can motivate them to act responsibly outside of sport too.

### **4.3.4 Conflict Resolution**

Conflicts are unavoidable in sport, whether due to competitive situations, misunderstandings or differing opinions. Team sports offer young people a safe environment in which to learn and practise constructive conflict resolution strategies. They learn to resolve conflicts through dialogue and compromise rather than aggression or withdrawal. These skills are crucial to having peaceful and productive relationships later in life.

### **4.3.5 Respect and Fair play**

Respect and fair play are core values in sport. Young people learn to respect the rules of the game and the referee's decisions. They recognise the importance of respect towards opponents, teammates and coaches. These values are also important in everyday life in order to maintain respectful and harmonious relationships. Through sport, they develop a better understanding of fairness and justice.

### **4.3.6 Self-discipline and Self-regulation**

Regular training and achieving sporting goals require self-discipline and self-regulation. Young people learn to control their emotions, manage frustration and focus on long-term goals. These skills are particularly important in reducing impulsivity and risky behaviour, which often lead to criminal acts.

### **4.3.7 Empathy and Support**



Team sports also promote the development of empathy and mutual support. The young people experience how important it is to respond to the needs and feelings of their team-mates and to help each other. These experiences can strengthen their compassion and ability to help others. Empathy is a key skill for positive social interaction and contributes to emotional intelligence.

### **4.3.8 Building Positive Social Networks**

Team sports often lead to long-term friendships and support networks. These positive social ties can help young people to integrate better into society after their release. They provide a supportive environment that helps them to stay on the right path and avoid relapses.

Developing social skills through team sports in juvenile prisons is a crucial step in the rehabilitation and resocialization of young offenders. Teamwork, communication, a sense of responsibility, conflict resolution, respect, self-discipline, empathy and building positive social networks are skills that help young people to lead a crime-free and fulfilling life. These experiences and skills are invaluable not only in sport, but also in everyday life and play a key role in helping young people successfully reintegrate into society.

### **4.4 Building Self-esteem and Discipline**

Many young offenders have low self-esteem and a lack of discipline. By training regularly and achieving sporting goals, they can develop a sense of achievement and pride. Success in sport, be it winning a game or improving personal performance, boosts self-confidence and motivates further positive behaviour.

### **4.5 Structure and Routine**

A regular daily routine is particularly important in juvenile detention. Team sports provide a fixed structure and routine that helps young people to organise their day and make sense of it. This structure can prevent them from falling back into negative behavioural patterns and promotes a sense of normality and stability.

### **4.6 Promotion of Resocialization**



In the long term, team sports contribute to re-socialisation by offering young people a positive perspective and new social networks. Contact with coaches, counsellors and teammates creates a supportive environment that can accompany them even after their release. Sports clubs outside of prison can play an important role in helping former inmates to find their way back into society and make new friends.

The resocialization of young people in prison is a complex and challenging task. The aim is to reintegrate young offenders into society and provide them with the skills they need to lead a life free of punishment. Team sports have proven to be an effective means of achieving this goal. By participating in team sports, young people not only develop physical fitness, but also important social and personal skills that promote their resocialization.

### **4.6.1 Promoting Teamwork and Social Integration**

Team sports teach young people the importance of teamwork and social integration. They have to work together to achieve common goals, which requires a high level of communication, co-operation and mutual trust. These experiences help young people to improve their social skills and understand the importance of working together. These skills are crucial for reintegration into society as they learn how to interact and integrate successfully in communities.

### **4.6.2 Development of a Sense of Responsibility and Discipline**

By regularly participating in team sports, young people take responsibility for their role in the team and for their individual tasks. They learn the importance of discipline and self-control in order to achieve their goals. These values are essential not only in sport, but also in everyday life. By taking responsibility and developing discipline, the young people are better prepared to cope with the demands of life outside prison.

### **4.6.3 Promoting Respect and Fairness**

Team sports teach young people to respect the rules, their team-mates and their opponents. Fair play and sporting integrity are core values in sport that are also of great importance in society. By adhering to these values in sport, young people learn to apply respect and fairness in other areas of their lives. This helps them to develop righteous and respectful behaviour, which increases their chances of successful rehabilitation.



### **4.6.4 Strengthening Self-esteem and Self-confidence**

Success in team sports, whether through winning games or improving personal performance, boosts young people's self-esteem and self-confidence. Many of them have low self-esteem and little confidence in their abilities due to their criminal past. Through positive experiences in sport, they can develop a new self-image and build greater confidence in their own abilities. This increased self-confidence is an important factor in successful re-socialisation.

### **4.6.5 Building Positive Social Networks**

Team sports often lead to close friendships and a strong sense of community. These positive social networks can be an important source of support for young people when they are released from prison. Friendships and relationships based on shared positive experiences provide young people with a supportive environment that helps them stay on the right path. These social ties can continue after release and help young people to find their feet in society.

### **4.6.6 Reduction of Recidivism Rates**

Studies have shown that young people who regularly participate in team sports have a lower recidivism rate than those who do not. Sport provides them with a meaningful and structured activity that distracts them from criminal activity. Through the positive experiences and skills learned in sport, they are better equipped to face the challenges of life after release and stay away from criminal behaviour.

## **4.7 Case Studies and Success Stories**

There are numerous examples of how team sports have been successfully implemented in juvenile detention centres. Some institutions report significantly lower reoffending rates among young people who have regularly taken part in sporting activities. These success stories illustrate that sport can be an effective method of putting young people on the right path.

Team sports in the juvenile justice system offer a variety of positive effects that go far beyond physical fitness. It strengthens mental health, promotes social skills and





self-discipline, and helps young people to develop a structured and positive lifestyle. Through these multiple benefits, sport contributes significantly to the successful resocialization and reintegration of young offenders. It is therefore important that such programmes continue to be supported and expanded in order to give even more young people a second chance.

### 5. Good Examples for the Prevention of Violence

In its measures for the treatment of juvenile offenders, Heinsberg Prison relies on the effects of various individual and team sports, among other things. It is also involved in various projects with the participation of external organisations that can make a significant contribution to promoting the social skills of juvenile prisoners through sport. The following describes some of these good examples of preventing violence through sport in prison, which have been successfully used in Heinsberg Prison for many years.

#### 5.1 Good Example n<sup>o</sup>. 1: DFB Sports Group "Kick-start for a new life"



The "Anstoss für ein neues Leben" project at Heinsberg Prison (JVA) is an innovative resocialisation programme designed to prepare young offenders for a life free of punishment through the use of team sports. Sport offers a unique opportunity not only to improve physical fitness, but also to develop important social and personal skills that are essential for reintegration into society.



### 5.1.1 Objectives of the Project

"Kick-start for a new life" pursues several key objectives:

- Promotion of physical and mental health: regular sport helps young people to improve their physical fitness and reduce stress, which has a positive effect on their mental health;
- Development of social skills: Through team sports, young people learn teamwork, communication and conflict resolution;
- Strengthening discipline and a sense of responsibility: sporting activities require discipline and the assumption of responsibility, which is also helpful in everyday life;
- Creating a positive outlook for the future: the project offers young people the opportunity to discover new interests and skills that will benefit them after their release.

### 5.1.2 Sports Activities and Training Sessions

As part of the project, the young people regularly take part in various sporting activities. These include football training, but also other team sports such as basketball or volleyball. The training sessions are led by experienced coaches who not only teach sporting skills, but also act as mentors. They help the young people to set goals and pursue them consistently.

### 5.1.3 Promotion of Social Skills

A central component of the project is the promotion of social skills. Through team sports, the young people learn how important it is to work in a team and to be able to rely on others. They learn how to communicate constructively, give and receive feedback and how conflicts can be resolved peacefully. These skills are essential for successful reintegration into society.

### 5.1.4 Individual Care and Support

An important aspect of "Anstoss für ein neues Leben" is the individual support provided to young people. Each participant is accompanied by a mentor who acts as a confidant and counsellor. The mentors not only help the young people in the area of sport, but also support them with personal problems and questions about planning their future. This close support strengthens the young people's self-confidence and motivates them to pursue their goals.





### 5.1.5 Community Projects and Events

The project also includes participation in community projects and sporting events. These events offer young people the opportunity to put their sporting skills to the test and compete with other teams. Such events promote a sense of community and offer the young people a positive and meaningful leisure activity. They also experience recognition and appreciation, which boosts their self-esteem.

### 5.1.6 Long-term Prospects

A key aim of the project is to offer the young people long-term prospects. This can be done by finding apprenticeships, helping them to find a job or integrating them into local sports clubs after their release. Contact with sports clubs and participation in their activities can help the young people to lead a structured and meaningful life even after their release.

### 5.1.7 Success Stories

"Kick-start for a new life" has already produced numerous success stories. Young people who have taken part in the project report increased self-confidence, improved social skills and a positive attitude towards their future. Some participants have been successfully integrated into sports clubs or started an apprenticeship after their release.

The "Kick-start for a new life" project at Heinsberg Prison shows how effectively team sport can be used as a means of resocializing young offenders. By promoting physical and mental health, developing social skills, providing individual support and creating long-term prospects, the project offers young people a real chance of a fresh start. It is an important contribution to the successful reintegration of young offenders into society and an example of how sport can change lives.



### 5.2 Good Example n<sup>o</sup>. 2: Running Project with Olympic Champion Dieter Baumann



The resocialization of young offenders is one of the greatest challenges in the prison system. At Heinsberg Prison, this goal is supported by innovative projects that aim to offer young people new perspectives and positive experiences. One of these remarkable projects is the running project initiated by Dieter Baumann, the 1992 Olympic 5000 metre champion. This project utilises the power of running to teach inmates not only physical fitness, but also important life skills.

#### 5.2.1 Background and Objectives of the Project

Dieter Baumann's running project at Heinsberg Prison was set up with the aim of promoting the physical and mental health of young inmates and giving them new prospects in life through running. The project aims to achieve this:

- To improve physical fitness: Regular running training strengthens the physical health of young people;
- To promote mental health: Running helps to reduce stress and increase general well-being;
- To develop discipline and perseverance: Regular training requires discipline and promotes the ability to pursue long-term goals;
- To strengthen self-esteem: Successes in running training increase self-confidence and the feeling of one's own performance;



- To promote positive behaviour: Sport provides a structured and meaningful leisure activity that helps to break negative behaviour patterns.

### **5.2.2 Procedure and Structure of the Running Project**

The running project includes regular training sessions led by Dieter Baumann himself. These sessions take place several times a week and include endurance training as well as specific exercises to improve running technique. The training is individually tailored to the fitness and needs of the young people in order to optimally support each participant.

An important part of the project is goal setting. Together with Dieter Baumann, the young people set themselves personal running goals that they would like to achieve over the course of the programme. These goals can range from taking part in a 5-kilometre run to more ambitious challenges.

### **5.2.3 Promotion of Social Skills**

In addition to physical fitness, the running project plays an important role in developing social skills. The young people learn to run in a group and to support each other. They experience the importance of team spirit and cohesion and develop a better understanding of discipline and responsibility.

### **5.2.4 Mentoring and Personal Support**

Dieter Baumann not only acts as a coach, but also as a mentor for the young inmates. Thanks to his own sporting career and experience, he can offer the young people valuable advice and support. This individualised support strengthens the young people's confidence in their own abilities and motivates them to achieve their goals.

### **5.2.5 Successes and Effects**

The running project has already had numerous positive effects on the young people taking part. Many report increased self-confidence, improved physical fitness and a positive change in their behaviour. Successes in training and running competitions have helped the young people to develop a new sense of purpose and pride.



### 5.2.6 Long-term Prospects

A long-term goal of the project is to offer the young people new perspectives for their life after release through sport. The skills and values learnt in the running project - such as discipline, perseverance and team spirit - are also of great importance in everyday life and can help the young people to lead a crime-free and fulfilling life.

Dieter Baumann's running project at Heinsberg Prison is an inspiring example of how sport can contribute to the resocialisation of young offenders. Through regular training, personal support and the teaching of important life skills, the project offers young people the chance of a fresh start. It shows how physical activity and sporting ambition can help to make a lasting difference to young people's lives and pave the way back into society.

### 5.3 Good Example n<sup>o</sup>. 3: Erasmus+ Project – Sport Camps



The Erasmus+ Sport Camps project, a cooperation between BSV Wassenberg and Heinsberg Prison, uses the power of sport to promote the resocialisation of young offenders. This innovative project supports young people in prison through a variety of sporting activities that promote their physical fitness, social skills and personal development.

#### 5.3.1 Objectives of the Project

The Erasmus+ Sport Camps project pursues several key objectives:



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- Promotion of physical health: regular sporting activities help young people to improve their physical fitness;
- Development of social skills: sports activities in a team promote teamwork, communication and conflict resolution;
- Strengthening self-discipline and responsibility: Through sporting challenges, young people learn discipline and how to take responsibility;
- Promoting self-esteem: success in sport boosts young people's self-confidence and motivation;
- Integration and resocialization: In the long term, sporting activities should help young people to integrate better into society after their release.

### 5.3.2 Procedure and Structure of the Sports Camps

The sports camps are multi-day events that include a variety of sporting activities and workshops. The camps are organised regularly and led by experienced coaches and supervisors from BSV Wassenberg. The programme includes:

- Variety of sports: The young people have the opportunity to try out different sports, including sport climbing, geocaching, go-karting, baseball, escape rooms and mountain biking. This variety ensures that there is something for everyone and that different skills are encouraged;
- Workshops and seminars: In addition to sporting activities, there are workshops on topics such as teamwork, fair play, healthy eating and stress management. These workshops complement the sports training and teach important life skills;
- Team-building activities: Specially designed team-building exercises are used to strengthen cohesion among the young people. These activities promote cooperation and mutual trust;
- Individualised support: each participant receives individual support and feedback from the trainers. This personal support helps the young people to recognise their strengths and work specifically on their weaknesses.

### 5.3.3 Cooperation and Support

The successful organisation of the sports camps is based on the close cooperation between BSV Wassenberg and Heinsberg Prison. BSV Wassenberg not only provides the coaches and supervisors, but also the necessary equipment and organisational support.



Heinsberg Prison takes care of the young people's participation and the logistical realisation within the prison.

### 5.3.4 Results and Successes

The Erasmus+ Sport Camps project has already achieved numerous positive results:

- Improved physical fitness: The regular sporting activities have significantly improved the physical health of the young people;
- Increased self-confidence: The young people report increased self-esteem and a positive attitude towards their own abilities;
- Better social skills: By participating in the camps, the young people have developed important social skills that help them to interact better with others and resolve conflicts;
- Reduced relapse rate: Initial evaluations show that the young people who took part in the sports camps have a lower relapse rate.

### 5.3.5 Long-term Prospects

The Erasmus+ Sport Camps project aims to offer young people long-term prospects. By working together with local sports clubs and finding apprenticeships, the transition to a life free of punishment is made easier for the young people. The values and skills learnt in sport help them to continue to develop positively after their release.

The Erasmus+ Sport Camps project, a cooperation between BSV Wassenberg and Heinsberg Prison, impressively demonstrates how sport can contribute to the resocialisation of young offenders. Through a combination of sporting activities, workshops and individual support, the project offers young people a unique opportunity for a fresh start. The positive results and lasting impact of the sports camps make the project a role model for similar initiatives.





### 5.4 Good Example n<sup>o</sup>. 4: Erasmus+ Project – Water Skyball



Sport can be a powerful tool for resocialization, especially for young people in prison. The Erasmus+ project Water Skyball, initiated by the Ballspielverein (BSV) Wassenberg, uses non-contact water sports to teach young people in the Heinsberg correctional centre (JVA) a new, non-violent way of playing sport. Through this innovative project, the young inmates learn how to be active in sport without using violence, while at the same time developing important social and personal skills.

#### 5.4.1 Objectives of the Project

The Erasmus+ Project Water Skyball pursues several key objectives:

- Promotion of non-violent interactions: By practising a non-contact sport, young people learn to assert themselves without physical confrontation;
- Improving physical fitness: regular sporting activities in the water improve young people's physical health;
- Development of social skills: Teamwork, fair play and communication are encouraged through sport;
- Strengthening self-discipline and a sense of responsibility: Training requires discipline and taking responsibility for oneself and the team;
- Increasing self-esteem: successful participation and progress in sport boosts young people's self-confidence.

#### 5.4.2 Procedure and Structure of the Water Skyball Project



Water Skyball is a non-contact water sport that combines elements of basketball and volleyball, but is played in a pool of water. The special conditions in the water not only make the game physically challenging, but also safer in terms of violence prevention.

Training sessions and game structure:

- Introduction and basic training: At the beginning, the young people are introduced to the basic rules and techniques of Water Skyball. The training includes both technical exercises and endurance training;
- Teamwork and strategy: the youngsters learn to work as a team, develop strategies and plan moves without coming into physical contact;
- Regular matches and tournaments: After the training phase, regular matches and internal tournaments are held to give the youngsters the opportunity to put their skills to the test.

### 5.4.3 Promotion of Social Skills

A central aspect of the Water Skyball project is the promotion of social skills. Due to the non-contact nature of the sport, the young people have to learn to resolve conflicts verbally and treat each other with respect. These skills are not only important in sport, but also in everyday life.

### 5.4.4 Mentoring and Personal Support

The coaches and support staff at BSV Wassenberg also take on a mentoring role for the young people. They not only offer sporting guidance, but also support with personal problems and challenges. This close supervision helps the young people to feel safe and supported, which increases their motivation and commitment.

### 5.4.5 Successes and effects

The Water Skyball project has already had numerous positive effects on the young people taking part:

- Improved conflict resolution skills: The young people have learnt to resolve conflicts without violence and to communicate respectfully with each other;
- Increased self-confidence: Through sporting success and recognition within the team, many young people have developed an increased sense of self-worth;
- Better physical fitness: Regular training has significantly improved the physical health and stamina of the participants;





- Positive social behaviour: The social skills learned in sport have also had a positive effect on the behaviour of young people outside of sport.

### 5.4.6 Long-term Prospects

The project aims to offer the young people long-term prospects even after their release. The skills and values learnt through sport better prepare them to lead a crime-free and fulfilling life. Contacts are also established with local sports clubs in order to offer the young people further sporting activities after their release.

The Erasmus+ project Water Skyball at BSV Wassenberg is an outstanding example of how non-contact sport can contribute to the re-socialisation and violence prevention of young prisoners. By combining physical activity, social skills development and individualised support, the project offers young people a valuable opportunity for a fresh start. The positive results and lasting impact of the project make it a model for similar initiatives in the juvenile prison system.

### 5.5 Good Example n<sup>o</sup>. 5: Cooperation with an External Sports Club



The Baseball and Softball Association (BSV) Wassenberg is involved in the youth correctional system and uses team sports as a means of resocialising and rehabilitating young offenders. This commitment includes various activities and programmes aimed at promoting the social and personal development of young people and offering them a positive outlook for the future. BSV Wassenberg's involvement in the youth prison system shows how team sport can be used as a means of resocialising and rehabilitating young offenders. Through sporting activities, the promotion of social skills, the support of mentors and



coaches and the organisation of community projects and events, BSV Wassenberg helps young people to develop a positive outlook for the future. This commitment is an important contribution to the successful reintegration of young offenders into society.

### **5.5.1 Sports Activities and Training Sessions**

BSV Wassenberg organises regular sporting activities and training sessions for young offenders in prison in the sport of baseball and softball. These activities offer young offenders the opportunity to improve their physical fitness and develop sporting skills. By taking part in these training sessions, the young people learn the importance of discipline, teamwork and perseverance.

### **5.5.2 Promotion of Social Skills**

As part of its sporting activities, BSV Wassenberg attaches great importance to the development of social skills. The young people learn how important it is to work as a team, stick to rules and treat each other with respect. These social skills are crucial for reintegration into society and help young people to build positive relationships.

### **5.5.3 Support from Mentors and Trainers**

BSV Wassenberg employs experienced coaches and mentors who support the young inmates not only on a sporting level, but also personally. These mentors act as role models and confidants who help the young people with their personal development and accompany them on their path to resocialisation. The individualised support provided by the mentors strengthens the young people's self-confidence and motivates them to achieve their goals.

### **5.5.4 Community Projects and Events**

In addition to the regular training sessions, BSV Wassenberg also organises community projects and events where the young detainees have the opportunity to show off their sporting skills and compete with other teams. These events promote a sense of community and offer the young people a positive and meaningful leisure activity. They also help the young people to experience recognition and appreciation, which strengthens their self-esteem.

One of these events last took place in June 2024. Herford Prison had invited inmates from Vechta Prison, sports officers from Heinsberg Prison and coaches from BSV Wassenberg to take part in theoretical and practical sessions using baseball as an effective tool to prevent



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violence in team sports in juvenile detention centres. The two-day event was attended by 20 inmates, 6 sports officials and 2 coaches from BSV Wassenberg.

### 5.5.5 Long-term Prospects

The commitment of BSV Wassenberg goes beyond sporting activities. The association works to offer the young people long-term prospects, be it by finding apprenticeships, supporting them in their job search or integrating them into local sports clubs after their release. These measures are designed to help the young people lead a successful life free of punishment after their time in prison.





## VI. Evidence and Photos of the Events



**SportCamps**  
**Berichte.**

SPORT CAMPS ALS INSTRUMENT ZUR RESOZIALISIERUNG UND INTEGRATION VON MENSCHEN IN PREKÄREN LEBENSLAGEN

- SportCamp Heinsberg
- SportCamp Bremen
- SportCamp Rome
- SportCamp Innsbruck
- SportCamp Griechenland

**Erasmus+ Projekt**  
**Sport Camps**

No 2021-1-DE02-KA210-ADU-000035013

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ERASMUS+ PROJECT

What Do You Think?

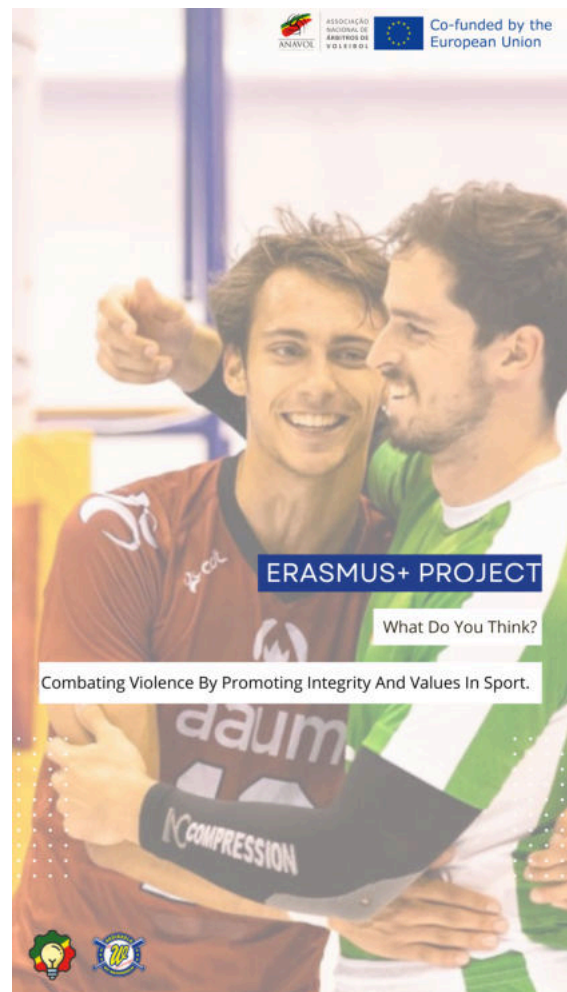
Combating Violence By Promoting Integrity And Values In Sport.



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**SESSÃO DE IDENTIFICAÇÃO DE PROBLEMAS E BOAS PRÁTICAS**  
No Âmbito do Combate à Violência no Desporto

30/01 21:00

Participação:

Associação Nacional de Treinadores de Voleibol | Maria Carlos Marques - Capiti - Voleia SC | Associação Portuguesa de Árbitros de Futebol | Pedro Henriques - Ex-Árbitro de Futebol

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**VIRTUAL MEETING - SHARING SEMINAR**

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**VIRTUAL MEETING - SHARING SEMINAR**  
No Âmbito do Combate à Violência no Desporto

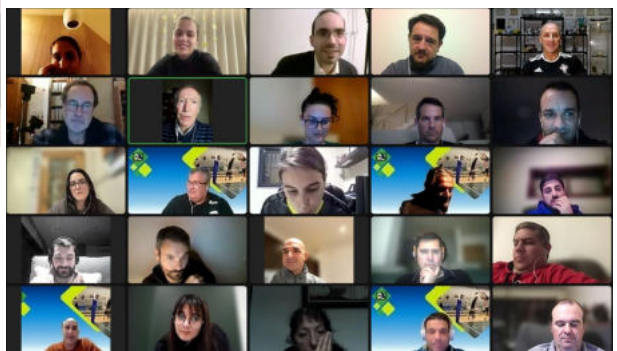
07/03 20:00

Participação:

Maria Carlos Marques - Capiti - Voleia SC | Associação Portuguesa de Árbitros de Futebol | BSV - Wassenberg Baseball and Softball Association | Associação Nacional de Treinadores de Voleibol

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ASSOCIAÇÃO NACIONAL DE ÁRBITROS DE VOLEIBOL

**GOOD PRACTICES SHARING SEMINAR**

With - BSV - WASSENBERG BASEBALL AND SOFTBALL ASSOCIATION

Wednesday, 3 July

At 18.00 Pm

Co-funded by the European Union

ASSOCIAÇÃO NACIONAL DE ÁRBITROS DE VOLEIBOL

15 DE JULHO - 16H

Nave Desportiva de Espinho

**Diálogos entre Líderes Desportivos, Treinadores e Árbitros**

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