



aventura marão clube



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FACTORY

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INTRODUCTION OF THE PROJECT

This manual is the result of an Erasmus + Strategic Partnership for collecting Non-Formal Education (NFE) and Sport methodologies (ETS) contrasting the phenomenon of bullying among young people. The project, called “ExSportUs”, involved a committed Consortium of partner organizations that collaborated to collect existing good practices and to produce integrated educational formats and methodological resources for operators in the fields of youth and sport.

The methodological cycle followed was research-processing-testing-production of outputs. The first activity was the research, that made use of the circulation of questionnaires and of the analysis of documents focused on existing good practices. The second activity was the processing of the results of the research into 2 training formats enabling youth operators to tackle the bullying challenge among young people (1 in making use of non-formal education practices and 1 using Education Through Sport).

However, with the intention of creating a more holistic approach that allowed the target groups to develop their expertise in both methodologies, another mixed training course was finally designed. 1 general manual for educators and sport coaches was also created. Testing was performed in an international 1-week training for youth operators carried out in Amarante (Portugal), in which 30 workers from partner organizations developed their competences in NFE and ETS. Afterwards, the participants put into practice the knowledge in diverse local workshops with young people (aged 16-25). These activities provided further information for the development of the outputs.

The project contributed to promote social inclusion by actively supporting the pressing challenge of bullying through awareness raising among educational institutions, NGOs, policy makers at the community level and other stakeholders. At the same time, it provided high quality learning to youth workers and sport coaches during an international training and created new quality resources, like this manual, to tackle the social challenge of bullying.

The physical results of “ExSport Us” are:

- 3 research reports detailing the results of the analysis of good practices in contrasting bullying means of NFE and ETS.
- 3 training formats developed for operators working with young people. One focused on non-formal learning, one on sport, and one with a mixed approach.
- 1 Manual for operators in multiple languages detailing the methodologies and practices above mentioned.
- 1 website disclosing the relevant information about the project in text and multimedia and allowing direct download of results.

In conclusion, this manual can be useful for youth workers, sport coaches, educators, and teachers, as it gives guidance and advice on the prevention and fight against bullying. It recognizes the value of NFE and ETS for the promotion of positive values, such as fair play, inside and outside the field. The activities and techniques explained throughout these pages should help any person that works with young people to reduce the appearance of bullying establishing a safe environment among their group.



GENERAL VIEW OF THE BULLYING CHALLENGE

Bullying can be defined as “an intentional and aggressive behaviour occurring repeatedly against a victim where there is a real or perceived power imbalance, and where the victim feels vulnerable and powerless to defend himself or herself. The unwanted behaviour is hurtful, including hitting, kicking and the destruction of property; verbal, such as teasing, insulting and threatening; or relational, through the spreading of rumors and exclusion from a group” (Olweus, 1993).

The factors that mostly influence a person to become a bully start from the family context and background. This could be like insecurities, low self-esteem, fears, bad communication with parents, taking revenge, etc. This behavior could arise also in school and during free time place (sports, extracurricular activities) when maybe kids feel not okay or not consider themselves up to par. Nowadays the phenomena is turned into another form, it could be cyber bullying, this is more difficult to control and prevent. Especially because bullies tend to act in such a way when they feel safe, for example, when the surveillance of parents or teachers disappears.

As highlighted in the UN Secretary General Report & "Protecting children from bullying" (2016), all children are at risk of bullying, but those in vulnerable situations, who face stigmatization, discrimination, or exclusion, including youngsters with disability, belonging to minorities, or with different sexual orientations are more likely to be bullied both in person and online. Bullying is predominantly reported at schools, but it often extends to extra scholastic interactions among young people as well as to the digital arena, wherein most youngsters are increasingly engaged.

As documented by the NESET Report "How to Prevent and Tackle Bullying and School Violence" (2016), the phenomenon of bullying has considerable proportions and an increasing impact across Europe. In the case of Italy, a survey among middle and high school students indicated as many as 27% of students as victims of bullying. For Bulgaria, statistical analysis reported that 25% of students suffered victimization by their peers at least once a week, with 10% of students reporting to have engaged in bullying. National research in Portugal (Lisbon, as well as northern and southern regions), show 20-25 percent of school children have been bullied, either verbally or physically.



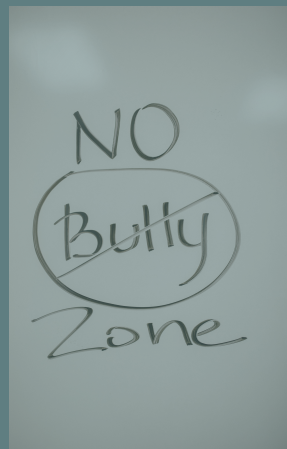
New concerns are also brought about by the growing digital dimension of bullying, which, in bringing the bullying phenomena from the physical dimension of schools and arenas of social interaction, calls for a priority effort to act on the dimension of non-formal learning as means of countering radicalization and promoting inclusive behaviours in all the areas where youngsters are engaged, both as individuals and members of physical/digital communities. The "EU Net Children Go Mobile Report" (2014), found that 12% of the 3500 youngsters surveyed had been victims of cyber-bullying.



There are different kinds of cyberbullying:



1. **Exclusion.** It occurs when someone stops talking or blocks another to make them feel excluded.
2. **Harassment.** Sustained and constant pattern of hurtful and threatening online messages.
3. **Doxing.** Threatening a person to release their personal information.
4. **Trickery.** It consists of gaining and then using someone's trust to start doxing.
5. **Cyberstalking.** It can include monitoring, false accusations, threats and is often accompanied by offline stalking.
6. **Fraping.** Action of using someone else's profile to post any comments from his name.
7. **Masquerading.** Creating a fake profile to bully someone.
8. **Dissing.** Act of sharing personal information to harm someone's reputation.
9. **Trolling.** Posting of inflammatory comments to intentionally upset others.
10. **Flaming.** Similar to trolling but with the purpose of inciting online fights.



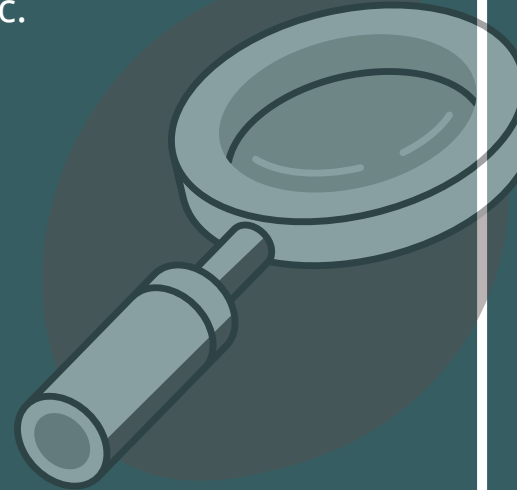
Furthermore, there are differences on the nature of bullying depending on the gender. Usually bullying among boys happens in large groups where the boys can show off their dominance in front of the others and physical aggression is more common, whereas for girls it happens on a more face-to-face basis, and it has a verbal nature.

In conclusion, all these theoretical aspects and statistics about bullying should be considered when designing a prevention and/or combat strategy. When preparing an activity, the first step is to take into account the wider situation shown by the research, and then the characteristics of your particular group, who may or may not coincide with what studies seem to indicate.

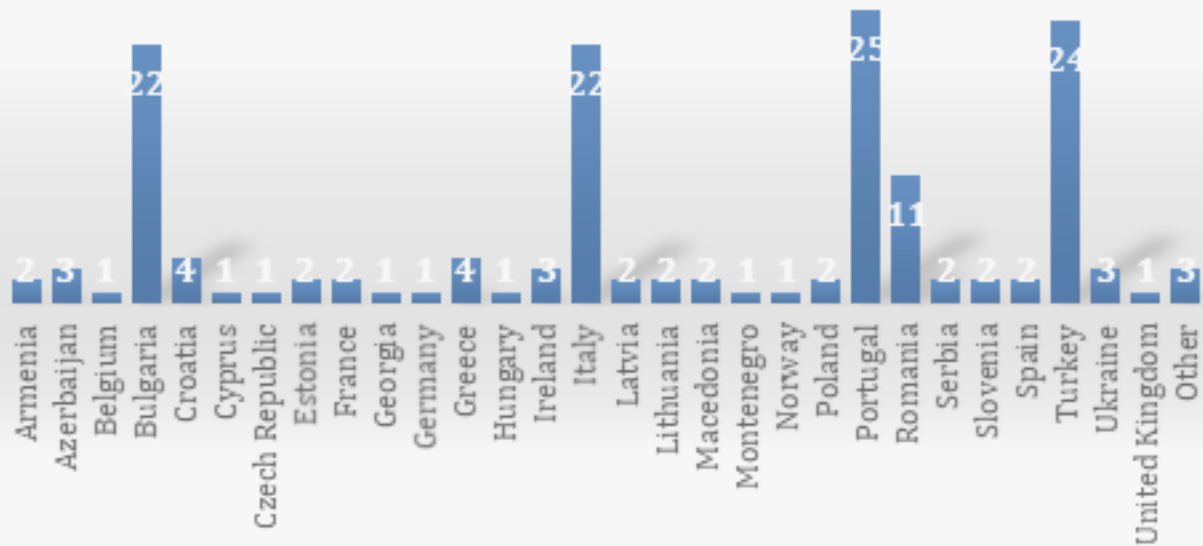
RESULTS OF THE RESEARCH

Researchers from the partner organizations carried out a survey among NGOs, sport organizations and educational institutions around Europe in order to have better insight on the presence of bullying acts and the real commitment of these organizations against it. 153 people from 30 countries took part in the survey. Interestingly, although 54% of respondents said their organization has an anti-bullying policy, the number of institutions who has witnessed bullying episodes is higher (60%).

What is more, only 21% of them has an active project on the topic (19% focused on non-formal education and sport). The most common type of bullying witnessed seems to be verbal (86% have witnessed it), followed by physical (59%) and cyber bullying (48%). As for the target of the projects, 66% are dedicated to youngsters, with only 13% on youth workers, which supports the goal of "ExSport Us" to train youth operators on the topic.

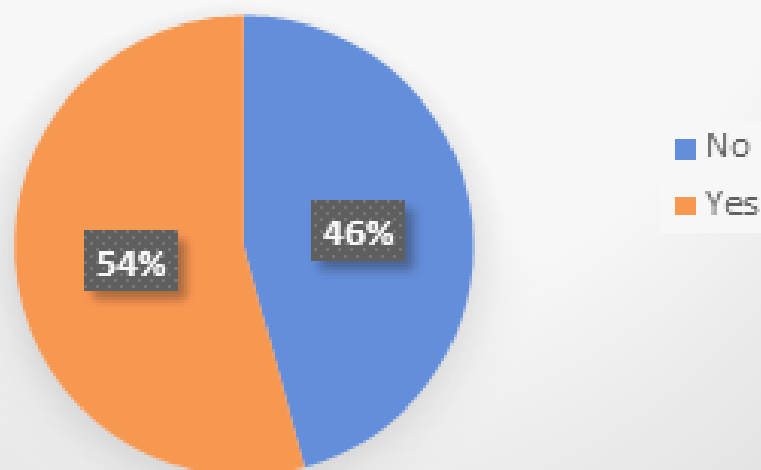


Countries participating in the survey



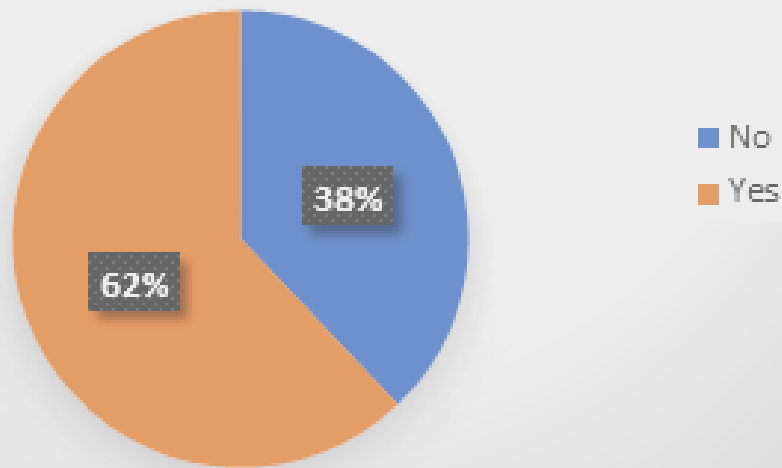
153 people from 30 countries took part in the survey

Does your organisation have an anti-bullying policy?



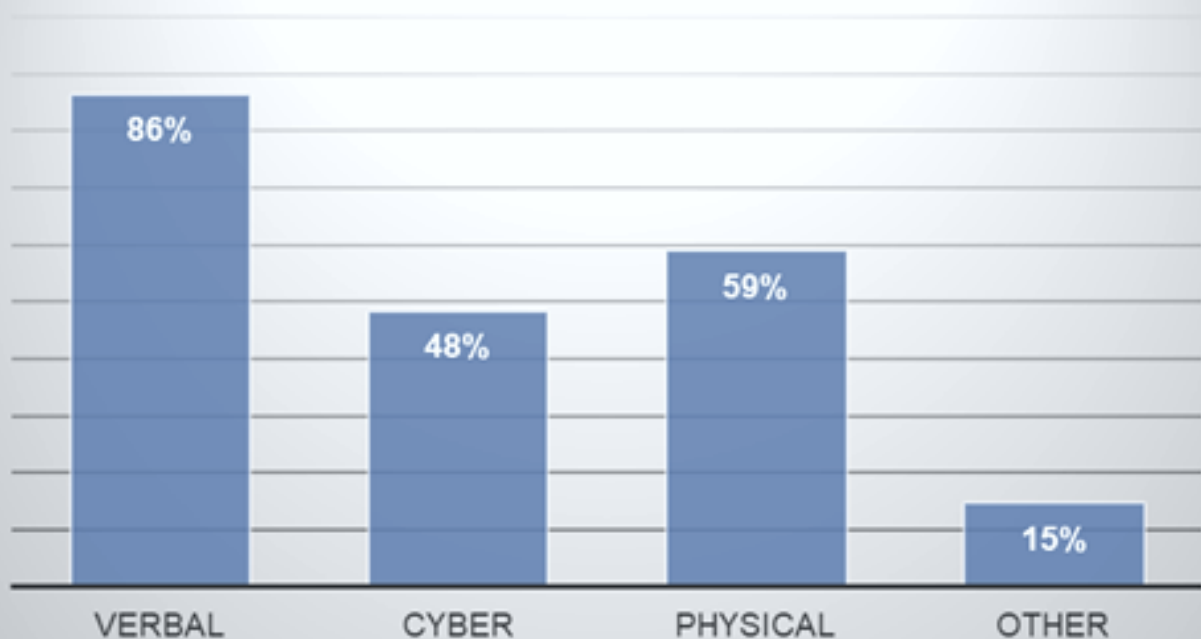
Among the participants more than half of them have an anti-bullying policy.

Have your organisation witnessed bullying episodes?



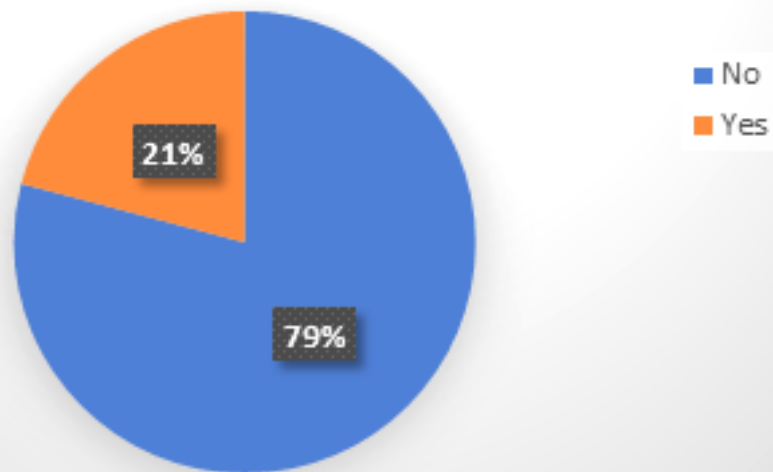
62% of organisations taking part in a survey have witnessed bullying episodes

Types of bullying episodes



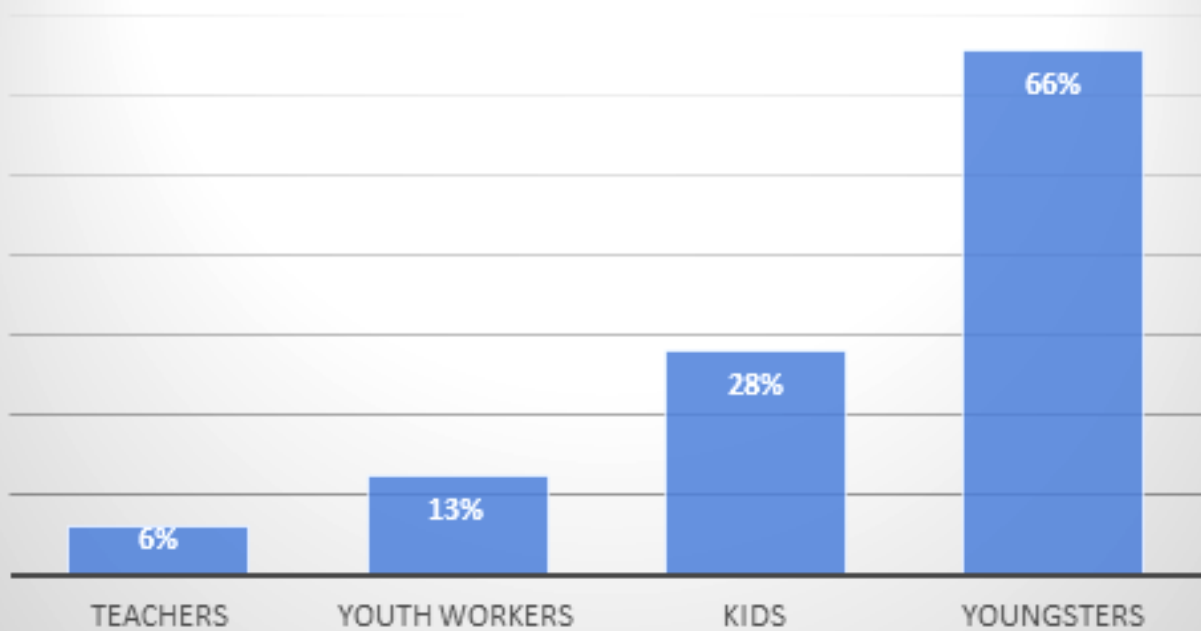
There are few types of bullying episodes among which the verbal one is happening the most often (86%).

Does your organisation have active projects on anti-bullying topic?



21% of participants have projects connected with anti-bullying topic but just 19% of them include non-formal education and sport.

Involvement of each target group in anti-bullying projects



This graph shows involvement of each target group in anti-bullying projects. The group which is the most involved is youngsters.

NON-FORMAL EDUCATION AND EDUCATION THROUGH SPORT

In order to understand non-formal education, formal education's characteristics need to be described first:

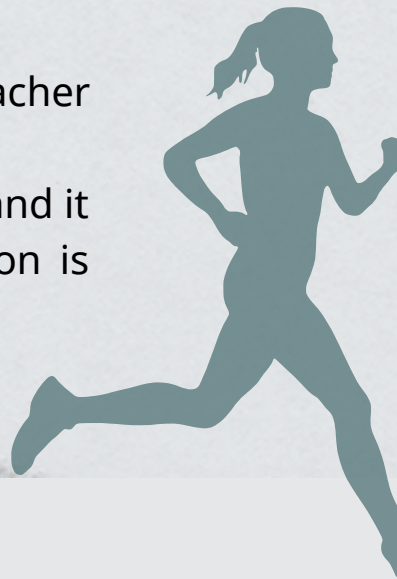
- It takes place in an organized and institutionalized context.
- It is widely recognized and, therefore, certified.
- It is intentional.
- It usually follows a vertical communication between teacher and students.

On the contrary, informal education takes place anywhere and it is not intentional and not organized. Non-formal education is right in the middle.

Its main characteristics are:

- It is intentional and organized, just like formal education.
- It can take place in contexts not educationally related.
- It can be, but not always, certified, like with the Youthpass certificate.
- It is not compulsory, but voluntary.
- There is a horizontal relationship between the facilitators and participants.
- It is learner-centred and uses participatory methods.
- The setting of objectives and the evaluation are collaborative.
- It follows a holistic approach based on learning by doing (experiencing), sharing of different perceptions and reflection.
- It develops soft skills, such as intercultural awareness, leadership, active citizenship, teamwork, etc.

A final definition provided in the Compass Manual on Human Rights by the Council of Europe is: "Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum"

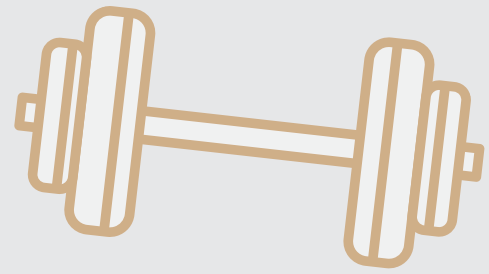


This methodology is very valued by the European Commission, as is pointed out in the “Memorandum on lifelong learning” (2000) and in the “European guidelines for validating non-formal and informal learning”. In fact, the Erasmus + Programme has been designed to provide support to institutions who wish to promote lifelong learning through informal and non-formal learning.

Education Through Sport, on the other hand, is an approach under the scope of non-formal education. According to the Move and Learn Manual by the International Sport and Culture Association, it can be defined as “a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation”. Thus, the focus is not on performance or wellbeing, but in personal growth, development of activities and promotion of values.

In this sense, ETS uses sport elements with an educational purpose that, after it happens, has clear and measurable results.

Academic research has provided evidence to support the added value of sport in the regular non-formal settings, thanks to its positive effects on mental and physical health, as well as its promotion of values like the ones mentioned in the White Paper on Sport (2007) which are “fair play, compliance with the rules of the game, respect for others, solidarity and discipline”. The role of sport in education is even stated in the EU Workplan 2021-2024: “Sport as a framework for personal, social and learning skills and promoting tolerance, solidarity, inclusiveness, as well as other sport values and EU values”.



TIPS AND TRICKS



1. How to prevent bullying.

Be an example. Sport coaches, educators and youth workers represent role models for youngsters, which means that if the relationship between these actors is positive, their students will be less likely to engage in antisocial or violent behavior.

Stablish safe grounds for communication. If you discuss bullying or potential attitudes directly and encourage players to talk about it, it will be easier to identify problematic behaviors that occur in unsupervised times. In addition, it will help students to differentiate what is right (e.g., competitiveness during the game) and what is not (competition with the intention to harm others), as well as the punishment if bullying occurs.

Empower each member of your group. Offering activities that make use of different strengths, such as physical, mathematical, or artistic, may help each of them to feel more confident about their qualities and will show the rest of the group how everyone is valuable and has something to offer.

Break dangerous dynamics. It is common for teams to develop dynamics that lead to negative attitudes/exclusion towards one or more members. These situations can lead to serious harm both psychologically and physically, therefore, you need to identify the threats as soon as possible and put the group in situations that force them to change the dynamics, maybe enhancing the good qualities of the excluded members.

Stablish common rules. Making the group feel included in this process will make it more likely for them to respect the rules in the long term.

Use non-formal education. Activities like icebreakers, team building games and drama can help you develop a safe learning environment and the relationships between your group.

Use sport in smart ways:

- Sport can help to release aggressive energy in positive ways.
- Competition can help to team building thanks to the sense of belonging and collaboration, however, it can also increase aggressive energy and, as a consequence, bullying.
- When planning the activities, think about how to involve everybody. For this reason, make teams wisely to challenge the dynamics in the group.
- Work on values, specially, fair play.



2. How to deal with bullying.

Involve the families and other authority figures. Although dealing with parents can be complicated, it is important to establish clear rules and values that are consistent in different contexts (at school, at home, at sport practice, etc.).

Talk with the children. As team leader, your role is to initiate and guide the process of solving the situation. Thus, you must help children understand what actions were wrong, how they should have acted instead and why corrective measures need to be put into place. If old enough, students can be involved in the selection of the punishment.

GOOD PRACTICES

The good practices presented in this manual are exceptional examples of projects/initiatives using NFE and/or ETS to prevent bullying. These are defined as exceptional because they produced good results or had a particularly positive impact that can be replicated or used as example for others.

1. Schools open to sport

Organization Sport e Salute

City, Country Italy

Website/Link/Sources http://www.scuoleaperteallosport.it/images/progetto/2019/Scuole_aperte_2019_2020.pdf

Target group(s) Students and young people practicing sport

Description of the project
"Scuole aperte allo sport" is a sports and educational project for lower secondary schools that provides for collaboration, at all levels, between the academic and sports world. Sport and Health and MIUR, in collaboration with the National Sports Federations, are carrying out an initiative that puts sport and its educational values at the center.

Objectives of the Project

- Strengthen the overall motor development, useful for the practice of all sports;
- To offer schools and teachers of Physical Education know-how and tools specific to continue the practice of various sports;
- Allow children to enjoy free afternoon sports activities for one conscious introduction to sports;
- Promote the educational values of sport, fair play and the fight against bullying and cyberbullying in areas of socio-economic distress.



Methodology:

The project has a section dedicated at fighting cyber bullying through sport called "Metti in rete il Fairplay", that includes:

- A Kit of printed and digital materials, distributed to all participating schools downloadable from the project website;
- A contest with prizes. The school that makes the best work a regional level receives a card worth 200 € to buy sports equipment.

Other parties/actors associated with the Project (for example municipalities etc):

National Sport Federation, School, Italian Ministry of Education.

Achievements of the Project:

-Sports weeks, whole weeks dedicated to sports combined with the school, in which federal technicians support the Physical Education teacher during class time.

-Sports afternoons

-Free optional courses for students, held by federal technicians of each sport, one afternoon a week, in the school gym.

-The value educational project. Combined with the project, a value educational on fair play "Champions of fair play", with a section dedicated to the fight against cyber bullying: "Put fair play online".

-Sport equipment. A kit of small sports equipment supplied to schools for each proposed sport.

Impact

(Please describe the

intervention on the direct target group, local and national level)

The project involved 500 schools, 5500 classes, 110000 students, 611 PE teachers, 30 sport federations.

2. *Onlive*

Organization	Cazalla Intercultural and Municipality of Lorca, I.I.S. "Piaget-Díaz" and "Replay Networks" Association, Pistes solidaires, Info Front-Prilep Youth Association.
City, Country	Spain, Italy, France, Madeconia
Website/Link/Sources	https://www.replaynet.eu/en/onlive
Target group(s)	Young People 14-16 Teachers Youth Workers
Project number (only if applicable)	2016-2ES02-KA205-008314
Description of the project	The project, coordinated by the Spanish association CAZALLA INTERCULTURAL is supported by the Erasmus+ YOUTH program, and was implemented between January 2017 and August 2018, involving 6 partners from 4 countries that will work in synergy with initiatives aimed at analysing, preventing and combating the phenomenon of Cyberbullying in the various countries involved.
Objectives of the Project	To create an original method of working on the theme of cyberbullying, which offers the possibility of stimulating reflection and awareness of the phenomenon among young people. The project also aims to involve and train school students to play a role as peer educators on the subject, through the facilitating tool of comics. Resources and tools for non-formal education that will be made available to schools and their teachers to prevent and combat cyberbullying even where it is latent and not obvious.

Methodology

Non-formal education, peer education, comics

Achievements of the Project

https://issuu.com/replaynetwork/docs/guida_finale_en

Impact

(Please describe the intervention on the direct target group, local and national level)

Analysis, through an original questionnaire (by the I.I.S. "PIAGET-DIAZ"), of the quantitative characteristics of the phenomenon in the 14/16 year period, with particular reference to the different types of online abuse actions and the methods of participation of the different subjects involved.

Development of a guide with operational suggestions to increase teachers' and educators' knowledge of the use of online tools by young people, understand the characteristics of cyberbullying and the dangers of its spread, promote the prevention and combating of episodes of cyberbullying.

Creation of a T-Comic kit with comics and activities for the prevention of cyberbullying suitable for use with young people and by young people themselves in schools.

Train teachers to use non-formal education strategies in the classroom to work on the issue of cyberbullying.

Exchange of youth workers between the various countries, which participated in the creation of the T-Comic kit, to train international teams and support the implementation of national workshops in the schools involved, creating paths aimed at training students mediators on cyberbullying.

3. Pepita ONLUS

Organization Pepita ONLUS

City, Country Italy

Website/Link/Sources <https://www.pepita.it/2020/>
https://www.pepita.it/2020/mr_upload/2020/06/proposta-scuole-20_21.pdf

Target group(s) The organization organizes several training courses about bullying for kids, teenagers, teachers, youth workers and parents, using, among others, non-formal education methodology. Here we analyze a training course for teenagers at school (14-18).

Description of the project Dajko Comunicazione's video project for Pepita, conceived by director Davide Carafòli, is designed to prove what it means to live an experience of bullying from the point of view of the actors involved: the bully, the bullied and the spectator who assists without intervening. Thanks to the use of viewers that allow you to recreate the so-called "Virtual Reality" by reproducing and viewing videos and films at 360 °, each child will be able to experience emotions experienced by one of the three subjects, trying to experience the situation firsthand.

Objectives of the Project

- Encourage empathy: knowing how to put yourself in the other person's shoes, recognizing and accepting the emotions and feelings of one's own and others to create a real encounter
- Promote the awareness of being part of a network of relationships that involves us and us it's always about
- Encourage dialogue with reference adults when victimizing or witnessing episodes of bullying by countering silence

Methodology

- 4h of active workshop structured on 2 meetings in the participating classes
- 1 2h training and information meeting with parents

Other parties/actors associated with the Project (for example municipalities etc)

www.cicciopasticcio.info
<http://www.fondazionecarolina.org/>

Achievements of the Project

General achievements of the organization: During the two-year period 2018/2020, Pepita in collaboration with the Carolina Onlus Foundation, has met 55,810 children in 17 regions of Italy in 253 schools of all levels and within various aggregative contexts, where over 9,650 adults were trained.

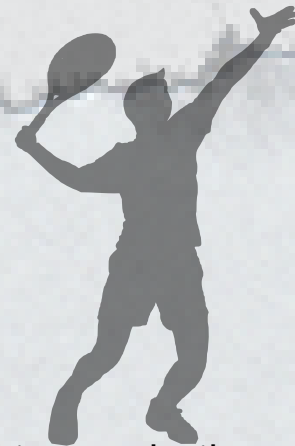
Impact

(Please describe the intervention on the direct target group, local and national level)

~~The Project is an educational workshop for teenagers to be realized at school, involving students, teachers and families. This workshop is made for students of the Italian secondary schools of secondary level (14-18 years old) to be realized in the school year 2020-2021.~~



4. Center for Inclusive Education.



Organization	Center for Inclusive Education
City, Country	Bulgaria
Website/Link/Sources	https://www.cie.bg/bg/Edin-za-vsichki-Narachnik
Target group(s)	Junior high school students and teachers
Goals	
Objectives of the Project	<ul style="list-style-type: none">- Developing work and communication skills to achieve common good, whatever the ability to respect dignity and respect the right to comment;- Students to be able to freely express their opinions and see their own on a given topic;- Teamwork skills;- Provoking a change in the inclusion of their discrimination.
Methodology	Methodology of positive role models against discrimination in school". The "One for All - All for One" methodology offers the teacher a tool to combat discrimination in school and overcome negative stereotypes and middle school students. The manual is available for free use and can be found on the website of the Communication
Challenges/Problems	It should be working in groups of 5 or 7 people and sometimes if the number is not correct, its challenging.
Impact (Please describe the intervention on the direct target group, local and national level)	The participants learn in a positive way for: positive role models; discrimination; negative stereotypes and attitudes; learning close experience; empathy; teamwork; communication; dignity; rights; difference

5. Tang Ra Football Club Association.



Organization	Tang Ra Football Club Association
City, Country	Sofia, Bulgaria
Website/Link/Sources	http://fctangra.bg/fc-tangra/
Target group(s)	Participants from different backgrounds
Description of the project	Good practices show that sport is the thing that excites the target group. Through sports activities, we prevent bullying. We can say that the sports keep them on the right lane and allow them to stay away from bullying while encouraging social inclusion and allow them to have equal opportunities in sport and outside.
Objectives of the Project	The aims of the project are preventing bullying and after that to raise awareness about social inclusion in them and raising awareness on the topic, developing skills in the participants, which could be useful for them in the future.
Methodology	Mainly using sports methods and sports as a football and futsal.
Challenges/Problems	The challenges and problems come mainly from the non-constant presence of sports activities, due to the difficult and intermittent daily life of the participants.



Impact

(Please describe the intervention on the direct target group, local and national level)

The impact on them could be in a few ways. It could be educational, by educating them through sport on different topics. It Could be allowing them to feel equal, to have equal opportunities, and to encourage them, but the biggest impact on them is the prevention of bullying in sport. Also as long they stay on this path and they are in the sport and educate themselves on the sports topics and practice it, as long as possible they will stay away from the bullying and they could be an example for many younger athletes, who fall in this category.



6. *Team of hope..*



Organization	Team of Hope
City, Country	Sofia, Bulgaria
Website/Link/Sources	https://www.facebook.com/TEAM.OF.HOPE/
Target group(s)	Children from risk groups
Description of the project	When we manage to grab the interest of the participants and see their talent, and after that are very easy to build on this solid base about bullying in sport. Around the sport, no matter which is, but using it as a tool for developing skills is critical for the participants. Then the participants are ready to absorb all the information.
Objectives of the Project	The project aims to use sport as a tool for preventing bullying, developing valuable skills in the participants, raising awareness, and empower them to be more active and provide for them equal opportunities.
Methodology	Sports methods
Challenges/Problems	The problems we have faced were from their background because of their families.
Impact (Please describe the intervention on the direct target group, local and national level)	The impact on the target group is about bullying in sport and after that is the way they managed to realize themselves in life and in what area. The qualities acquired during the project help them to realize in life after that.

F. School of tolerance.

Organization	"Partners for Lyaskovets" Association
City, Country	Lyaskovets, Bulgaria
Website/Link/Sources	http://www.lyaskovets.bg
Target group(s)	Students
Description of the project	"School of Tolerance" project started in 2015 and will last for 5 years. Involving more than 100+ participants in school and using the football activity for preventing bullying among youngsters
Objectives of the Project	The objectives of the projects firstly is to raise awareness about bullying through sports activities and secondly is to help social integration. Also developing softs skills in them, while educating them on what is bullying, how to prevent, and stay away from it. Educating them about all the aspects of the sport and how the right way to practice it is.
Methodology	Sports activities
Achievements of the Project	Reaching more than 100 students
Challenges/Problems	The challenges that were encountered were to find the right approach through school sports
Impact (Please describe the intervention on the direct target group, local and national level)	The biggest impact on them is education about bullying through sport. Education for sport and through sport, while preventing bullying. Keeping them busy with sport is good for them, their friends and families.

8. Karate Club "Levski Spartak".

Organization "Karate Club Levski" Association

City, Country Sofia, Bulgaria

Website/Link/Sources <https://www.facebook.com/pages/category/Amateur-Sports-Team/карате-клуб-ЛЕВСКИ-СПАРТАК-177901855638454/>


Target group(s) Children of different ages

Description of the project The project running since 2019 and the most important thing which we notice is to use their passion for sports activities, in our case is Karate, to build them as persons, because only then they are most susceptible on modeling and is the right moment to prevent them and educate them about bullying in sport.

Objectives of the Project The objectives of the project are to preventing bullying in sport using the karate sport and raising the level of sportsmanship in the field of karate sports; to create conditions for the promotion of karate sports among children and youth; to train highly qualified athletes; to train highly qualified judges and coaches; to carry out cooperation and joint activities with related national and foreign clubs, organizations, associations and commercial companies to achieve common, will carry out relations and exchange of experience in the field of karate sports for the study and use of their achievements.

Methodology Using methods from the Karate Sport


Challenges/Problems Initial contact with children from different backgrounds can sometimes be a challenge, which usually disappears within a few training sessions.



Impact

(Please describe the intervention on the direct target group, local and national level)

The impact on the participants is about preventing bullying in sport, social integration, developing skills, which are inherent for combat sports. Also, they develop a sense of belonging to the team and the community they are into.



9. The "Geração Z" program

Organization IPDJ

City, Country Lisbon, Portugal

Website/Link/Sources -<https://ipdj.gov.pt/gera%C3%A7%C3%A3o-z>
<https://juventude.gov.pt/Voluntariado/GeracaoZ/Paginas/GeracaoZ.aspx>

Target group(s) Young people from 16 to 30 year old

Description of the project The "Geração Z" program is a long-term youth volunteering action, managed by IPDJ, for private non-profit entities and young people aged between 16 and 30 years. Registration requirements: Be between 16 and 30 years old; Reside in national territory.

Rights: Personal Accident and Liability Insurance; Information about volunteering in general and specifically about the tasks you are going to perform; Reimbursement of sums spent in carrying out activities, up to the limit established by the promoter (10 euros / day); Certificate of participation; Youth Card (the latter only applies if you are 18 years old or older).

Duties: To act in a responsible, diligent, impartial and supportive manner; Participate in training actions and programs aimed at the correct performance of the task; To have, towards the promoting and organizing entity and towards the public in general, a conduct that is characterized by fairness.

Objectives of the Project

- Valuing interventions carried out by and for young people;
- Create synergies with civil society entities and public entities through the preparation of voluntary activities;
- Contribute to a useful and effective intervention in the community;
- Enhance the quality of volunteer activities and the acquisition of skills by volunteers;
- Enhance the recognition of non-formal education.

Methodology

Volunteering, Non formal education

Other parties/actors associated with the Project (for example municipalities etc)

Entities wishing to present voluntary projects and young people wishing to enroll in actions under this program can access the platform of youth programs. <https://programas.juventude.gov.pt/geracaoz>

Achievements of the Project

The areas of civic participation, prevention of violence in dating, prevention of aggressive behaviors (bullying) and gender equality, in the current edition of this action, were considered by the Board of Directors of IPDJ, I.P., as priorities. The presentation of activities in one or more of these areas will be valued when selecting.

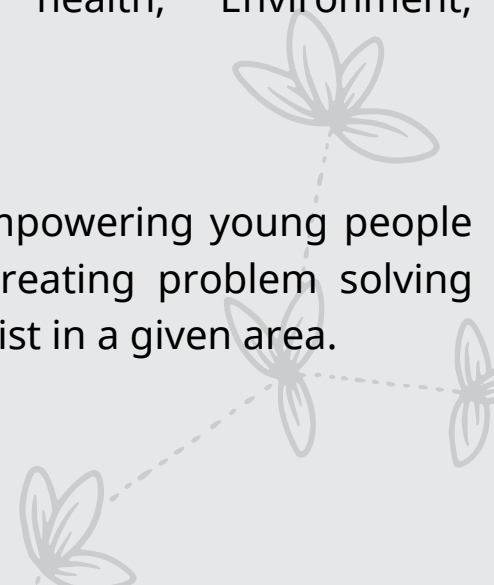
Challenges/Problems

Intervention areas: Human rights; Civic participation; Prevention of dating violence; Prevention of aggressive behavior (bullying); Gender equality; Sport; Cultural exchange; Intergenerational solidarity; Employment and entrepreneurship; Youth tourism; Social inclusion, with special attention to actions aimed at young NEEF (neither in employment, nor in education or training); Combats extremism and violent behavior; Youth health; Environment; Associativism.

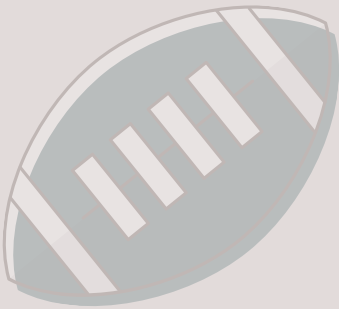
Impact

(Please describe the intervention on the direct target group, local and national level)

This program is ideal for empowering young people to take an active part in creating problem solving policies for problems that exist in a given area.

A decorative graphic consisting of several stylized flowers connected by a dashed line, located in the bottom right corner of the page.

10. Sport without Bullying

Organization	DESPORTO SEM BULLYNG
City, Country	Cruz Quebrada-Dafundo, Portugal
Website/Link/Sources	-Website: http://www.desportosembullying.pt/ -Manuals: http://www.desportosembullying.pt/formacao/biblioteca/
Target group(s)	<ul style="list-style-type: none">-High competition athletes and former athletes;-Parents and Family;-Sports club coaches, officers and staff;-Researchers and scientists;-Active or training teachers (especially those in physical education);-Students (preparatory, secondary and higher education);-Health professionals who work with children and young people;-Populations most at risk of social exclusion;-Political class and decision makers.
Description of the project	 <p>“Sport without Bullying” is an action-research project that sensitizes the educational and sports communities about bullying in sports training, promoting direct intervention through 3 fundamental strategies - creation of tools (guidelines and manuals), training of coaches and intervention specialized in clubs (with consultancy actions or development and implementation of Anti-Bullying plans).</p>
Objectives of the Project	Promote a healthy sports experience for young athletes in the process of sports training, through excellence and defense of education, research and support for athletes, parents, agents and sports entities.

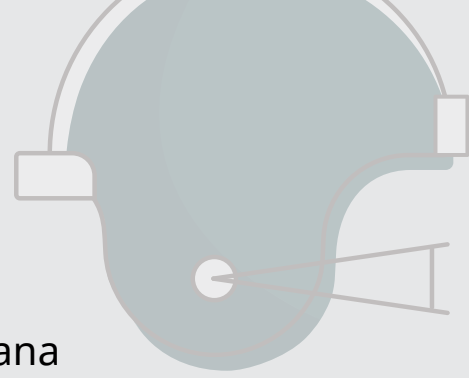
Other parties/actors associated with the Project (for example municipalities etc)

National institutions:

- Lisbon University
- IPDJ
- Faculdade de motricidade Humana
- Comportamento motor Behavior

Embassadors:

<http://www.desportosembullying.pt/parceiros/embaixadores/>



Achievements of the Project

Following the scientific research carried out in recent years at the Faculty of Human Motricity - University of Lisbon (FMH-UL) on bullying in sport, the project “Red Card to Bullying” was developed in 2016. This initiative - financed by the Portuguese Institute of Sport and Youth - aimed to disseminate the theme, and to create a national network.

In 2017, continuing its previous commitment, the IPDJ now joins the “Sport without Bullying: intervention and prevention of interpersonal violence in sports training”. The interventions in this project have a more practical and direct action component with sports agents and entities, focusing on the identification, dissemination and stimulation of good practices.

Develop an independent and funded project, which supports sports agents and entities, fosters scientific research, and contributes to higher quality sports training.

Challenges/
Problems

Develop an independent and funded project, which supports sports agents and entities, fosters scientific research, and contributes to higher quality sports training.

Impact
(Please describe the
intervention on the direct
target group, local and
national level)

According to data from the research carried out at national level, 10.01% of the young athletes participating in the study reported having already been a victim of bullying, 11.25% participated in bullying as an aggressor and 34.64% as an observer.

Bullying tends to become widespread with the worsening of situations in terms of the types of aggression, the group and the contexts where the episodes occur. The privileged location for these occurrences is the dressing room, and coaches are generally unaware of what is going on between the athletes.

The incidence of bullying in sports training in Portugal is worrying, and it is necessary to intervene in improving conditions for the healthy development of young athletes.

11. Associação A Vida Sem Medo

Organization Associação A Vida Sem Medo

City, Country Mafra, Portugal

Website/Link/Sources -Website:
<https://www.academiaatitude.pt/ac%C3%A7%C3%A3o>
-<https://www.academiaatitude.pt/veja-o-programa-anti-bullying-na-pr%C3%A1tica>
<https://www.youtube.com/channel/UCufR5kkIXVYLrbjwYVSNq6Q/videos>

Target group(s) The program is divided and adapted by ages, children from 4 to 7 years old and from 8 to 12 and young people from 13 to 17 years old.

Description of the project One of the purposes of Associação A Vida Sem Medo is to be able to make a contribution to society in terms of solidarity, helping others and creating a positive impact, especially on traumatized young people and children, helping to restore hope that tomorrow will be better than today.

Its contribution to society is based on the following:

1) Dynamic and interactive lectures on bullying in schools for children and young people from the 1st to the 3rd cycle.

2) Bullying clarification sessions for parents.

3) 2 scholarships for children in need and with specific needs indicated by the CPCJ (Commission for the Protection of Children and Youth) of Mafra are entitled to attend the academy free of charge for 1 academic year.

4) Victims of bullying episodes indicated by the CPCJ are entitled to attend the anti-bullying program classes for free for 1 week.

Objectives of the Project Being a victim of bullying has devastating psychological effects and leaves marks and repercussions for life. Every day, thousands of children (the numbers keep increasing) go to school in fear of being approached, threatened or beaten, not knowing what to do and feeling deadlocked. But it doesn't have to be that way! With this training program, the child will learn an action plan in case he or she is approached by one or more aggressors and will know what to do to stay safe, either preventively or in the event of being verbally attacked and / or physically.

Objectives of the project

The self-defense techniques that are taught privilege non-aggressiveness and immobilization techniques so that your child can end bullying without violence, negotiating with his aggressor. Learning these self-defense techniques is supported by values such as respect, responsibility, self-control and discipline. This approach will give so much self-confidence that it will dramatically decrease the likelihood of becoming a victim of bullying and you will not even need to use these techniques to defend yourself.



If the child is a bully, this program is also for him because through the positive example and the fundamental values that are passed on, he will learn that the behavior he developed somewhere in time is not the right one and that it does not make him a bad person, being able to perfectly rectify it.

The program is included in Krav Maga classes and is divided and adapted by ages, children from 4 to 7 years old and from 8 to 12 and young people from 13 to 17 years old. Classes are always fun, dynamic and pedagogical in order to train people who are whole, respectful and who above all believe in themselves.

Methodology

Sport, self-defense, non-formal education

12. No Bully

Portugal.

Organization No Bully Portugal.

City, Country Lisbon, Portugal

Website/Link/Sources <https://www.nobully.pt/home>
https://ppl.pt/system/files/apresentacao_no_bully_portugal.pdf

Target group(s) Young people, schools, parents

Description of the project

The No Bully System is a process designed to prevent and stop bullying in schools, which guides school leaders and staff through various interventions. Over 12 years, he has already managed to:

- +8,000 trained teachers
- +200 Schools without bullying
- +120,000 students involved
- 90% Success in interventional cases

Training Program

For students:

- Workshops to understand what bullying is, its impacts and how to solve the problem - a 30-minute meeting with the Class Director, three 90-minute sessions per class, throughout the year.

For Parents:

- 1h30 workshop to understand what bullying and cyberbullying is and how to prevent young people from becoming targets or bullies

For Teachers, Operational and Technical Assistants:

- 1h30 sessions to understand what bullying is and how to prevent it
- 6h training to learn how to solve bullying cases
- Implementation follow-up sessions

Objectives of the Project

The most promising approaches to preventing bullying involve the entire school community - students, families, administrators, teachers and staff, etc. - in creating a culture of respect.

Parents, staff and other concerned adults have a role to play in preventing bullying. They can:

Keep the lines of communication open. Check children frequently. Listen to them. Meet your friends, ask about the school and understand their concerns.

Encourage children to do what they love. Special activities, interests and hobbies can increase confidence, help children make friends and protect them from bullying behavior.

Teach how to treat others with kindness and respect.

Methodology

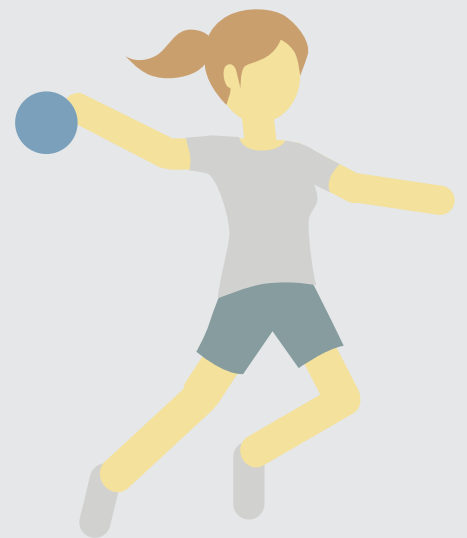
Workshops, lectures, courses and other awareness / training actions


Other parties/actors associated with the Project (for example municipalities etc)

https://www.nobully.pt/home#h.p_dPGgI21ZDBkz

Achievements of the Project

Measures to promote transparency. No Bully Portugal intends to be a transparent association, with regard to the activities it develops, its accounts, the strategy it intends to follow, its internal structure, its mission, vision and values, publicizing them on its website and social networks , in the clearest and most transparent way possible.





Measures to promote equality. The Association actively promotes a policy of non-discrimination and equal access so that no volunteer can be privileged, benefited, harmed or deprived of any right or exempt from any duty due to ancestry, age, sex, sexual orientation, marital status, family situation, economic status, education, origin, social status, genetic heritage, reduced work capacity, disability, chronic illness, nationality, ethnic origin or race, territory of origin, language, religion, political ideological beliefs and union membership.

Environmental liability measures. The Association promotes the integration of measures with the objective of promoting and adopting more eco-efficient and sustainable behavior. We seek to develop the environmental awareness of our volunteers; prevent pollution; promote a rational use of the means that are made available to it, in order to avoid waste and environmental damage, promoting reuse and recycling whenever possible.

Social responsibility measures. The Association also recognizes its responsibility in promoting Sustainability, in line with the 17 Sustainable Development Goals (SDGs) of the United Nations. In this context, we intend to actively contribute to the various SDGs, in particular Quality Education, Gender Equality and Reducing Inequalities

Impact

(Please describe the intervention on the direct target group, local and national level)

Helping young people to understand Bullying:

Young people who know what bullying is can better identify it. They can talk about bullying if it happens to them or to others. Young people need to know ways to safely resist bullying and how to get help.

13. *Transformers transform your society.*

Organization TRANSFORMERS transform your society

City, Country Porto, Portugal

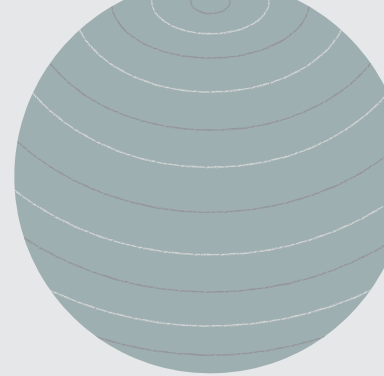
Website/Link/Sources <https://movimentotransformers.org/>

Target group(s) We work with children and young people from different institutions. From schools, to hospitals, to special education centers, to social districts, to educational centers or childhood and youth homes. We are a project for everyone, working to include and aggregate the most diverse audiences.

The Transformers Project was born to respond to the civic, social and political inactivity of young people. We believe that young people do not get involved not because they do not want to, but rather because they have not yet found their way to make a difference. It is the involvement in civic activities that promotes the active voice of young people, which makes them responsible and aware citizens. That's what we work for, our mission in the Transformers Project is to take advantage of what the young people have best, what they like to do most, in order to participate actively in society. If competence and effort are valued, everything will have more meaning and impact.

Description of the project It is a youth association dedicated to tackling emerging social problems and challenges by mobilizing youth - their ideas, energy, motivation, dedication, creativity, optimism, persistence and determination.

“What we do is connect people with diverse talents to young people in different communities across the country. These talented people become mentors for these young people, who gain a reference figure and the opportunity to learn and practice something that they love for at least 9 months....



...At the end of the program, each young person is challenged to use the talent he has learned to transform his community. When this mission is accomplished, the young person officially becomes a transformer, that is, someone who uses what he most likes to do to positively transform society."

Objectives of the Project

The vision of this organization is, therefore, in a partnership for development capable of crossing the borders of the State, the private sector, NGOs and civil society, transforming youth into a generation of transformers. At the root of this transformation, a volunteer program that has already mobilized more than 50 mentors of sports, art forms and more varied activities to guide more than 500 young people in schools, hospitals, detention centers, reception centers, social districts and health centers. special education to be found in sport, art or activity with which they identify a way to express themselves and intervene positively in the community.

Other parties/actors associated with the Project (for example municipalities etc)

IPDJ, Nicola Cafés, Nobrinde, Área Metropolitana do Porto, Norte 2020, Portugal 2020, Comissão Europeia, Moche, Prio, Sonae, Missão Continente, Pastilhas Gorila, Luso Fruta, Câmara Municipal do Porto, Joelfrescopatamar, Junta de Freguesia de Paranhos, Surf Aventura, Monte Campo, Mindera, Solinca e Fundação Calouste Gulbenkian

Challenges/Problems

The association with "Transformer movement", create the condition for the young people to be active in creating solutions for determinates territorial problems and issues.

Impact

(Please describe the intervention on the direct target group, local and national level)

Many young people decided to fight against bullying trough their talents (art, music, theatre, etc.).

At the moment "Transformer movement" is spread all over Portugal and it's working as a good practice example for youth participation.

CONCLUSIONS

1. Project results.

Through the project's Facebook page, a community of trainers compromised to make a change for inclusion and against any kind of physical or mental aggression among youth has been established, giving the possibility to share and develop new ideas that can be transformed into innovative activities or training methods under the scope of NFE and ETS.

"ExSport Us" team strongly believes that this manual will constitute a support for all youth workers in the educational and sport sector in the prevention and fight against Bullying thanks to a better understanding of the theoretical principles of NFE and ETS, but specially of its practical implementation.

2. Authorship

The applicant and coordinating partner is the Italian organization L'ORMA, who is a non-profit educational agency that develops and delivers the best possible formative sport/expressive experiences since 2000, based on non-formal education and aimed at personal and professional growth of children, parents and teachers. The organization implements its activities through education and movement workshops and training courses in schools (addressed differently to teachers and students), summer camps for children and their families, training experiences for children, adults and organizations, sport events.



The social impact of its activities falls in the spheres of well-being and education of young people through their engagement in multidisciplinary sport and training activities, and in the support to local authorities in involving young people from disadvantaged groups of the population. In particular, L'ORMA has been carrying out education workshops in schools for over 10 years, based on theatre and musical activities, where movement is used as a means of communication through music and expressiveness for youngsters. All our activities stimulate focus, fast response and are known to be funny and dynamic.



aventura marão clube

The Portuguese partner is Aventura Marao Clube. AMC is a no profit association created in 1993 by a group of young people of Amarante. Their main objective is to promote a healthy way of life among the population (especially Youth) and nowadays runs three different sections: Mountain Bikes, Canoeing and Fair Trade. Under this last one AMC opened in 1999 the first Portuguese Fair-Trade shop and participates in actions of promotion and training at national and international youth programs and also organizes, since 2000, international Workcamps about different themes such as environmental preservation, archaeology or fair trade. Since November 2008 they run Casa da Juventude de Amarante (Youth Centre and Hostel) and they are quite involved in Youth in Action and Erasmus+. The strategic pillars that give coherence and support their work:

- Healthy lifestyles (food and sport).
- Sustainable development (in the fields of organic farming, local consumption, and fair trade).
- Volunteering and Human Rights Education.
- Innovation and Creativity.
- Intercultural dialogue, mainly with partners from out of Europe: Africa and Caucasus.



The last member of the Consortium is Champions Factory, who is an international sports organization with 8 years of experience in the fields of development and implementation of national and international sports projects, sports management, research and innovation. The organization is established and with headquarters in Sofia (Bulgaria), as it has offices in Dublin (Ireland) and London (United Kingdom). Champions Factory works in the following fields:

- International Network “Learning through sport”.
- Vocational education and training. Champions Factory runs the biggest vocational education and training consortium among sports schools in Bulgaria.
- Young people and youth workers. Through innovative educational and sports methodologies they develop and empower young people to be active citizens and to reach their potential to full capacity on national and international level.
- “Champions Academy”. Private program for young people to develop their leadership and communicational skills, knowledge and competencies through sports and non-formal education.
- Adult learners. Champions Factory provides teaching and training courses for staff of adult education organisations in areas as sport management, sport as a tool for social development and research and innovations in the field of sports.

The project “ExSport Us” was co-funded by the Erasmus + Programme. The general objective of the Programme is to support, through lifelong learning, the educational, professional, and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. As such, the Program shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

Disclaimer: The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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the European Union**