



NORTH EAST PEACE III PARTNERSHIP

Final Report

for

**Programme 9A (phase 1) – Indigenous and Ethnic
Minority Sport and Leisure Sharing for Peace Building
Programme**



North East
PEACE III
Partnership



European Union
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Section 1

1.1 Executive Summary

The North East Peace III Partnership is comprised of six council areas, Coleraine, Larne, Ballymena, Ballymoney, Moyle and Limavady.

In order to design the sports and leisure project, the main emphasis was to follow an ethos that would begin to tackle the issue of racism in Northern Ireland. The main objective of the programme was to ensure those involved in the programme would develop a better understanding of the reasons why racism exists and how a programme of activity can assist with bridging the barriers to participation for Indigenous and Ethnic Minority groups.

It is clear, that within the North East area, sport is a medium which can create an environment from which to build inclusion. As such a calendar of activities has been designed, focusing on six target areas: *Young people, Community leaders, football for all, role models, future leaders and women and children*, the cost of the programme is estimated at £131218 based on assumptions outlined in section 6.

The programme will encompass a strategic stepped approach :

1. Targeted engagement activity specific to each location, to deal with local need with groups segregated to build trust and deal with internal issues;
2. Individual Training Workshops,
3. Combined Cross cluster workshops, conference and or exchange visits;
4. Identification of role models to motivate involvement;
5. Upskill identified individuals to create a legacy;
6. Create structures and a plan for future development through advanced workshops, conference and residential, ensuring sustainability and empowerment.
7. To build structures and understanding for the future.

The limited ethnic minority population, combined with a lack of understanding of inclusion, highlights the need to improve local inclusion with the indigenous population, thus building the bridges for future integration.

A number of groups within the community have been identified as potential partners, these groups have established themselves in the local areas over a number of years and have built trust, thus investment should be linked to local partnerships to reduce duplication and add benefit to recognised activities.

Programme 9a will generate additional operational requirements, as such a specific management structure will be required to operate the programme, the current council officers in Sports Development and Good relations are at capacity.

This document examines the management options, how they may be implemented and how viable they are. To this end the management options are dictated by three factors, 1. limited time frame, 2. importance of local knowledge and contacts and 3. procedures linked to the Peace III programme. A number of options were considered with two presented in section 7, full tender and employment of a full time employee to manage the programme.

The decisive factor in recommending the management structure was the additional expense incurred by council should the project be Council managed, in that councils would not be able to claim facility usage costs, estimated cost between £5000 - £10000 over the cost of the programme. Thus the recommendation is for the project management to be tendered publically. However the programme will rely on local knowledge and local contacts, this needs to be incorporated into the management process.

Sustainability is key to the programme success, thus the empowerment of individuals in the community is paramount through structured training, in addition the programme will develop partnerships and networks throughout the community. Such relationships could be a catalyst for lasting impact.

1.2 Introduction

The aim of this project was to identify the current situation within the North East area, establishing the needs of local groups and individuals who carry out sport and leisure activities, highlighting barriers to participation, with particular focus as to the use of sport as a medium for integration and respect among cultures, ultimately leading to community engagement.

This scoping study involved a review of local and global best practice of how sport and leisure activities have been used to challenge racism and sectarianism, in order to develop community inclusion. The second phase of the study brought together key stakeholders from the six council areas with specialism in Sports Development and Good Relations. A public survey was then sent to local groups and made available on the web to gather local data. These aspects identified the current position, capacity, needs and gaps at a local level. By combining the evidence gathered in phase one and two, we have been able to establish an evidence base from which to create a calendar of activities. The focus throughout has been to identify opportunities to reduce barriers to participation and engagement, while creating a framework to provide guidance as to how sports and leisure activities can become more inclusive and attractive to all the community, with an ethos of respect of other cultures across the North East Region.

Developing sporting opportunities helps to achieve stronger, more sustainable, prosperous and cohesive communities. The North East Peace III Cluster Indigenous and ethnic minority sport and leisure sharing for peace building programme has the potential to play its role by engaging and training a range of individuals and groups in the community and providing a series of opportunities for inclusion through a 12 months programme of activity.

The experience and attitudes of those working at grassroots level in the community has been collated to create an evidence base which is presented in this document to create a programme of activity, which is designed to meet local need in each of the six cluster areas.

This report takes full account of the terms of reference provided by the North East Peace III Partnership and sets out to illustrate the background to the study, the review of best practice and implications for the North East Cluster area, our findings from the stakeholders and public engagement and recommendations for a calendar of events for the North East Peace III Cluster.

Consequently, this report is presented in the following sections:

Section 2	Contextual Back Ground to Study
Section 3	Review of Best Practice
Section 4	Findings – Stakeholder and Public Engagement
Section 5	Calendar of Activity
Section 6	Resource Costings
Section 7	Operations Issues - Management, Partners and Promotion
Section 8	Council Specific Review
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Section 2

2.1 Contextual Background to study

The EU Programme for Peace and Reconciliation in Northern Ireland and the Border Region of Ireland (2007-2013) is a distinctive European Union Structural Funds Programme aimed at 'reinforcing progress towards a peaceful and stable society and promoting reconciliation'.

The European Commission on sport highlights the potential of sport, through the Sports Unit White Paper, this outlines the priorities within Europe for sport to:

Enhance the role of sport in education and training;
Promote volunteering and active citizenship through sport;
Use the potential of sport for social inclusion, integration and equal opportunities;
Strengthen the prevention of and fight against racism and violence;
Share our values with other parts of the world;

This project has focused on reconciling communities and contributing towards a shared society using the medium of sport and leisure.

Throughout the project, the five cross cutting themes of the EU Programme for Peace and Reconciliation have been embedded in the ethos. These included equality, sustainable development, poverty, partnerships and cross border partnerships, with a specific focus on youth.

2.2 Rationale

The role of sport in promoting positive values is fundamental to the vision of Sport Northern Ireland (Department of Culture, Arts & Leisure (DCAL), 2007). The Northern Ireland Draft Strategy for Sport and Recreation 2008-2018 outlines the importance of the role played by sports clubs in the community.

"Sport is an important part of my life, and of the life of our country. And I know the unique role that sport can play in bringing people and communities together, and in allowing the talents and aspirations of our young people to flourish".

Rt. Hon Gordon Brown MP, Prime Minister, 2007

"Culture and sport are engaging and powerful instruments for building places which are vibrant and exciting where people choose to live". Gerry Sutcliffe MP, Minister for Sport, *The Management Journal*, 2007

"Sport has the power to change the world, it has the power to inspire in a way that little else does, it speaks to youth in a language they understand. It laughs in the face of discrimination". Nelson Mandela

The objective of Programme 9a has been created with the underlying theme of developing a shared future, using sport as a medium to improve trust and cultural understanding, while developing partnerships and creating shared spaces at a local level.

Section 3

Review of Best Practice

3.1 Using Sporting and Leisure Activities to Challenge Racism and Sectarianism in the North East

In order to be able to produce concrete recommendations concerning how sport and leisure activity can be used to help address racism and sectarianism in Northern Ireland, in particular in the north east, it is first necessary to ask a number of questions. Clearly, it would be impossible to design a sports or leisure programme aimed at addressing racism in Northern Ireland without knowing *who* racism here is directed at? So *who are* we talking about? How many people are involved, and from which countries and ethnic backgrounds? It follows that in order to design sports projects tackling the issue of racism in Northern Ireland we must examine and understand the reasons why racism exists. Are there links between racism and sectarianism in the Northern Ireland context? If so, how can we exploit these links in order to design programmes that will succeed in addressing both simultaneously?

The following short section considers the minority ethnic population in Northern Ireland and examines the links between racism and sectarianism in Northern Ireland. It examines what lessons can be learned from sporting initiatives aimed at addressing racism and discrimination in other regions and countries and, based on the lessons learned, proposes a number of recommendations relating to the use of sport and leisure activity to address sectarianism and racism in the north east of Northern Ireland.

3.2 Demographic Trends

According to the Northern Ireland Statistics and Research Agency (NISRA), the current population of Northern Ireland is around 1.7 million. This figure is projected to increase to 1.8 million by 2011. The ethnic minority population of Northern Ireland can be divided into three distinct groups: Irish Travellers,¹ 'established' ethnic minority communities (e.g. Chinese, Pakistani and Indian communities) and new arrivals (e.g. migrant workers from eastern European countries and Portugal). All of these groups have experienced various forms of discrimination and exclusion. According to figures from the most recent census (2001) there are around 14,400 people living in Northern Ireland who belong to ethnic minorities. In other words, minority ethnic groups make up approximately 0.85% of Northern Ireland's population. This figure is likely to have increased significantly since 2001, however, given the increase in the number of migrant workers in Northern Ireland in recent years – particularly from the so-called 'A8 countries', the eight countries from eastern Europe that joined the European Union in May 2004.² Best estimates suggest the minority ethnic population stands at about 45,000 – approximately 3% of the general population. In 2007 alone, the total estimate of international in-migration to Northern Ireland was 19,400 people. However, given the fact that a significant percentage of the migrant population is transient – often working on fixed-term contracts, then returning to their home countries – it is difficult to establish the exact numbers of minority ethnic people in Northern Ireland. A more accurate picture of Northern Ireland's demographic make-up is likely to emerge after the next census in 2011.

With regard to the North East council areas, as Table 1 (below) indicates, Ballymena Borough Council is the most affected by international migration, with an estimated net international migration of 1,297 between July 2004 and June 2008, followed by Coleraine, Ballymoney, Limavady, Larne and Moyle.

¹ In the Race Relations (Northern Ireland) Order which was implemented on 4 August 1997, the UK government named Irish Travellers as an ethnic group to be protected by anti-racist legislation.

² The A8 countries are: Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia.

Table 1: Estimated Net International Migration, by Local Government District (July 2004 – June 2008) in the North East region

Area (Local Government District)	Estimated Net International Migration (Jul 2004 – Jun 2005)	Estimated Net International Migration (Jul 2005 – Jun 2006)	Estimated Net International Migration (Jul 2006 – Jun 2007)	Estimated Net International Migration (Jul 2007 – Jun 2008)	TOTAL
Ballymena	290	318	313	376	1,297
Coleraine	128	179	21	4	332
Ballymoney	40	94	44	68	246
Limavady	35	86	14	-49	86
Larne	-1	58	16	-5	68
Moyle	-17	-7	13	21	10
TOTAL (North East)	475	728	421	415	2,039

Source: NISRA (July 2009)

However, contrary to trends prevailing in the last few years, NISRA's long-term population projections predict a sharp fall of net migration in Northern Ireland.

3.3 Prejudice and Tolerance in Northern Ireland

If racist (and sectarian) attitudes are to be challenged in Northern Ireland, then it is important to explore how people feel and behave towards different groups. Recent research suggests that people here do not see all minority ethnic communities as the same. For example, some people appear to be less willing to consider integrating with members of the Traveller community and with Muslims than with Chinese, other Asians or East Europeans, with Protestants generally holding less receptive views than Catholics.³ Although there is some evidence of increased interaction between members of the majority and minority communities in Northern Ireland, especially through the workplace, the interaction is often relatively superficial. Moreover, there is still a general lack of knowledge concerning the various ethnic minority communities that have become established here.

With regard to the relationship between paramilitarism and racism in Northern Ireland, there have been suggestions that elements within paramilitary groups have extreme right-wing tendencies and links to organisations such as Combat 18 and the British Nationalist Party. Loyalist paramilitaries, in particular, have been linked to racially-motivated attacks.

3.4 Links between Racism and Sectarianism (Northern Ireland: a special case?)

Given Northern Ireland's unique history of sectarian division and violent conflict, there are strong arguments against simply 'importing' anti-racism programmes and approaches from England, or indeed from further afield. The Racial Equality Strategy for Northern Ireland 2005-2010 recognises that, with regard to strategies to combat racism, there are real and important differences between the Northern Ireland and Great Britain contexts. The Racial Equality Strategy and A Shared Future diverge from 'community cohesion' strategies developed after the race riots in Britain in 2001. Central to community cohesion is the promotion of a sense of common belonging. However, the history of the Northern Ireland conflict has illustrated the

³ Jarman, N. 2009, Research Update: Prejudice and Tolerance in Northern Ireland, ARK Northern Ireland Social & Political Archive, Londonderry/Belfast, p.4.

impossibility of basing any policies on a shared British or Irish national identity. Both the Racial Equality Strategy and A Shared Future therefore talk in terms of complex, multiple identities.

Government's developing view is that racism and sectarianism must be tackled together; there are clear parallels between the two. According to Lewis, "Each relies on an asymmetrical power relationship, as well as an ideology of superiority, and greater 'entitlement', of one group over another".⁴ In Northern Ireland, in addition to the dual challenge of sectarianism and racism, there are now concerns that minority ethnic communities, and racism itself, are at risk of becoming 'sectarianised'.⁵ There is some evidence that this is already happening – for example, Poles in Northern Ireland are seen as Catholics and Latvians as Protestants, and are treated accordingly by the two majority populations. Residential segregation in Northern Ireland compounds the problems, with ethnic minorities often having no choice but to become associated with one of the two main communities by virtue of the area or housing estate in which they live.

Patrick Yu (Director of the Northern Ireland Council for ethnic Minorities) said that Ethnic Minorities have become the new victims in Northern Ireland following the end to the troubles, statistics back this claim, In 2009 there were 771 racist crimes in Northern Ireland.

Growing diversity is seen by government as offering Northern Ireland enormous economic, social and cultural benefits as well as a unique opportunity to alter the way the people living here have viewed each other. The factors which give rise to racism and sectarianism are closely intertwined and cannot be tackled in isolation. The key is to tackle the common roots of both problems. The linkages and relationships between sectarianism and racism may be useful in reducing different forms of prejudice and discrimination in Northern Ireland. There is little doubt that encouraging people to engage with those they least understand and most fear will help them to see themselves as existing in, and benefiting from, a web of interdependent relationships. Given the relatively small number of ethnic minorities living in Northern Ireland, community groups are encouraged to develop intercultural programmes which support people from newly arrived communities to successfully integrate. This approach appears to work best when people from ethnic minorities who have settled in Northern Ireland work in partnership with local community groups to guide and support the newly arrived communities. This provides a network of support from people with similar culture, language and experiences. This also supports the development of understanding with the established community groups in the role they can play supporting anti-racism and anti-sectarian projects in a sustainable and meaningful manner.

3.5 Implications for designing sport and leisure programmes to challenge racism and sectarianism in Northern Ireland – lessons from the literature.

The two most important messages emerging from the literature are the following:

1. **Consultation with ethnic minority communities is the most important factor when planning to provide sporting opportunities to tackle racism.** Evidence also shows that a lack of consultation with minority ethnic and migrant communities in the development and provision of culturally appropriate facilities or services can be a barrier to participation. It is therefore important to ensure that minority ethnic communities are consulted and represented at decision-making levels in any sports and leisure programmes designed as part of this project. This can be done by encouraging meaningful dialogue with minority ethnic and migrant communities and empowering members of the minority ethnic communities to help plan, organise and deliver sport and leisure programmes. Ethnic minorities should be empowered to influence and participate in sport at all levels – as players, officials, coaches, administrators, volunteers and decision-makers. This creates community leaders and role models from ethnic minority backgrounds who can

⁴ Lewis, H. 2006, "Racism and Sectarianism: Two sides of the Same Coin?: The Northern Ireland Experience", *The International Journal of Diversity in Organisations, Communities and Nations*, vol. 6, no. 3, p.30.

⁵ Ibid, pp.35-6.

inspire and empower positive Interculturalism at the local level. There is a growing need, in particular, to address the lack of coaches and leaders in sport from minority ethnic communities. It is widely acknowledged that the increase in coaches and leaders from ethnic minority communities has a very positive impact upon the development of young people from those same communities. Therefore programmes should be proactive in training sports facilitators from these communities. Ideally people from ethnic minorities, newly arrived communities and community workers who have experience working with ethnic minorities should be trained in multi-sport coaching, leadership and referee education courses. This approach is much more strategic in terms of developing sports programmes which promote Good Relations rather than simply offering diversity training to local sports people/clubs.

2. **The education and training of all involved in the provision of sport and leisure activities is fundamental to the success of any initiative designed to tackle racism** (and sectarianism). Evidence shows that a lack of cultural understanding and awareness of the needs of ethnic minority and migrant communities in sport and physical recreation can be a barrier to participation. Ethnic minority communities need to feel that their religious and cultural needs are understood and respected. For this reason, training is needed to offer those working in sport an understanding of the needs of ethnic minority communities and to encourage an appreciation of their own responsibility to challenge forms of exclusion and discrimination. Organisations should provide race, culture and religious awareness training for their coaches, leaders and organisers to assist them when working with diverse communities. The World United intercultural football project based in Belfast provides a good example of partnership work using education as a core principle in celebrating respect for diversity. The World United team links with the Northern Ireland Council for Ethnic Minorities (NICEM), Northern Ireland Committee of Refugee and Asylum Seekers, the PSNI, Irish Football Association and Crusaders FC to train members of the team (both local people from the two main traditions and people from ethnic minorities) to deliver anti-racism and intercultural awareness raising workshops in the community. World United also have annual diversity awareness training for their own group of Players and Committee members delivered by NICEM.

Other lessons and recommendations from the literature include the following:

- When designing sport and leisure initiatives aimed at tackling racism and building positive relationships in the North East, as much information as possible should be gathered concerning the numbers of minority ethnic people resident in the North East region, their country of origin, employment sector, residential location, gender and age profile. This information will greatly assist in the design of appropriate programmes.
- In order to tackle racism effectively, sport and leisure programmes – and associated staff and volunteers – should make a public commitment to outlaw racism. Additionally, in order for ethnic minority communities to feel confident that racial discrimination is taken seriously, sports organisations should have transparent, simple and well-publicised complaints procedures. In sporting terms groups can develop and encourage Players, Coaches and Administrators to sign up to declarations against racism and sectarianism. Anti-Racism and Anti-Sectarian policies and Codes of Conduct for Players and Coaches addressing issues concerning sectarianism and racism can also help to create a more fun, safe and inclusive environment. These policies and codes need to have clear sanctions to challenge racism and sectarianism.
- Consideration should also be given to using the *Sporting Equals* evaluation tool, “Achieving Racial Equality”, to evaluate progress. For more information, visit <http://www.sportingequals.org.uk/>.
- Sport and leisure initiatives need to acknowledge the diversity that exists within the minority ethnic community in Northern Ireland – i.e. those who have been here for upwards of 50 years; those who come for relatively short periods; and those who settle here. Ethnic minority

communities cannot be dealt with as one homogenous group. It is important to be aware of the cultural needs and socio-economic status of each community, as these will influence levels of participation in sport and leisure programmes.

- It is important to be aware of any tensions which may exist among different minority ethnic minority communities in Northern Ireland. Anecdotal evidence suggests, for example, that tension is much greater between the Polish community and the Lithuanian community in Newry, and between the Polish and Filipino communities in Dungannon, than with locals.
- In order to ensure minority ethnic communities are aware of opportunities to participate in sport and leisure programmes, use should be made of ethnic minority publications and radio stations as a source of distributing information. Where necessary, information should be translated into relevant languages. For example, although outside the NE area, it is worth noting that the Fermanagh Herald runs a weekly column in Polish. With regard to radio stations/slots targeting minority ethnic communities, BBC Northern Ireland broadcasts 'Wah Yan Jee Sing' – a short programme with local information on health and social issues in Cantonese – at 21:55 every Wednesday night.
- Barriers to participation in sport and leisure activities for ethnic minority communities including language barriers. Therefore consideration should be given to the provision of appropriate language support for newcomers, especially children, when designing sport and leisure programmes to tackle racism. The creation of a multi-lingual practitioner culture should also be encouraged, for example employing bilingual/multilingual staff. Consideration should be given to using sport and leisure programmes to promote the use/study of Polish, Russian and other eastern European languages among children whose first language is English, in addition to promoting the use of English among ethnic minority children.
- To encourage participation amongst ethnic minority communities it is also essential to address financial considerations. Care should be taken to ensure programmes are affordable. The cost of transport to and from sporting and leisure facilities should also be considered.
- No one sport includes all sections of Northern Ireland society – males and females; Protestants and Catholics; nationalists and unionists; working class and middle class, young and old, able and less able; ethnic minority and local communities. What are the implications of this for designing inclusive sports programmes to address racism and sectarianism here? A potential answer to this is to build on the innovative value based coaching approach developed on the Football For Peace programme developed by the University of Brighton. This could be developed into a multi-sport value based coaching programme.
- Sport in Northern Ireland is used as an expression of cultural identity. Indeed it has been argued that religious belief and community affiliation affect decisions in relation to all aspects of sporting life here. This has implications for the inclusion of minority ethnic groups in sports and leisure activities in Northern Ireland. Some sports in Northern Ireland have historical associations with one community or the other – for example Gaelic sports are associated with Irish nationalism while rugby is traditionally a Protestant/Unionist dominated sport. This potentially poses a challenge for minority ethnic people who may be keen to participate in a particular sport, or to be a spectator at a particular match, who may not be aware of these historical associations. Unbeknownst to ethnic minority communities, their participation in a given sport may associate them with the Catholic/Nationalist or Protestant/Unionist tradition. It is also important to take into account the strength of using other less traditional sports such as Futsal or basketball, which are played by many of the newly arrived communities in their home countries, as a tool for engagement.
- In addition to their associations with the two main traditions in Northern Ireland, many sports are also associated with a particular socio-economic background. For example, while boxing is

perceived to be a working class sport, rugby is mainly a middle class sport played by middle class grammar schools. It is worth taking this class element into consideration, when designing sports and leisure programmes to address racism and sectarianism.

- Opportunities for women-only participation are desirable – for example women-only swimming classes. For some Muslim women, especially, marketing information should include what the exercise environment is like and whether it meets their religious and dress requirements. Consideration of the timing of sessions, childcare facilities etc is also crucial to the delivery of equitable opportunities.
- The short-term/one-off nature of many projects is identified as a challenge to developing sustained participation, never mind wider sporting and social impacts.
- Research suggests that persons aged between 25 and 44 are most likely to come across migrant workers in their daily lives in Northern Ireland. This has implications for the target age group of sport and leisure programming aimed at challenging racism here.
- Lastly, it is important to recognise that while sport can potentially bridge gaps between the various communities in Northern Ireland, fierce sport rivalry can also confirm hierarchies and antagonisms among individuals and groups. Some academics challenge the assumption that mere contact in the sphere of recreational sport between members of different ethnic groups will automatically lead to more mutual understanding and to meaningful exchanges. Krouwel et al warn against “the rosy picture that is sometimes sketched about sports activities and their ability to integrate new groups and overcome inter-ethnic tensions in other social spheres. Sport can recondition individual persons, but perhaps not society as a whole.”⁶

⁶ Krouwel, A., Boonstra, N., Duyvendak, J.W. & Veldboer, L. 2006, "A Good Sport?: Research into the Capacity of Recreational Sport to Integrate Dutch Minorities", *International Review For The Sociology Of Sport*, vol. 41, no. 2, p.177.

Section 4 Findings Stakeholder and Public Engagement

4.1 Implications of desk based study

In embedding good relations within the North East Peace III project it is useful to look at the strategic and policy context for sport and the role it plays in society beyond the impact of pure physical participation. This has been clearly documented in sections 4.1 to 4.5, and via consultations that have occurred over the preceding months. Details of these can be found in appendix A.

This section will evaluate the need for such a programme, establishing key aspects related to, integration and inclusion for all community groups within the North Eastern area which encompasses the Local Authority areas listed.

Many stakeholders who have been consulted within this area have stated sport and indeed any type of physical activity can be a tool for positive change in a community or nation. However, it must also be recognised that sport can be used as a symbol of and for division. It is in this respect that a programme to ensure some form of integration and empowerment for all communities within the area rolls out.

In order to design this sports project the main focus is to develop a programme that will begin to tackle the issue of racism in Northern Ireland. The main objective of the programme will be to give those involved in the programme a better understanding of the reasons why racism exists and how a programme of activity can assist with bridging the barriers to participation for Indigenous and Ethnic Minority groups.

There will be a need within the programme to establish the links between racism and sectarianism in the Northern Ireland context. It is important to understand if racist (and sectarian) attitudes are to be challenged in Northern Ireland, then it is important to explore how people feel and behave towards different groups, which will be key to establishing a positive working group.

The initial stages of this programme will concentrate on empowering the group to work in a cooperative manner to ensure opportunities for one voice for sport and leisure within the North Eastern area is established. It will involve establishing a mainstreaming of and for sport for all within the North Eastern area with open minded individuals leading the way. There is little doubt that encouraging people to engage with those they least understand and most fear will help them to see themselves as existing in, and benefiting from, a web of interdependent relationships. Given the relatively small number of ethnic minorities living in Northern Ireland, community groups are encouraged to develop intercultural programmes which support people from newly arrived communities to successfully integrate. This approach appears to work best when people from ethnic minorities who have settled in Northern Ireland work in partnership with local community groups to guide and support the newly arrived communities. This process provides a network of support from people with similar culture, language and experiences. This also supports the development of understanding with the established community groups in the role they can play supporting anti-racism and anti-sectarian projects in a sustainable and meaningful manner.

The work programme will concentrate on ensuring empowerment occurs i.e. empowering members of the minority ethnic communities to help plan, organise and deliver sport and leisure programmes. It is not only ensuring the ethnic minority groups are given the opportunity to do this but also that those who are currently involved allow this to occur. It is about the two way process of sharing what you have at present within the clubs, in the area and also about understanding the impact that opening the club up to others will have on the association. It will be important within the programme that ethnic minorities will be empowered to influence and participate in sport at all levels – as players, officials, coaches, administrators, volunteers and decision-makers. This will assist in creating community leaders and role models from ethnic minority backgrounds who can inspire and empower positive Interculturalism at the local level. There is a growing need,

in particular, to address the lack of coaches and leaders in sport from minority ethnic communities.

The programme is multi faceted as it has so many levels but the main emphasis is about the positive impact upon the development of young people within the communities in the North Eastern area. Therefore the programme outlined will be proactive in engaging and training sports facilitators from within these communities. Ideally people from ethnic minorities, newly arrived communities and community workers who have experience working with ethnic minorities should be trained in multi-sport coaching, leadership and referee education courses. However it is also important to develop acceptance within the community, this can only be achieved by promoting understanding, therefore there is an educational need to ensure members who are presently within clubs have an understanding of the specific barriers to participation and how from a governance point of view their clubs could be made more welcoming for those from an ethnic minority or other disadvantaged group can be included in their club setting. This approach will ensure the programme is strategic in terms of developing sport which promotes Good Relations rather than simply offering diversity training to local sports people/clubs.

Presently it is the lack of cultural understanding and awareness of the needs of ethnic minority and migrant communities in sport and physical recreation that is the main barrier to participation. Focus of the programme is the training needed to offer those working in sport an understanding of the needs of ethnic minority communities and to encourage an appreciation of their own responsibility to challenge forms of exclusion and discrimination.

These initiatives need to acknowledge the diversity that exists within the minority ethnic community in the North East. It is important to understand that ethnic minority communities cannot be dealt with as one homogenous group and an important aspect to engage with all within the area occurs. It is important to be aware of the cultural needs and socio-economic status of each community, as these will influence levels of participation in sport and leisure programmes. Lastly, it is important to recognise that while sport can potentially bridge gaps between the various communities in Northern Ireland, fierce sport rivalry can also confirm hierarchies and antagonisms among individuals and groups.

4.2 Focus of programme

- Create better understanding of cultural differences
- Help find a common ground between people from difference cultures/backgrounds/communities (eg a love of/talent for sport)
- Help create trust / build trust between cultures as new relationships form round this new 'common ground'
- Help to develop confidence in own cultures, and ultimately trust and respect for and with other cultures
- Help to dispel myths and perceptions about unfamiliar cultures with long term aim of eliminating sectarianism / racism
- Create lasting structures to ensure sustainable legacy.

It is important however to say a one size fits all perspective for the programme should not occur as it will not meet the needs of the communities – however a programme fit for purpose to ensure all key aspects are addressed will be outlined below.

There are programmes currently running in each of the areas from a sports specific/generic and community relations perspective and these must be taken in consideration when establishing this programme. This programme and those currently running in the area should be working in partnership to meet the needs of the community – not duplication of effort but added value. The establishment and identification of role models in the community will assist with the development and advocacy for and of integration of all sections of the community into sport and leisure activities.

The survey found that demand was for workshops and fun days, to focus on improving engagement, understanding and specific sports coaching knowledge.

The programme will encompass a strategic stepped approach :

- Targeted engagement activity specific to each location, to deal with local need with groups segregated to build trust and deal with internal issues.
- Training Workshops,
- Cross cluster workshops, conference and or exchange visits;
- Identification of role models to motivate involvement
- Upskill identified individuals to create a legacy;
- Creating structures and a plan for future development through advanced workshops, conference and residential, ensuring sustainability and empowerment.

The final stage will be to build structures and understanding for the future. This involves the community leaders, stakeholders and identified role models, partaking in a module together. This will give the opportunity for future signposting and the development of understanding to ensure continued participation and development in sport or physical activity.

In table 1 below an outline of the proposed programme is shown with key aspects to be delivered within the suggested programme

4.3 Considerations

It must be considered that the limited time frame with which the programme is to be rolled out has an effect on the rationale for the options under recommendation. This evaluation has identified existing programmes where value can be added to address the specific priorities of Peace III Programme 9 A.

In order to ensure attendance at the activities it is important to align the timing of the events to suit the target groups. The survey showed that availability varies throughout the year, the most suitable time for scheduling events was Monday to Thursday evening or Saturday morning, however these times would also exclude some groups, thus scheduling of events will have to be carried out on an activity to activity basis.

Any schools programme will require liaison with the North East Education and Library Board prior to implementation and delivery.

4.4 Barriers

Language barriers/difficulties with communication should be addressed through publications in various languages. This could include common sporting words being promoted in various languages.

Cultural differences – There is a requirement to improve understanding of various cultural activities to work towards acceptance

Lack of Knowledge – of what is available and where

Fear of being labeled or linked to one community or another

POCVA checks

Perceptions/tensions/myths around new communities

Funding issues (lack of)

Facility availability at times that suit.

Section 5 Calendar of activities

5.1 Introduction

The UN regards sport as an integral part of nation building and fostering of goodwill within local communities. The fundamental values of sport and play have been acknowledged as very important elements in the building of a strong civil society where tolerance and friendship is being built. However George Orwell has stated that ' Serious sport has nothing to do with fairplay, it is bound with hatred, jealousy and disregard of rules.

Play is a natural part of peoples physical, mental and social development and growth. Projects can be labeled as leisure activities and bring about a change of attitude and behaviour. It all depends on how you play. This is the reason appropriate training of coaches is so important. The power comes with the popularity of sport and leisure, the effect comes with its implementation. Focusing on mutual interest, sport can create safe places to interaction, where understanding and tolerance can be built, provided we have acquired the adequate knowledge that the situation requires. Stigger and Sugden 2003. Office of United Nations High Commissioner for human Rights 2006.

Calendar of Activity			
5.2 Young People			
Programme	Target Group	Proposed Activity	Resources
Schools Physical Activity Programme	Disadvantaged young people within the NE area. Aimed at Primary school children. Specific target – ethnic minorities and/or those specified within Section 75	Participate in varying sports or leisure activities, such as Gaelic, Rugby, Football, Basketball, Multi-skills, outdoor pursuits Options: Game of Three halves, Football for Peace, Multi sport for peace, Aimed at 30 schools. 20 participants per road show. Leading into a festival day.	Qualified coaching staff to deliver the programme and equipment. Festival day/camps * – merchandise, prizes, referees and management of the event. 30 schools in total, throughout the North East area to receive a road show at their school, 5 per council area. 2 festival days with 32 teams at each, 450 children in total From this project schools will produce posters.
Educational programme		Particularly addressing the key area : Sport and Good relations * Targeting 60 participants @ 6 locations. Youth Forum designed to engage young people in the community and give them a voice with community leaders, sporting and political ambassadors. Targeting 20 participants. Leadership training – ability to deliver fun sessions * Targeting 60 participants.	Tutors to deliver programmes – developed to meet the needs of the young people – important interactive in nature.
5.3 Community Leaders			
Programme	Target Group	Proposed Activity	Resources
Educational programme	60 Community Leaders within the NE area. Specific target will be the inclusion of ethnic minorities from each council area	Workshop to develop positive relationships with young people * Targeting 60 participants. Mentoring programme – to assist with the development of young people becoming leaders * Targeting 60 participants Governance / Club Development over in two locations aimed at 20 participants *	Tutors to deliver programmes – developed to meet the needs of the community groups – important interactive in nature.

		Value based coaching tutor module for 20 participants	
5.4 ALL			
Programme	Target Group	Proposed Activity	Resources
Unity Cup	Businesses in the community	To bring various groups together, engage segregated groups and provide educational promotional material. Based on two competitions, 16 teams competing. Targeting 134 participants. To include sporting language leaflets.	Officials for management of event, educational leaflets for distribution to local businesses and tutors to present at event.
Conference	Majority of those involved in the programme above	To highlight and bring together all involved in the programme to develop an understanding of current position and establish away forward. Targeting 100participants. Conference outline appendix below	Key note speakers and facilitators. Venue to accommodate the practical nature of the conference.
Residential	Identified community role models, stakeholders	To bring 100 community leaders and identified role models to take part in a two day residential with advanced training and team building projects.	Key speakers, tutors, support staff and facility costs.
5.5 Identified role models			
Ambassadors Programme	Role models from the community Political, Sporting hero's and ethnic minority leaders.	Specific advanced training, 2 hour workshop and will be involved in various publicity initiatives. Targeting 18 participants.	Tutors to deliver advanced programmes
Exchange visits	Selected role models from ethnic minority groups, ambassadors programme members and stakeholders.	Exchange visits to identified projects of good practice. Participants will be required to create a case study and learning journal. Based on 18 participants, 12 stakeholders and 4 tutors.	All travel expenditure, based on regional based project.
Teacher training	Teachers in primary schools	Value based coaching training Aimed at 30 teachers	Tutors to delivery training
Cultural Awareness days at major sporting clubs	Major sports clubs and supporters	Cultural awareness roadshow, leaflet distribution, banner display and t shirts for players	T shirts, banner, leaflets, two staff per road show
Ethnic Minority Groups and Individuals			
Value based coaching	Ethnic minorities	5 week coaching programme to	Value based coaching tutors

		include rugby, Gaelic Games, Basketball and football X 2 hours per session, at two locations. Targeting 30 participants.	Transport and translators will be required.
Coach education	Ethnic Minority individuals	Governing Body Coaching award in Rugby Gaelic Games Football Basketball Targeting 45 participants.	Governing body coach educators. Transport and translators will be required.

5.6 Future leaders			
Legacy	Future leaders and identified role models	Creation of workbook for future delivery, to include cultural awareness. Creation of DVD, highlight best practice projects locally in various languages.	Creation of a workbook, will involve a research element to design and workbook as well as publication and printing costings.

5.7 Women and children only sessions			
Leisure activities	Women and children only sessions,	Fundamental movement courses, based on 5 week taster session in two areas, one hour per session. Targeting 20 participants.	Facility costs, Fundamental movement coach.

5.8 Explanation of Activity

5.81 Young People

- Festival Day/Camps
 - This will be a mix of practical activity and workshops/key speakers
 - Examples of the programme ;
 - Drama and Dance as well as Sports participating in prior to the camps
 - Team building activities
 - Build upon planning and development of programmes to deliver in their community settings
 - Key note speakers that will draw upon the key themes addressing through educational programmes

- Sport and Good Relations – Workshop/workshops to Include :
 - Equality and Diversity – meanings (Culture, Religion, Ability/Disability, Gender)
 - Organisation
 - Governance – What is it
 - Management – Structures
 - Planning
 - Issue in and of Sport

- Leadership Training
 - Planning sessions
 - Health and Safety
 - Child Protection
 - Communication
 - Organization
 - Fun activities

5.82 Community Leaders

- Workshop 1 (2 sessions)
 - Role of young people ; +ve / - ve, barriers to participation
 - Ethnic minorities as above
 - What is their role as a leader
 - What skills are required – reflection
 - Planning
 - Policies from within council areas important to highlight – mainstreaming policy

- Mentoring Programme (vital for the young people – leadership training)
 - Presentation skills
 - Reflection cycle
 - Role as a mentor
 - What are the needs of the young people

- Governance/Club Development (2 sessions)
 - Partnership –what is the meaning, team work, links
 - What are the skills required ; reflection ; now – future
 - Constraints – SWOT
 - LTAD/LISPA
 - Clubmark NI
 - Mainstreaming
 - Examples of good practice

5.83 International Sport and Good Relations Conference

Develop a conference in sport in post conflict areas, delivering presentations based on sport as a tool for building capacity for a shared society and opportunities and policy implications for the future. Focusing on engagement, integration, building trust and diversity. To take place –September 2010, targeting 100 participants.

This will include international and cross border speakers and would provide the opportunity for all those involved in the programmes to come together, take part in work shops, learn from each other and celebrate success through the recognition awards and certificate ceremony. Selected participants in the programme will be identified to assist in the management and planning of the conference. Invited to the conference will be local sport and community stakeholders from throughout the NE area, policy makers, local community and sports groups, sports development and community development organizations as well as representatives from Governing bodies of sport and the education sector. This will include partner groups from across the border to include Governing Bodies south of the border as well as all Ireland body Sport against racism Ireland .Guest speakers from post conflict countries will address the audience detailing how sport has been used throughout the world for good relations, participants will then split into workshops to address various issues such as sport and community integration, sport and community leaderships, sustainability and local actions, a chairperson will then present to the conference in terms of feedback.

Template Agenda for Conference

9.30am	Registration
10.00am	Welcome to conference outline of events
10.40am	Key note speaker in relation to sport impact on society case study see below for an example
11.15am	Coffee
11.30am	Presentation on the NE perspective (Needs Analysis)
12.30pm	Questions
1.00pm	Lunch
2.00pm	Workshops related to CE area Feedback on findings (4 – 5 themes)
3.30pm	Key note – Developing a coordinated approach – Israel and South Africa
4.30pm	Question panel
5.00pm	Closing remarks
5.30pm	Buffet Meal
7.00pm	Awards and presentations

5.84 Events during Anti-racism in the workplace week October 2010

Two Unity Cup days, this would involve engaging 32 local businesses and community groups who work with people from ethnic minorities. This will be linked to the world cup this year, played as a football competition, with teams based on the countries competing in the world cup.

Resource requirement t shirts – these would be in the colour of the country they represent.

Each competing team would be allocated a country and literature would be made available on the day of the competition regarding the culture of each country. Prize would be available for the competition. At the event teams would play matches as well as take part in presentations regarding culture.

This competition would be open to all, with focus on target ethnic minority groups.

Leaflets would be available to those taking part and sent to all businesses in advance regarding anti racism within the work place.

This event would take place in October 2010 during anti racist workplace week.

5.85 Multi Sport Unity Cup

Similar to the schools cup structure aimed at adults in the community – focus on businesses where employment of ethnic minority groups are high. The Multi Sport Unity Cup involves engaging local businesses and community groups who work with people from ethnic minorities. Similar to the Game of 3 Halves the Multi Sport Unity Cup involves using Football, Rugby and Gaelic Football as a tool to promote Good Relations. Every Player and Coach participating is asked to sign a declaration against racism and sectarianism. There also needs to be clear sanctions for anyone found guilty of making racist or sectarian comments. Every team that participates should also sign up for Good Relations awareness training.

5.86 Sport for Peace

The successful Football For Peace (F4P) programme based in Limavady and operating cross border with Donegal, It was a joint venture between the Northern Irish Football Association (IFA), the Republic of Ireland Football Association (FAI) and with Inishowen Rural Development Limited (IRDL) as the lead partner. The programme focuses on Value based coaching through football. The structures enable the roll out of this over all council areas. The added benefit is the opportunity for a sustainable legacy through the empowerment of identified coaches and teachers in each area. This project can be increased to include other sports. Value Based Coaching involves delivering Good Relations through the coaching sessions using an innovative Value Based Coaching Manual developed by the University of Brighton. This manual uses Football coaching sessions for Conflict Prevention and Peaceful Co-existence. The 7 Value Based Coaching sessions are based around:

- Fair Play
- Inclusion
- Respect
- Neutrality
- Trust
- Responsibility
- Equity

The F4P coaching programme highlights the social and fraternal attributes of soccer in such a way that those who participate not only develop soccer specific knowledge, but also consciously and unconsciously adopt, practise, and endorse the fundamental principles of fair play and good citizenship. In this regard, the F4P coaching programme is designed to be especially effective in areas where civil society is fragile and there are high levels of community division and social conflict.

Specifically, through participation in fair sport F4P aims to:

- provide opportunities for social contact across community boundaries;
- promote mutual understanding;
- engender in participants a desire for and commitment to peaceful coexistence;
- enhance soccer skills and technical knowledge.

In addition to the enhancement of soccer skills and technical knowledge, the project emphasises the following principles and learning objectives:

1. Neutrality
2. Equity and Inclusion
3. Respect
4. Trust
5. Responsibility

F4P's Five Principles of Fair Play

1. **Neutrality**
F4P is a politics-free zone. Those who participate in F4P - players, coaches, parents, administrators – leave their political views and ideological positions outside. This does not mean changing political and ideological standpoints – this is not our business -, but we do require that such positions are not expressed in and around the F4P experience.
2. **Equity and Inclusion**
Within F4P all participants are treated equally and the commitment to equality is recognised in the way that practices and games are organised and run. Those who want to play can play regardless of ethnicity, race, religion, gender, and ability.
3. **Respect**
The appreciation of one's own individuality and the value of others in a context of social diversity. Respect, for oneself, respect for team mates and opponents, respect for coaches and parents, and respect for the laws of the game and those that administer them are essential features of F4P.
4. **Trust**
Players that trust one another play well together. Learning to have faith in the capacities of others to carry out their roles and responsibilities dutifully and mutually, in ways that also contribute to the well being of team-mates, is an essential ingredient of good sportsmanship.
5. **Responsibility**
With trust comes responsibility: understanding that individual behaviour in practice sessions and in games influences and has impact upon the performance and experience of others. Working with and for others are key aspects of F4P Projects. Success in sport, particularly team sport, relies upon mutual aid and self-sacrifice.

5.87 Sports Peace and Reconciliation Residential

Create a cross border peace camp for cultural exchange and leadership in sport and community building, for community leaders and sports and community volunteers from throughout the NE area with participants from cross border and expert tutor lead workshops and team building pursuits. Targeting 100 participants.

The residential will involve a range of sports activities, leadership seminars, engagement, diversity and integration seminars and partnership building. These camps will be more advanced than the workshops and will be made available to those identified in the workshops. We will deal with real issues identified through the workshops and local community audits, participants will be challenged to determine feelings and reactions to given examples of social issues, this will be interactive and lead to challenging of attitudes and acceptable behaviour, case studies will be used with a series of questions to determine attitudes. This camp will create learning between adult sport and community leaders and teenage volunteers, ensuring the feelings of experienced and young people can be combined.

Prior to the camp a Sport/religion **attitudinal survey** would be completed by all participants

The community leaders Sport Peace Residential will involve:

Day 1:

Arrival 11am

Cultural and Social integration of sport

12 – 1pm

Workshop 1 – Introduction to culture/identity/diversity– cultural expression/cultural differences, prejudice, stereotyping attached to sport and traditions. Examining why emblems are attached to sport, why traditions support specific teams and sports ability to unite / divide because of this.

Lunch 1-2pm

2-4pm Rugby, GAA and football activity

4-5.30 pm Sport and Religion

Workshop 2 - Sport and religion following on from workshop one, we will identify the sectarian and racist issues attached to sport and have dialogue around understanding, misconceptions and plans to deal with sectarianism and racism in sport. We will also address the potential issues related to an increase in foreign nationals in our community and how their sporting culture will affect the current situation. Discussion could be around how sport and religion can cause conflict and the consequences. Examples /case studies will be discussed. International sports teams and the effect of the rugby world cup on South Africa.

Dinner 5.30-6.30pm

7-8.00pm

Workshop 3 – Sport in our Community 1 This will focus attention on participants own community, comparing similarities and differences from world examples, this is the opportunity to talk about the problems – intra/inter community conflict, and determine how sport can bring people together e.g. twilight football, what they can do at community level to elevate these problems and how they can promote sport for all, change attitudes, build positive relationships within their community and across community and on a cross border basis.

8.30-9.30pm Team building outdoor pursuits

Day 2

Breakfast 8.30 – 9.30pm

10am – 12pm

Workshop 4 – Sport in Our Community 2 (focusing on **how participants will tackle the issues** in their community which have been highlighted in the previous workshop, this will build on the initial work shops, with additional training on building partnerships and setting standards of practice.

Lunch 12-1pm

1-2pm

Mentoring training

Presentation and communication skills – How to present yourself in the delivery of sport and community relations training. The individuals will be trained to be able to deliver the modules created in their own community and apply the training to their own groups.

2pm – 3.30pm Outdoor pursuits activity

4.00pm Close and post camp questionnaires to measure attitudinal change

5.88 Recognition

Within the North East cluster there are a number of sports awards and recognition events throughout the calendar year. It would be prudent to assess the potential to introduce a recognition award for those involved in building good relations and integration through sport.

The International conference will be used as an opportunity to recognise and reward good practice of inclusion within the community, with specific focus on ethnic minority groups.

Section 6 Resource Costings

Cost	Rationale
Manager / Management fee to coordinate £25000 - £30000	
Resource Costs £20000 Evaluation and creation of workbook / dvd and publication = £6500 Publicity for the programme and advertising materials to include pop up stand for pr = £1000 Interpreters costs £2500 Transport costs £3500 Hospitality for modules £2250 Launch £1500 Staff uniforms £500 Awards / Certification £250 Leaflet Design and printing £2000	
Programme Costs £76658 Council resource / administration fee £12000 School programme Road Shows £4500 Festival Days £4750 Young People Educational Programme Sport and Good Relations £1350 Youth Forum £1700	30 schools, each lasting 3 hours, require two value based coaches per session at £25 per hour = £4500 Two festival days Require 8 referees @ 75 = £600 4 Officials @ £50 = £200 1 Organisers @ £100 = £100 2 Tutors @ £100 = £200 450 T shirts @ £4 = £1800 Prizes @ £250 450 lunches @ £3 = £1350 Venue hire £250 One tutor @ £150 * 6 locations = £900 Venue hire @ £75 * 6 locations = £450 Transport to final event = £350 One tutor @ £150 = £150 * 6 = £900

		Venue hire @ £75 = £75 * 6 = £450 Based on Six monthly meetings	
Leadership Training	£1350	One tutor @ £150 * 6 locations = £900 Venue hire @ £75 * 6 locations = £450	
Community Leaders Educational Programme			
Positive Relations	£1350	One tutor @ £150 * 6 locations = £900 Venue hire @ £75 * 6 locations = £450	
Mentoring programme	£675	One tutor @ £150 * 3 locations = £450 Venue hire @ £75 * 3 locations = £225	
Governance	£450	One tutor @ £150 * 2 locations = £300 Venue hire @ £75 * 2 locations = £150	
Tutor training Value based coaching	£850	Two tutors @ £300 * 1 location = £600 Venue hire @ £250 * 1 locations = £250	
Unity Cup	£1888	Requires: 4 referees @ 75 = £300 2 Officials @ £50 = £100 1 Organisers @ £100 = £100 2 Tutors @ £100 = £200 134 T shirts @ £4 = £536 Prizes @ £250 134 lunches @ £3 = £402 Venue Hire £250	
Conference	£13700	Venue hire for Conference £1000 4 international speakers @ £500 = £2000 Transport for conference = 4 * £550 £2200 Transport for attendees £200 Lunch Food 100 participants @ £10pp £1000 Equipment hire £500 Staffing £4000 Evening food 100 participants @ £10pp £1000 Awards £1800	
Ethnic Minority Value based coaching	£1750	5 weeks * 2 hours * 2 locations * 2 coaches @ £25ph £1000 Venue hire £75 * 2 locations £750 * 5 weeks	
Teacher Value based coaching	£700	One session * 2 hours at 4 locations * 2 coaches @ £25 £400 Venue hire £75 * 4 £300	
Coach education	£1575	Three sports Governing Body coach award with 15 participants on each @ £30 pp £1350 Venue hire 3 location @ £75 £225	

Women and children training	£1000	5 weeks * 2 locations * 2 coaches @ £25	£500
		Venue hire 5 weeks * 2 locations @ £50	£500
Printing of posters from schools competition	£2000	5000 copies	
Training with dvd and workbook resources	£450	One 3 hour session in two locations One Tutor * £150 * 2 locations	£300
		Venue hire £75 * 2	£150
Cultural awareness road show	£5560	2 per council * 6 = 12 12 banners @ £150 = £1800 30 t shirts per location * 12 = 360 * £4 = £1440 Leaflet printing 500 per location * 12 = £1600 Staff 2 * 12 for two hours @ £15ph = £720	
World United training Module	£2250	Six locations * 2 tutors @ £150 = £1800 Venue hire £75 * 6 = £450	
Belfast Giants training module	£2250	Six locations * 2 tutors @ £150 = £1800 Venue hire £75 * 6 = £450	
Residential	£16550	Accommodation 100 participants * 1 night @ £50 = £5000 100 * 2 days * £40 per day = £8000 4 Tutors for 2 days @ £300 = £2400 Transport costs 3 buses @ £350 = £1150	
Exchange visits	£2570	Transport 2 buses @ £350 = £700 Food 44 * £30 = £1320 Tutor 2 * £225 = £550	
Capital Costs			
Equipment	£5000		

Total Costs

£131218

Note - Ownership of any equipment purchased as part of this project, should be retained by the partnership following the final date. These could then be allocated to the Sports Development officers in each Council area for distribution to appropriate community organizations, as required to meet associated priorities linked to those embedded in this programme and to assist in the sustainability of relevant programmes.

Section 7 Operational Issues Management, Partnerships and Promotion

7.1 Management

Three factors will influence the management structure adopted for this programme:

The relatively short time frame;

The importance of local knowledge and contacts within each area;

Policy and in particular Procurement limitations.

Undoubtedly the management of this programme will require an additional management resource:

Option 1 – Open Tender:

The main risk is that no-one submits a proposal.

Risks in relation to experience and expertise, this will be mitigated by being specific about the requirements in the tender documents. Only organizations with the relevant experience and expertise will be selected.

To be successful this process would have to be established and advertised as a matter of importance.

Option 2 – Delivery by Councils

Risks include:

Current workloads mean that additional staff are needed to co-ordinate the programme.

At this stage the programme is required to be completed by 31 March 2011, as such the Council procedures required to employ a full time programme manager are prohibitive to achieve objectives.

Councils will have to use procurement for each individual aspect of the programme, they cannot simply use a supplier they already have a relationship with e.g. IFA.

Councils will have to procure coaches – this will be necessary each time one is used on a programme or Council will have to publicly advertise and procure coaches on an annual basis. Only the coaches on the approved list will be eligible to coach on the programme.

Peace III regulations state that, If Councils deliver the programme they cannot charge the programme for hire of their venues (e.g. leisure centres, sports halls etc)

All six Councils have varying procurement and policy regulations which will delay the process should projects be delivered on a local Council level.

Should option 1 be selected there will be an expectation that local knowledge and contacts will be required, as such there will be a reliance on the individual sports development and good relations officers. Therefore we recommend that a resource allowance be allocated to offset costs incurred in the completion of this project. In addition the consultant should liaise with local sports development officers and good relations officer to identify key stakeholders in each community to ensure local knowledge is embedded in the process and targeting of priorities are met.

Whichever option is selected, it is important that those managing the programme develop a legacy as a result of the investment in the programme, this will be created by the empowerment of individuals, the creation of partner structures which can be sustained, the signposting of those involved in the programmes to a pathway to mainstream programmes and the creation of a tangible learning record, this could be through a workbook, development plan or dvd for use in the area.

It should be noted that which ever option is selected that, the management of the programme will be required to obtain expert services for:

Delivery of modules

Work book creation / dvd

The input from the good relations officers and sports development officers in each region will be vital to ensure information throughout the programme is targeted at the appropriate audience.

7.2 Partnerships

Established ethnic minority community groups.

The PSNI are keen to link into this programme and willing to provide man power and transport resources when available. It would be prudent to involve the PSNI community team in each Council area from the outset of the project to plan events and resources.

The Unite Against Hate campaign is a multi-agency programme developed by the PSNI to Change to a more tolerant and peaceful Northern Ireland. This is a marketing campaign aimed at publicising the message and increasing awareness.

The World United training programme has a training programme of equality and diversity which is delivered by the ethnic minority members. World United can deliver anti-racism and intercultural workshops for community groups highlighting how sport can be used in a positive way to support community cohesion.

Belfast Giants Foundation have the capacity to deliver sport and leisure inclusion and leadership modules based on Ice Hockey being used as a neutral sport.

Businesses

Ethnic minority groupings tend to be linked to major employers in each area, as such it follows that within the strategic plan, a focus should target major identified employers of ethnic minority groups.

7.3 Promotion

Launch

Target schools

Link with existing projects

Target clubs

Target employers

Ambassadors promotion events – Identify key role models in each Borough Council area to promote the programme in conjunction with Council.

This will require agreement from Good Relations officers and Sports Development Officers to provide access of their database to the coordinator, however should data protection prohibit, the requirement will be to forward information to contacts through their data base and costs charged back to the Peace III budget this may involve information being packaged and presented to the officers to print labels from their database and distribute.

Fund community groups and set up structures linking community groups with local sports clubs, providing access to facilities, training and contacts.

7.4 Motivation for club

Potential use of facilities

Potential supporter base linked to club

Potential player recruitment

Section 8 Outline of each Council area.

It must be noted that throughout the North East Cluster the level numbers of ethnic minority population is spread, as is the level of inclusion and integration, thus each area will have specific issues. In this regard, areas where ethnic minority migration is limited will require building of understanding within the community, thus even if the number of ethnic minority groups or individuals is limited, the education process will improve understanding and acceptance within the community.

8.1 Larne

There is limited ethnic minority groups identified as living in Larne, this is among other things related to the economic downturn and lack of jobs. However intra community tensions are highlighted as a major concern within the area as well as limited understanding of cultural differences. At this stage an engagement and training programme which focused on developing understanding of cultural differences would assist with intra and cross community issues, while preparing the area for future immigration and the related acceptance in the community. Outlying areas of Larne where highlighted as difficult to engage, due to transport limitations, thus any programme in the area, will have to factor in transport costs to ensure the inclusion of persons from rural areas.

The building of the new Sea Court Sports Plex, was highlighted as an ideal central location for activity, the facility will have outdoor sports coaching areas and indoor seminar style rooms, to allow activity and training. A stigma has been attached to the facility due to its location in a perceived Catholic area that it is for one side of the community. By basing a number of training programmes at the Seacourt facility, that perception could be dealt with and acceptance and understanding improved.

8.2 Moyle

Like other areas within the North East cluster, Tolerance of others is a concern, sectarianism is the main problem due to limited integration and understanding, this in turn is leading to misperceptions which creates racism among communities. Midnight football has been successfully used in the area as a tool for integration.

Moyle is the smallest of the areas within the North East Cluster, with limited clubs and schools. The sports development projects currently in operation tend to be school based, due to the limited capacity of clubs and facilities, with the majority of activities centred in Ballycastle. Travel for those in rural areas was identified as a major barrier, thus travel costs with have to be included in the resourcing of the programme specific to the Moyle area.

8.3 Limavady

In the Limavady area, the football for peace project, based on value based coaching, has been highlighted as a case study for best practice in the area. This project could be rolled out further in the region and across the North East Cluster. Trainers are available within the area to tutor to ensure long term sustainability. This programme has an established cross border link with engaged coaches, parents and teachers. As such the Limavady area has already completed basic training and presents an opportunity to focus attention on advanced training with already established partnerships.

8.4 Coleraine

Coleraine is the largest council area in the North East Cluster, yet there is a lack of indoor sports hall provision as identified in the Sports Council review and also floodlit grass pitches in the area. This limits the growth and expansion of current programmes and makes it very difficult to organise new programmes. There is a growing focus on water sports and developing activities such as surfing and sailing in order to utilise the natural beauty of the North coast. Within the Coleraine area there are a number of established sports clubs with strong structures who provide the potential partners for this programme. A strong Polish community has been identified in the Borough, with assess through local businesses

8.5 Ballymena

The response to the public survey was greatest in the Ballymena area, which indicates a desire for involvement and interest in the theme. This may be as a result of a number of recent high profile incidents in the area.

A number of positive initiatives are taking place in Ballymena through engagement with the sports development, good relations and community sports development programmes, focusing attention on specific community tensions.

Partnership working in Ballymena has been developed as a direct result of issues of the past, these partnerships have create lasting initiatives such as Ballymena Inter Ethnic Forum, Ballymena Inter Agency Ethnic Support Group, Ballymena Learning Together, Join Hands Ballymena. Initiatives such as these have allowed opportunity to reduced tensions and create better relations within the borough.

These groups have built trust in the area, as a result it is important that any work in Ballymena be initiated in conjunction with these groups, as well as the established clubs in the Borough and the major employers in the area.

There is a demand in the area for women only programmes to improved integration with ethnic minorities.

Highlighted areas to be addressed:

Emblems, Flags, Uniforms etc – symbols perceived as Territoriality Markings

Cultural Awareness

Sports Language / Chanting etc Education on what could be offensive/constructed as sectarian or racist and changing peoples attitudes on using offensive terminology

8.6 Ballymoney

Recent intra and cross community tension issues tensions in Ballymoney have highlighted the need for engagement with segregated factions of the community. Within the area sport has been used very successfully to engage local groups and individuals. This programme offers the opportunity to take a further step to develop understanding of other cultures and work towards improved acceptance. Not until these tensions are addressed can the integration work take full affect.

Ballymoney, Coleraine and Ballymena have had very successful community sports projects operating over the past three years, this work has involved substantial cross community development work, which has empowered individuals and groups. It would be very important to continue this work and add value to these projects through this programme.

Appendix One

Review of Public Survey.

A statement from one of the respondents from the survey sums up a key factor for the development of this programme :

'Cannot assume sporting sector has the need to or could learn more about good relations! And as regards experts - reluctant to say there are any! However I think the way forward is partnership we can't be "expert" in everything - horses for courses - get all the relevant heads around the table and devise and deliver programmes together that way all can contribute what they know and do best.'

Key areas to develop from the statement above for a successful vision are :

- Partnerships
- Programmes – contribute to a positive experience for all involved
- Upskilling – all within the community to ensure sustainability post funding of project
- Key personnel with expertise in specific areas requiring development
- Equality of opportunity for all involved through and within each community

It can be clearly evidenced from other respondents that it is up to individuals, if someone is interested in a sport and keen enough they will contact a club. However, it was a feeling that more could be done in schools to promote integration. There is a feeling between some of the respondents that there should not be segregated schooling in any form and all children should attend a state school whether Primary, Secondary or Grammar school, and the basic problems arise due to this. This may never be overcome but specific sporting programmes to address this segregated approach are the way forward. Simple team building experiences to form positive bonds is the first step.

There is a feeling among a number of clubs that there are currently too many restrictions on clubs with (a) Coach's qualifications, (b) Child protection and other issues, people do not have the time or money to go on all the courses necessary. The rebirth of the SNI Clubmark Scheme being piloted presently not only within some consortia but also through Governing Bodies of sport may lead to added confusion on the ground. For this reason workshop to outline the benefits of such a programme should be included in the programme brief.

The government laws are killing clubs, especially those with a majority of young members, and Young Coaches do not have time to coach new members with no remuneration. The Government wants loads of young participants for top class sport eg Olympics, but they are not prepared to subsidise achieving this. When we were competing in the N.I. leagues we won the Junior Ladies league five years in a row, the Senior Ladies twice, the Junior Mens twice and the Club league twice. We do not have Coaches with high enough qualifications to coach so naturally the Young Coaches are reluctant to take people on the water with "The Claim Culture" we have.

We have worked with kids and adults from one parent families, deprived housing estates, cross community and did not have any problems, but the new BCU coaching qualifications have as good as closed us down, as we have only six members now.

it may be of help to provide a service to clubs were their information could be translated to other languages, provide interpreters at activities so that integration is more readily available

Currently there is very little engagement between ethnic minority communities and sports providers/clubs primarily due to a lack of awareness and inhibition due to the language barrier. Sports Clubs need to take the initiative to include Ethnic Minorities by identifying the ethnic groups living in their area and then disseminating information in their own language

(-ve attitude) Again if people from an ethnic minority wish to participate in a sport and they are keen, all they have to do is contact a club and go along to it, it is scarcely "Rocket Science".

Lack of awareness of sports facilities in the Borough

As before we find all the events are out of our area.

There is no provision or access for the deaf community to understand or partake in other sports/clubs or organisations so the deaf community are isolated in their own clubs.

Time is always an issue and we already do a lot of the above anyway so would only go to events we felt we will organise and would add value

Sports events for Ethnic Minority children and children from the local community

We would love a sports coach to take some classes ie football, hockey, netball over the summer to keep our kids interested and active and out of trouble.

Appendix two

Questionnaires

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