



BELONG

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FOSTERING THE INCLUSION OF REFUGEE CHILDREN AND FOOTBALL EMPLOYED
TO FACILITATE THE INTEGRATION OF ADOLESCENT REFUGEES

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Abstract

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INTRODUCTION

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BELONG (FootBall Employed to faciLitate the integratiOn of adolesceNt refuGees) is a European project aimed at fostering social integration of refugee adolescents in their communities through educational and sport activities. The project involves one football expert (Federazione Italiana Giuoco Calcio - FIGC), three NGOs including, Solidarietà Caritas Onlus Florence, Consorzio Gruppo CEIS Modena, Il Ponte Centro Di Solidarietà Civitavecchia as well as the University of Modena and Reggio Emilia (UNIMORE, Italy) as an academic partner. The project is also supported by UEFA.

Specific aims of the project are:

1. Develop a methodology mixing sport activities, educational activities, supportive activities, which can promote general refugee adolescents' well-being and social integration;
2. Actively promote the engagement of sport clubs and associations at national and EU levels in socially integrating refugees;
3. Create awareness on the importance of integrating refugees, and underscoring the key role played by sport in social integration;

Based on the fact that migration has become a defining phenomenon of contemporary societies and in line with BELONG's aims, the present document offers a theoretical background which lays the basis for understanding the processes and actions essential to the inclusion of refugees. A focus will be given to the **Italian context**, where the project BELONG will take place. Indeed, Italy is a major destination for migration and hosts a significant population of individuals with international protection, including refugees, beneficiaries of subsidiary protection, and holders of temporary protection status. A challenging situation characterized by high levels of social exclusion and limited integration has been lately





documented in relation to these groups and specifically for what concerns housing conditions, absolute poverty and discrimination (Cardone et al., 2025).

The theoretical section will be followed by a discussion on concrete actions that BELONG's project partners have implemented to foster the inclusion of vulnerable groups, in particular refugees, who represent the target of this project.

In sum, the report will be divided into two major sections:

1. **Theoretical background.** This part aims at better understanding how processes of mutual adaptation as well as how positive interactions between groups can facilitate the social inclusion of refugees.
2. **Good Practices.** This part of the report will present concrete initiatives implemented by the partners participating in the project, illustrating how each partner's expertise can translate into concrete actions aimed at including refugees within society. Importantly, good practices will be discussed in light of the 2030 ONU Agenda and UEFA's sustainability strategy and policies, thus individuating those themes which partners have majorly focused on while implementing their good practices. A brief presentation of each partner will also be included in this section.

In sum, by focusing on these aspects, this report will inform the subsequent development of a scientifically grounded methodology, which will increase the likelihood of achieving BELONG's expected social impact.





ACCULTURATION AND INTERGROUP CONTACT: THEORETICAL FOUNDATIONS FOR ANALYSING REFUGEE INTEGRATION

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Working with refugees, and specifically on integrating refugees within the society, requires a deep understanding of theoretical background that addresses both the contextual, social and individual dimension of this process. This means that to develop and implement useful and effective actions aimed at creating a positive and welcoming environment for refugees, experts should first of all acknowledge the need to understand cultural and psychological changes which individuals experience when coming into contact with a new cultural context. Second, complementing this expertise with what is known so far regarding the social aspects of integration with a focus on possible strategies to ameliorate intergroup relations seems equally crucial.

To this end, two major frameworks will be discussed in this first part of the report: acculturation theory (Berry, 1992) and intergroup contact theory (Allport, 1954).

While acculturation research explores the cultural changes, both at the group and individual level, which result from contact between two groups (Berry 1992), intergroup contact on the other hand focuses on the powerful effects that positive interactions between different groups may have in ameliorating intergroup attitudes, fostering trust, empathy and understanding of other cultures (Allport, 1954, Pettigrew & Tropp, 2008).

Both frameworks offer a comprehensive lens for analyzing challenges as well as opportunities for positive integration of refugees within society and will be discussed in detail in the following pages.

ACCULTURATION

The process of cultural adaptation has been central for many researchers interested in how individuals and groups face life in new cultural contexts, specifically in the context of





migration and forced displacement. While in the past it was believed that migration usually led to uneasy and negative experiences linked to social and psychological difficulties, it is now well acknowledged that this process is not uniform across individuals. Indeed, while some individuals easily adapt to a new context, others struggle. This likely depends on the group as well as individual characteristics. Although changes may occur to both groups, an important aspect of acculturation concerns the changes which occur to the non-dominant group (migrant group) due to the influence of the dominant group (society of settlement). Given the focus on refugees, in this section, we will specifically focus on acculturation regarding the non-dominant group, this is changes which occur among the minority group.

As previously noted, the process of acculturation may involve changes at both the *group* and *individual* level (Berry, 1992).

As far as group level is concerned, these changes include:

- physical changes (e.g., new place to live, new housing, increase in population density);
- biological changes (e.g., new diseases);
- political changes which may bring the non dominant group to experience changes in control and with possible loss of autonomy;
- social relationships which change throughout the process.

Importantly, group-based changes also include cultural changes which entail modification of linguistic, religious and educational aspects.

As far as the changes at the individual level, these may include:

- behaviour such as in values, abilities, motives;
- identities (personal and ethnic) which may shift from the originally held ones;
- other attitudes (intergroup and lifestyle preferences).

In addition, at the individual level, acculturative stress may occur which is linked to the psychological, social and health consequences of acculturation. This will be discussed in more detail in the next paragraphs.





Acculturation strategies

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Acculturation is defined as the *process* of learning and adapting to a new culture (Berry, 2003). Acculturation varies based on the extent to which individuals want to maintain their cultural heritage and identity and the extent to which they desire to enter into contact with others outside their own group, and participate in the larger society (Berry & Sam, 1997). Thus, based on the answers (i.e., YES or NO) to the questions: “Do you want to maintain your heritage culture and identity?” and to the question: “Do you want to enter into contact with the host society?”, four possible acculturation strategies emerge: integration, assimilation, separation and marginalisation. These four acculturation strategies are summarized in Figure 1 and explained below.

- **Integration.** When the answer to both questions is “Yes”, individuals are known to match the integration strategies. This strategy implies wanting to maintain one’s own cultural heritage while also wanting to have contact with the larger society.
- **Assimilation.** When the answer to the first question is “No” and the answer to the second question is “Yes”, individuals are known to match the assimilation strategies. These individuals mainly relinquish their cultural identity and look to assimilate into the larger, host society.
- **Separation.** When the answer to the first question is “Yes” and the answer to the second question is “No”, individuals seek to maintain their cultural heritage but do not have contacts or relations with the larger society.
- **Marginalisation.** When the answer to both questions is “No”, this means that individuals lose psychological and cultural contact with both their traditional culture and the larger society; this constitutes a situation of classical marginalisation.

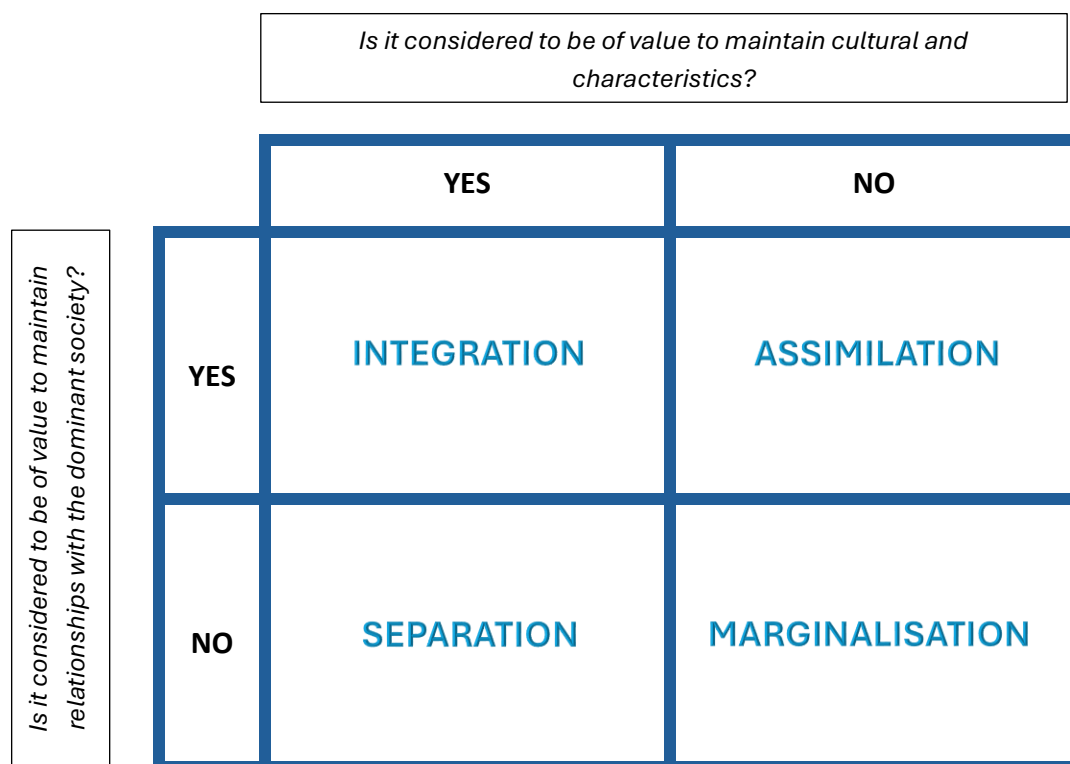


Figure 1. Acculturation strategies

The Experience of Acculturative Stress and Routes to Well-Being

During the acculturation process, acculturative stress may occur. This refers to a kind of stress which has its origin in the process of acculturation. This stress often signals poor adaptation, which sometimes includes low levels of health, identity confusion and problems in daily life (Berry et al., 1992). Indeed, there are several features of acculturation which may lead it to be perceived as a stressful process. For example, stress may be triggered by one's own migration history, one's acculturative preferred strategy, perception of the host society's attitudes towards ethnic and racial attitudes, presence or absence of social support as well as language knowledge etc. In addition, the larger the discrepancy between what one expects (e.g., degree of contact with host society) and reality, the higher the levels of acculturative



stress. Thus, for some people acculturation itself may be perceived as very stressful, while others see in the acculturation process something positive, a given opportunity (Berry et al., 1992). Importantly, acculturative stress may also depend on personal characteristics linked to coping and resources (Berry et al., 1992). Indeed, for those who are better equipped, stress will be low and will not represent such a major issue (Berry, 2006).

Studies have shown that the integration strategy, which involves maintaining one's heritage culture while also participating in the wider host culture, is associated with more positive outcomes, such as higher levels of psychological and sociocultural adjustment compared to other acculturation strategies (Nguyen & Benet-Martínez, 2013). Psychological adjustment refers to having high levels of life satisfaction, positive affect, and self-esteem, while also having low levels of anxiety, depression and loneliness. In turn, sociocultural adjustment is linked with academic achievement, social skills and career success while also having low levels of behavioural problems such as delinquency (Nguyen & Benet-Martínez, 2013). Indeed, individuals who opt for the integration strategy are believed to be better adjusted because they are able to navigate both the host and heritage cultures. Berry and colleagues (2006) provide evidence for this claim in a study carried out in a sample of over 5,000 acculturating adolescents across 13 countries, since findings show that the integration strategy was positively associated with both psychological and sociocultural adjustment (Berry et al., 2006).

In sum, acculturative stress arises from the interaction between the challenges of adapting to a new culture and the personal and social resources one can rely on to cope with those challenges. While the acculturation process can be a source of stress for some individuals, research shows that adopting an integration strategy and strengthening internal coping resources can foster better psychological and sociocultural well-being, key aspects of positive establishment of non dominant groups within society, such as refugees. These findings highlight the key role played by both external support (i.e., contacts with the host community) and personal resilience during the acculturation process.



CONTACT BETWEEN GROUPS AND PREJUDICE REDUCTION

Intergroup contact represents one of the most popular and effective strategies identified by social psychologists to improve intergroup relations (Allport, 1954; Van Assche et al., 2023). The contact hypothesis was proposed over 70 years ago by Gordon Allport. He suggested that prejudice and mistrust often arise from scarce reciprocal knowledge and stereotypes; contact can undermine these stereotypes by favouring knowledge, ultimately reducing prejudice. Importantly, contact may also have detrimental effects on intergroup relations, therefore the contact setting should be characterized by some optimal conditions: the groups in contact should cooperate for common aims, they should enjoy similar status in the contact setting, interactions should be supported by formal and informal norms. Decades of research have shown that contact is indeed effective to improve attitudes toward a wide range of discriminated groups (e.g., on grounds of ethnicity, religion, gender, sexual orientation); notably, optimal conditions are not strictly necessary, although prejudice reduction is stronger whenever they are present (Pettigrew & Tropp, 2006; Van Assche et al., 2023).

More recently, research has shown that the key variable making contact effective is its valence. When contact is positive, that is when it is experienced as pleasant and enriching, it has the strongest chances to improve intergroup relations (Schafer et al., 2021). In contrast, when contact is negative, that is it produces negative perceptions and emotions like unpleasantness, anxiety and threat, it will strongly increase prejudice (Paolini et al., 2024). In other words, contact may be both a resource or a threat for groups, depending on how it is experienced. Casual contact (e.g., contact with unknown people from other groups, such as people with a different ethnicity, in public places), can confirm negative stereotypes, and even superficial conversations may be anxiety-provoking and not sufficient to overcome one's own psychological barriers. For instance, in a context of segregation, the likelihood of negative contact increases, continuing to exacerbate negative intergroup relations.



A further relevant aspect of intergroup contact is represented by how the contact setting is structured. There are different possibilities, each with advantages and disadvantages:

- **Decategorization.** The contact setting can be decategorized, that is people may perceive each other as single individuals, “forgetting” their own group. Such a strategy may improve relations at the personal level, but it leaves group stereotypes and prejudice untouched (Brewer & Miller, 1984).
- **Categorization.** Groups salience can be preserved: by interacting and focusing on the different belongings (that is, having clear that other persons belong to a different group and probably share similarities with its members), if contact is positive, positive aspects of the interaction can be attributed not only to the persons of the other group, but to their original larger group, therefore reducing prejudice toward the entire category (Brown & Hewstone, 2005).
- **Recategorization.** People from different groups may perceive themselves as included in a common group, so that former members of the other group are not treated and perceived as members of individuals’ own group. This strategy has generally proved effective, but as for decategorization, it may prevent prejudice reduction toward the entire other group: if people from the other group are now perceived as members of my group, it is not possible to associate them to their original group, preventing attitude improvement toward it (Gaertner & Dovidio, 2000).
- **Dual identity.** It is possible to combine categorization and recategorization, such that individuals perceive members of another group *both* as members of a different group *and* members of a common group. For instance, Italian and British students at university may perceive to be from different nations (Italy and Britain) and *at the same time* members of the same university (Gaertner & Dovidio, 2000).

Going Beyond the Surface





The contact hypothesis was initially proposed with the aim of understanding how to foster social equality between groups. Indeed, societies are typically hierarchically structured (Pratto et al., 2006), and therefore they are characterized by advantaged (who enjoy greater socio-economic resources) and disadvantaged groups (who suffer the consequences of stigma). Intergroup contact may therefore be a good candidate to reduce power differential and create a more equal society. Unfortunately, things are not so straightforward: when positive contact occurs, it may not be enough, and it can even paradoxically increase social stratification (Dixon & McKeown, 2021).

One of the reasons is that positive contact may create false expectations among members of both advantaged and disadvantaged groups. It is unlikely that people from different groups discuss power inequalities in a positive and friendly environment, as this may create tensions. In absence of such discussions, advantaged group members may think that disadvantaged group members do not suffer any consequences for their situation, and this is not an issue to them. At the same time, disadvantaged group members may (erroneously) believe that they will be treated fairly by members of the advantaged group (Saguy et al., 2017). In other words, positive contact may make perceived injustice less relevant, preventing disadvantaged groups to engage in action to restore social equality, and advantaged group members supporting them. Therefore, positive contact may inadvertently divert attention from societal disparities, which without being challenged are perpetuated and reinforced over time (Sidanius & Pratto, 1999).

There are, however, reasons to be optimistic. Recent work shows that contact may indeed favour engagement in actions for social equality, such that disadvantaged groups stand for themselves, supported and helped by advantaged group members (Cocco et al., 2024). For this effect to occur, it is important that group salience is maintained (that is, group members should be aware that they belong to different groups; see the categorization strategy above); group members also discuss inequalities in a friendly and cooperative way, forming an alliance to defend the rights of the disadvantaged groups and fostering social equality.



INTERGROUP CONTACT AND ACCULTURATION

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The sections above suggest that acculturation can be negative and lead to detrimental effects. But it can also have positive consequences for relations between groups and individuals' well-being. An especially relevant and beneficial strategy is integration. Positive contact between groups may foster the desire to learn from others, to adopt other customs and values while at the same time giving value to own custom and values. An especially relevant psychological process leading to these outcomes is deprovincialization, consisting in adopting a less provincial view of one's own group, and being more accepting of and welcoming other cultures (Pettigrew, 1998). Positive interactions between groups can increase the tendency to broaden one's horizons, opening to other cultures and to social integration.

There are some studies which directly show an association between contact and acculturation, finding some evidence that positive contact may favour culture adoption and also maintenance, that is the two aspects contributing to social integration (Hassler et al., 2019). In other words, acculturation – which strongly implies interactions between host members and immigrants and/or people with a different national/ethnic/religious origin – can be shaped by intergroup interactions. This is true both for host members, who may become willing to integrate other groups, and for groups like for instance immigrants or refugees, who may also desire social integration when they have positive experiences with the host group.

The above rationale is at the basis of BELONG, which focuses on activities meant to foster the motivation of refugees to socially integrate in Italy and their specific local contexts, and on contact between refugees and the host group. Specifically, the school day events expected to be carried out throughout the project (and structured precisely to foster social integration) will be an opportunity to get to know each other, by allowing refugees to disclose their experiences and desires/expectations in a positive environment, enriched by a motivational and fun football activity.





PROJECT PARTNERS' GOOD PRACTICES: WHAT HAS BEEN DONE SO FAR

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After having analyzed scientific theories on social integration applicable to the refugee population, in this section good practices carried out by project partners and focused on minorities' social integration will be discussed. Specifically, this part of the report will present concrete initiatives implemented with the aim of illustrating how each partner's expertise can translate into concrete actions aimed at including refugees within society. Importantly, good practices will be discussed in light of the 2030 ONU Agenda and UEFA Sustainability strategies, thus individuating those policies which project partners have majorly focused on while implementing their good practices.

To this end, in the first part of this section, after a brief presentation of the project partners and their mission, a definition of the UN 2030 Agenda and its Sustainable Development Goals (SDGs) as well as UEFA Sustainability strategy and its policies will be discussed. This will serve the basis for the discussion of the Good Practices provided by each project partner, and on how partner's actions align with and contribute to the broader global sustainability framework.

BELONG'S PROJECT PARTNERS

The collaborative Italian partnership, supported by UEFA, is composed of 1 National Football Federation (FIGC), 3 local NGOs strongly present in the Italian territory (Solidarietà Caritas onlus Florence, Consorzio Gruppo CEIS Modena, Il Ponte - Centro di Solidarietà onlus Civitavecchia), 1 academic partner (University of Modena and Reggio Emilia, UNIMORE). A more precise description of each partner will be presented below.

FEDERAZIONE ITALIANA GIUOCO CALCIO (FIGC) | FOOTBALL EXPERT





The Italian Football Federation (FIGC), founded in 1898, recognized by FIFA in 1905, and a founding member of UEFA in 1954, is the first national sport association in Italy, bringing together clubs and sports organizations committed to playing football. FIGC does not only have strong experience in sport, but it also conducts several social inclusion projects. As part of its social responsibility activities, FIGC promotes initiatives aimed at combating racism and fostering social inclusion through sport. In particular, the integration of refugees is a priority for FIGC, both as an expression of its social responsibility and as a way to strengthen the inclusive spirit of Italian football. Over the years, FIGC has built a solid track record of activities aimed at enhancing social inclusion and thus represents an important actor for BELONG's project.

SOLIDARIETÀ CARITAS ONLUS FLORENCE | NGO

Caritas provides support to the project due to its extensive knowledge of the territory and its experience in addressing the needs of refugees. Caritas is deeply committed to supporting refugees, embodying its mission of solidarity through a wide range of impactful initiatives. It offers essential services, including shelter, food, healthcare, and legal assistance, to individuals fleeing conflict, persecution, or extreme poverty. In addition, Caritas actively advocates for the rights of refugees and migrants, working closely with local communities to foster social integration and promote peaceful coexistence.

CONSORZIO GRUPPO CEIS MODENA | NGO

The CEIS Group Consortium has long supported refugees and vulnerable groups, including young foreign women, trafficking survivors, and unaccompanied minors. Since 2017, it has provided reception services for people seeking international protection in Modena, in collaboration with the local Prefecture. CEIS ensures respect for human rights and attention to individual needs such as origin, religion, health, gender, and vulnerability. These initiatives not only meet basic needs but also foster personal growth, an area which is central for BELONG's project.





IL PONTE CENTRO DI SOLIDARIETÀ CIVITAVECCHIA | NGO

The "IL PONTE – Centro di Solidarietà di Don Egidio Smacchia ODV" association has been working for 46 years in the field of "discomfort", focusing in particular on minors, adolescents, and women with minor children. For several years, the association has also welcomed unaccompanied foreign minors, responding to a new emergency in the Civitavecchia area. Thus, the association's expertise directly intersects with the project's aims of fostering inclusion, resilience, and wellbeing among vulnerable groups such as refugees.

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UNIMORE | ACADEMIC EXPERT

Unimore offers extensive academic knowledge and practical experience in addressing social injustice and promoting social inclusion. This expertise extends beyond theory, with years of practical experience in the field of education and active involvement in projects dedicated to the promotion of social inclusion.

In sum, BELONG's partnership brings together a wide and diverse group united by a common mission to foster social inclusion of refugees, making it a valid well-prepared working team within BELONG's project.

THE UN 2030 AGENDA AND UEFA SUSTAINABILITY STRATEGY: LINKING PARTNERS' INITIATIVES TO GLOBAL SUSTAINABILITY GOALS

In this section, the UN 2030 Agenda and the UEFA Sustainability Strategy will be briefly presented to discuss how both frameworks are in line with the project's vision of inclusion and equality. This presentation will form the basis for discussing project partners' initiatives carried out so far, in line with UN Sustainable Development Goals and UEFA's policies, specifically those concerning the Human rights' pillar. In sum, special attention will be given to understanding how project partners have translated these global sustainability goals and UEFA's policies into collaborative actions for social impact.





A focus on the UN 2030 Agenda

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The UN Agenda 2030 for Sustainable Development aims at creating a solid and common basis to provide everyone the opportunity of living in an environmentally, economically and socially sustainable world. It includes 17 Sustainable Development Goals (SDGs). The SDGs indicate the global priorities for 2030 for people and the planet. Specifically, the SDGs refer to a set of important development issues focused on ending poverty, fight against inequality, tackle climate change, and build peaceful societies that respect human rights. The 17 SDGs offer an effective pathway to tackle the causes of violent conflict, inequalities, climate change and environmental degradation. They reflect an understanding that sustainable development means working from different points of view, by integrating economic growth, social well-being and environmental protection (United Nations, n.d).

The 17 SDGs include the following:



Figure 2. The 17 Sustainable Development Goals of the UN Agenda 2030. Retrieved from https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/01/SDG_Guidelines_AUG_2019_Final.pdf



Among the 17 SDGs, five highly align with BELONG's main objective (See Figure 3). Specifically, and in line with the UN Agenda 2030, BELONG focuses on fostering social inclusiveness and support of disadvantaged groups as a primary aim. The 5 SDGs which appear to be the most relevant ones are listed below, starting from the ones which mostly align with BELONG:

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- Objectives 10 [Reduced Inequalities] – aims to ensure a life of dignity for all, through political, economic, and social policies that are universal and pay particular attention to the needs of disadvantaged and marginalized communities.
- Objectives 16 [Peace Justice and Strong Institutions] - focuses on fostering peaceful and inclusive societies, ensuring equal access to justice, and establishing effective, transparent, and inclusive institutions at every level. It envisions a world where all people can live free from violence and fear, feeling safe in their daily lives regardless of their ethnicity, religion, or sexual orientation.
- Objective 4 [Quality Education] – it aims to provide inclusive, equitable, and quality education for all as well as develop relevant skills for life and work.
- Objective 3 [Good Health and Well-Being] – it aims at ensuring healthy lives and promote well-being for all at all ages.
- Objective 5 [Gender Equality] - aims to eliminate the gender gap and guarantee equal opportunities for everyone. Achieving gender equality is not only a basic human right but also an essential cornerstone for building a peaceful, prosperous, and sustainable world.

As mentioned in the first part of the report, BELONG's main target is represented by *refugee adolescents* who are considered a specific vulnerable group. In this regard, *Objectives 10* and *16* are highly relevant to the project, as they both emphasize reducing inequalities and promoting inclusive and peaceful communities as well as dignity for marginalized populations.

BELONG is also linked to *Objective 4* (Quality Education) as it aims at developing life skills and teamwork through sport and non-sport activities, providing learning opportunities





beyond traditional classrooms. It targets disadvantaged youth, supporting equitable access to developmental and social learning experiences.

BELONG also considers Objective 3 (i.e., Good Health and Well-being) as social connectedness, emotional support, and a sense of community likely fostered by the project sport and non sport activities, are linked to mental and physical health. In addition, being sport activities a central part of the project, BELONG also promotes healthy lifestyles highlight the positive role of sport for both physical and mental health.

Finally, *Objective 5* (Gender Equality) is also relevant. Indeed, BELONG fully recognizes the value of projects and activities which consider gender balance a priority. For this reason, BELONG aims at ensuring equal participation opportunities for girls and boys and monitor gender participation and representation throughout its implementation. In sum, this approach highly aligns with Objective 5 of the UN 2030 Agenda's SDGs.



Figure 3. Synergies Between BELONG's aims and Global Sustainability Goals of the UN Agenda 2030 (3,4,5,10,16).

A link to UEFA's Sustainability Strategy





Given the presence of FIGC within the project and the importance of sport and especially football within the project, it is also worth mentioning UEFA's contribution by briefly presenting UEFA's Sustainability Strategy.

According to UEFA, one of its main missions consists in fostering collective action aimed at respecting human rights and the environment in the context of European football. For this reason, UEFA introduced a football sustainability strategy named "Strength through Unity". The strategy represents a comprehensive framework aimed at enhancing social and environmental responsibility within the football context.

The strategy is built on two main pillars/clusters (UEFA, 2021):

- *Respect Human Rights*. It focuses on creating inclusive, equitable, and safe environments within football.
- *Respect the Environment*. It aims to raise awareness and catalyze collective action toward the environment.



Figure 4. The 7 policies of the "Respect Human Rights" pillar of the UEFA "Strength through Unity" strategy. Retrieved from: https://editorial.uefa.com/resources/0270-13f888ffa3e5-931c597968cb-1000/uefa_football_sustainability_strategy.pdf





Each pillar/cluster includes several specific policies, for a total of 11 policies. Specifically, the “Respect Human Rights” pillar is the one which mostly aligns with BELONG’s aims. This pillar is composed of 7 policies (Figure 4), five of which align with the project’s aim. These include:

- *Refugee support* – it aims to help refugees, asylum seekers and internally displaced people to remain physically and mentally healthy and become part of their host community through the power of football.
- *Anti-racism* – it aims at preventing and fighting all forms of racial discrimination in the football environment, from grassroots to the elite professional level.
- *Equality and inclusion* – it aims at protecting the rights of children and youth playing football, preventing and responding to any form of harm.
- *Child and youth protection* – it aims at applying principles of equal rights and opportunities to all levels of European football to ensure that everyone feels respected and empowered to express themselves, enjoy and contribute to the game.
- *Solidarity and rights* – it aims at ensuring dignity, respect and equal rights to everyone involved in football and the opportunity to play the game in a spirit of freedom and solidarity.
- *Health and Well-being* – it aims at safeguarding health and well-being through football activities across all age groups and through awareness-raising activities around non-communicable diseases.

To highlight the match between UN’s and UEFA’s frameworks, Table 1 graphically presents an overview of the major correspondence between selected United Nations Sustainable Development Goals (SDGs) and UEFA’s social responsibility policies (Table 1).





Table 1. Possible correspondence between UN SDGs and UEFA Policies.

UN SDGs	Focus Area	Relevant UEFA policy
	HEALTH AND WELL-BEING	
	GENDER EQUALITY	
	REDUCING INEQUALITIES	  
	PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS	  
	QUALITY EDUCATION	-



In conclusion, both the United Nations 2030 Agenda and UEFA human rights policies share a common vision of promoting equality, dignity, and inclusion for all. While the UN 2030 Agenda provides a global framework for sustainable development through its universal goals and targets, UEFA brings these principles within the world of football. By addressing issues such as discrimination, gender inequality, youth protection, refugee integration, and solidarity and well-being, UEFA's policies and UN's objectives strongly support BELONG's vision. Together, these approaches demonstrate how global objectives and sport-specific actions can reinforce each other, making this combination a powerful instrument for achieving a more equal, peaceful, and sustainable future. By using a mixed approach, BELONG aims specifically at doing so, by relying on sport and non-sport activities to aim for global inclusion and well-being of refugee adolescents.

Good Practices

The partners involved in the BELONG project have a long-standing history of activities aligned with the project's aim of fostering inclusion and well-being of vulnerable groups as well as fighting discrimination. To capture what has been accomplished so far, and how the initiatives carried out by the project partners relate not only to the project but also to the Sustainable Development Goals outlined in the UN 2030 Agenda and UEFA's policies, the following pages of this report will present a number of selected good practices from each project partner. Along with the presentation, for each good practice, the main focus area or areas (see Table 1) associated with the UN 2030 Agenda Sustainable Development Goal (SDG) and UEFA policies will be reported. The full description of each Good Practice presented by each project partner can be found in Appendix A,B,C,D,E.

Good Practices from Federazione Italiana Giuoco Calcio (FIGC)





The good practices collected by FIGC are summarised below:

1. **Football for a Better chance 2.0 – FFBC2.0.** This program has been developed for young people aged between 14 and 18 years coming from disadvantaged areas and potentially at risk of radicalization. The initiative included the creation of a training program, the app, validation of training activities, training the trainers and testing the activities with athletes all aimed to prevent radicalization through football.

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Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- HEALTH AND WELL-BEING
- REDUCING INEQUALITIES
- QUALITY EDUCATION
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

2. **Project RETE – REfugee Team.** The Rete! Refugee Teams project, promoted and coordinated by the Youth and School Sector (Settore Giovanile e Scolastico - SGS) of the Italian Football Federation (FIGC), is a national initiative aimed at promoting the social inclusion and integration of unaccompanied foreign minors through sport, with a particular focus on football as a vehicle for education and personal development.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

3. **Participation to UNHCR and UEFA Unity Euro Cup.** The Unity EURO Cup is a special tournament that showcases the power and potential of football to strengthen ties between refugees and their host communities. The event brings together both male and female refugees and local amateur players from participating European nations.





Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- HEALTH AND WELL-BEING
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

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Good Practices from Solidarietà Caritas Onlus Florence

The good practices collected by Solidarietà Caritas Onlus Florence are summarised below:

1. **Progetto AMIR.** Amir (Alliances, museums, meetings, and relationships) is a project launched in September 2018 curated by a network of museums aimed at offering cultural mediation activities led by citizens with a migratory background.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- QUALITY EDUCATION
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

2. **Centri Estivi – Summer Camps.** The project aims to promote inclusion by enabling children to build friendships and overcome linguistic and cultural barriers through shared summer camp experiences. Together with families, the educators of the Caritas Foundation identify the most suitable camps based on each child's needs and interests in sports and recreational activities.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS





3. **Laboratori Progetto DIDA.** The DIDA project fosters psychomotor development and social inclusion through dance movement and body language, creating a safe space where children can build positive relationships and a sense of belonging. The workshops particularly support migrant children, offering opportunities to strengthen postural and motor skills which are closely linked to cognitive and relational development.

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Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- HEALTH AND WELL-BEING
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

Good Practices from Consorzio Gruppo CEIS Modena

The good practices collected by Consorzio Gruppo CEIS are summarised below:

1. **Laboratories of Active Labor Market Policies actions.** The initiative aimed at enhancing newly arrived immigrants' employability skills and job market readiness.

Main Focus area(s) linked to SDGs and UEFA policies related to this Good Practice

- REDUCING INEQUALITIES
- QUALITY EDUCATION
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

2. **Personalized pathways for the education and inclusion of unaccompanied foreign minors in the Modena area, 2025–26.** This initiative aimed at implementing measures to support the education and inclusion of unaccompanied foreign minors.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES





- QUALITY EDUCATION
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

3. **Who painted here?** The project aimed to renovate, under the guidance of an expert atelierista with experience in education, a facility previously damaged by acts of vandalism. The initiative involved young people from the Alchemia Youth Center and their educators, youths at risk of social exclusion and school dropout from the "TuToR" project, as well as unaccompanied foreign minors.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- QUALITY EDUCATION
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

4. **Integrated Educational Facilities - Integrated Residential Educational Community.** The Integrated Educational Facility aims to accompany and support the minors hosted in their care and follow a rehabilitation process, aimed at achieving conditions for a full return to their family or an alternative placement in another educational community.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- HEALTH AND WELL-BEING
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

Good Practices from Il Ponte Centro di Solidarietà Civitavecchia





The good practices collected by Il Ponte Centro di Solidarietà Civitavecchia are summarised below:

1. **Talking Football at the Oratory.** This initiative aimed at enhancing inclusion and development of social bonds between peers through football and peer interaction in a parish setting.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- HEALTH AND WELL-BEING
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

2. **Tournament in the City.** This initiative aimed at integrating and fostering inclusion of young migrant minors from Gambia into the social fabric of Civitavecchia through a football tournament, allowing them to participate in social life alongside peers of the same age.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- REDUCING INEQUALITIES
- HEALTH AND WELL-BEING
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

3. **Good Citizens.** This initiative aimed at integrating unaccompanied foreign minors (UAMs) from Gambia into the football activities of two local clubs and specifically fostering inclusion of the UAMs into the city's social fabric and providing an opportunity for exchange and understanding through football.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice





- REDUCING INEQUALITIES
- HEALTH AND WELL-BEING
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

Good Practices from UNIMORE

The good practices collected by UNIMORE are summarised below:

1. **RISEN (favoRire lo Sviluppo consapEvole nei giovaNi)**. This initiative provides a scientific-based course for educators aimed at fostering the healthy development of young people by enhancing transversal skills and tackling the problem of antisocial behaviour among adolescents.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- HEALTH AND WELL-BEING
- REDUCING INEQUALITIES
- QUALITY EDUCATION
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

2. **POTION**. Potion represents an intervention aimed at raising awareness about gender, ethnic, and intersectional (gender and ethnicity) discrimination among children in the last years of primary school. The intervention is implemented through interactive exercises combined with reading passages from the Harry Potter saga.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- HEALTH AND WELL-BEING
- REDUCING INEQUALITIES
- QUALITY EDUCATION





- GENDER EQUALITY
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS

3. **Calcio di Strada.** This initiative aimed at counteracting radicalisation and social disadvantage through sport by making students and community play football games together.

Main Focus area(s) linked to SDGs and UEFA policies possibly related to this Good Practice

- HEALTH AND WELL-BEING
- REDUCING INEQUALITIES
- PEACEFUL AND JUST ENVIRONMENTS AND INSTITUTIONS





CONCLUSIONS

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As mentioned in the first part of the report, Italy is a major destination for migration and hosts a significant population of individuals with international protection, including refugees, beneficiaries of subsidiary protection, and holders of temporary protection status, making it a particularly relevant and suitable context for the implementation and evaluation of BELONG. Through the creation of sport and non-sport activities, BELONG aims to promote general refugee adolescents' well-being and social integration; Supported by the partners' proven expertise, the project is well positioned to reach this objective effectively.

Indeed, project partners have a long-standing history of activities aligned with the project's aim of fostering inclusion and well-being of vulnerable groups as well as fighting discrimination. The Good Practices collected from the project partners describe a variety of initiatives which highly align with BELONG's overarching aim of enhancing inclusion of refugees within the society. Each partner demonstrated their active contribution in this respect by presenting concrete actions which contribute to reach this aim, from many different angles. Not only did most partners directly focus their action on refugees and ethnic minorities but they also implemented actions by focusing on different, yet complementary aspects which all contribute to enhancing refugees and minorities' well-being and inclusion.

The present research provided a framework for a deeper and more focused discussion of project partners' actions. For example, UN Sustainable Development Goals and UEFA's policies have been presented with the aim of discussing if and how project partners' actions aligned with these major goals and policies. Analyses showed how UN Sustainable Development Goals and UEFA's policies indeed provided a coherent framework within which project partner's actions highly aligned. Specifically, these actions promoted inclusion by focusing on major themes as reducing inequalities, promoting peaceful and just environments and institutions, health and well-being, providing quality education and gender equality, all of which corresponded, at least in part, to specific UN SDGs and/or UEFA policies. Activities were





diverse, yet they were all linked by the fact that they aimed at including vulnerable groups within society using diverse strategies. Below, a brief summary of the main aspects emerged from each project partner's actions is presented. Specifically:

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- **FIGC** mainly relied on sport and specifically football to integrate refugees; Indeed, FIGC is committed to developing initiatives focused on fighting racism and fostering social inclusion through sport.
- **Solidarietà Caritas Onlus Florence** mainly focused on providing opportunities for enhancing integration by including cultural activities and innovative laboratories based on dance and body movement with the aim of strengthening different competencies among refugees.
- **Consorzio Gruppo CEIS Modena** provided different examples of actions, two of which implemented measures to support the education and inclusion of unaccompanied minors as well as foreign adults' employability skills and job market readiness;
- **Il Ponte Centro di Solidarietà Civitavecchia**, through their actions, believed in the importance of using sport activities to integrate unaccompanied foreign minors within the society, by also providing the opportunity for exchange and understanding through football.
- **UNIMORE** provided examples of courses as well as interventions aimed at fostering a healthy social development of youngsters by empowering transversal skills, fighting antisocial behaviour and raising awareness about gender, ethnic, and intersectional (gender and ethnicity) discrimination.

In addition, the first part of this research also provided a theoretical basis for discussing partners' actions. Indeed, among the vast majority of the activities presented, a common theme which emerged was *intergroup contact*, this is activities often included contact between members of the host society and refugees. As mentioned in the first part of the report, intergroup contact is known to foster positive feelings towards one another, especially when groups in contact cooperate for common aims, enjoy similar status in the contact setting, and when these interactions are supported by formal and informal norms (Allport, 1954). This is





exactly the case of many of the actions presented by partners which all seemed to naturally include these “ingredients” at the basis of their activities. In this respect, a great number of actions relied on sport as a way of allowing individuals to come into contact with each other. Sport can be seen and perceived as a powerful means of connection as it provides a natural and easy way to structure intergroup contact where common goals, cooperation and similar status coexist, giving rise to a positive contact experience.

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Another theoretical aspect addressed in the present research regards acculturation, this is the process through which individuals or groups change, adapt, or negotiate their cultural features as a result of contact with another culture (e.g., host society). In this respect, the good practices provided by the partners also focused on integrating refugees within the society by providing them with important tools to facilitate their active participation within the new environment by respecting and validating each person’s cultural background. This likely facilitates endorsement of an integration approach by minority groups, this is the willingness to retain one’s ethnic background while also showing willingness to enter into contact with the host society and being part of the host community. This acculturation strategy is known to be the most beneficial for individuals, as it is linked to enhanced well-being in terms of psychological and sociocultural adjustment (Nguyen & Benet-Martínez, 2013). In sum, the above-mentioned actions all likely contribute to enhancing opportunities for intergroup contact and endorsement of a positive and healthy acculturative approach.

Furthermore, the analyses of the selected actions show that almost all partners considered sport and specifically football as an important aspect of their actions. This strongly aligns with the aim of BELONG which believes in the power of football as a way to create inclusive environments. Indeed, together with educational activities, sport activities will represent a major aspect of BELONG’s methodology. Indeed, through the coordinated and complementary actions of these activities, BELONG seeks to address inclusion through multicomponent approach.

In sum, all these actions cover a wide range of important aspects, all of which strongly contribute to creating a more inclusive, respectful and healthier environment. This suggests





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that project partners are well equipped, as showed by the actions presented, and thus able to create and carry out BELONG's pool of educational and sport activities successfully.

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APPENDIX A

Good Practices from Federazione Italiana Giuoco Calcio (FIGC)

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BELONG Good practice grid	
Code	FIGC – GOOD PRACTICE 1
Name/title of the action	Football for a Better chance 2.0 – FFBC2.0
Country/region in which the action was implemented	Italy, Ireland, Malta, Slovenia and Spain
Beginning-End dates	1 st January 2021 – 31 st December 2023
Stakeholders: Who are the main stakeholders involved in this activity?	For the implementation of the Project in Italy 5 Regions have been involved: Lazio, Tuscany, Emilia Romagna, Puglia, Veneto and clubs supporting the activities and Ireland, Malta, Slovenia and Spain the Football Associations and the clubs selected
Target: Who are the main targets of the activity?	The program has been developed for young people aged between 14 and 18 years coming from disadvantaged areas and potentially at risk of radicalization.
Approximate number of people reached	Activities were implemented with about 1000 youngsters from 5 countries
Activity description: provide a description of the implemented action spanning at least 10 lines	Creation of the training program, the app, validation of training activities, training the trainers and testing the activities with athletes As legacy of the project, we implemented a final online course, guidelines and an app with 25 technical and 27 psychological activities We organized public events to disseminate activities and results in increasing awareness of football to prevent radicalization. At the beginning and at the end of the program we did a questionnaire, involving 363 young athletes and 75 coaches, administered using the following indicator to assess effectiveness: - Coaches' involvement and satisfaction - Intensity of networking activities between coaches - Perceived easiness of implementation Dissemination campaign has been planned through the project website, FIGC social media profiles and FAs Partners institutional channels





Impact of the action: Was the action implementation effective? Did it reach its objective?	The project achieved and exceeded its objectives by uploading into the app not only psychological activities but also 25 technical ones by making the app useful during the training sessions organized for your athletes. Results: High rate of enjoyment of the activities Activities successfully implemented with “street kids” (Ireland) Activities successfully implemented within orphanages (Lithuania).
Web link(s), if any	https://figc.it/it/federazione/iniziativa-ed-eventi-istituzionali/progetti-europei/football-for-a-better-chance/ online course: https://openmedia.edunova.it/w/p/kBuxjmX6mG1XjXTGPSUbrH

BELONG Good practice grid

Code	FIGC – GOOD PRACTICE 2
Name/title of the action	Project RETE – REfugee TEam
Country/region in which the action was implemented	Italy
Beginning-End dates	2015 - today
Stakeholders: Who are the main stakeholders involved in this activity?	The implementation of the Project in Italy has involved a wide array of Refugee Centers for underage people in all Italy country, in collaboration with ANCI and with Rete SAI
Target: Who are the main targets of the activity?	The program has been developed for underage people over 14 years old and people in administrative continuation are still hosted in the Center despite being 18+ years old.
Approximate number of people reached	Over the 10 years of activity Project RETE has registered about 10.000 applications.
Activity description: provide a description of the implemented action spanning at least 10 lines	The Rete! Refugee Teams project, promoted and coordinated by the Youth and School Sector (Settore Giovanile e Scolastico - SGS) of the Italian Football Federation (FIGC), is a national initiative aimed at promoting the social inclusion and integration of unaccompanied



foreign minors through sport, with a particular focus on football as a vehicle for education and personal development.

Since its inception, the project has involved more than 10,000 young people across ten editions, offering them structured access to regular sporting activity, guided by FIGC-certified coaches and supported by a dedicated organizational and educational framework.

Objectives:

- Promote social inclusion through football.
- Foster ethical behavior and respect for rules and others.
- Raise awareness about the importance of physical activity for physical and mental well-being.
- Create opportunities for interaction between minors and local sports communities.
- Provide a replicable model of integration through sport.

Program Structure (i.e. 2023 and 2024)

The project includes four phases of technical and sporting activity:

- Local Phase
- Regional Phase
- Interregional Phase (3 geographic areas: North, Center, South – 18 teams in total)
- National Phase (Final with 4 teams)

Each phase includes:

- Competitive sporting activity (three matches per team),
- Educational sessions facilitated by professionals (e.g., psychologists),
- Cultural and recreational initiatives tailored to each territorial grouping.
- Services and Support Provided
- Free access to sports activities led by qualified FIGC coaches.
- Regular training sessions in participating reception facilities.
- Injury insurance covered by FIGC.
- Delivery of training and match equipment.
- Medical assistance during regional, interregional, and national events.
- Provision of meals and accommodation for participants in final phases.
- FIGC supports in identifying sports facilities and establishing partnerships with local clubs.
- Free training courses for operators and for participating minors.

The 2025 edition of the Rete! Refugee Teams project marks a significant revision of its structure and objectives, with the aim of further strengthening the processes of inclusion and integration of young refugees into their new social environments, while also increasing their access to regular sporting activities.





	This year, the Italian Football Federation's Youth and School Sector is focusing on the following strategic goals: - Establish direct links between reception centers and local amateur football clubs, enabling young participants to carry out sports activities within the structure of these clubs. - Provide "Grassroots E Level" coach training to selected individuals from within the reception centers, empowering them to independently lead football activities and support long-term sustainability of the program. - Extend the duration of activities to cover the entire football season, transforming the project into a continuous, year-round initiative rather than a time-limited event.																						
Impact of the action: Was the action implementation effective? Did it reach its objective?	The project achieved and exceeded its objectives, giving an opportunity to a larger number of people to join in the activities. Applications <table border="1"> <thead> <tr> <th>Year</th> <th>Applications</th> </tr> </thead> <tbody> <tr><td>2015</td><td>237</td></tr> <tr><td>2016</td><td>280</td></tr> <tr><td>2017</td><td>397</td></tr> <tr><td>2018</td><td>508</td></tr> <tr><td>2019</td><td>560</td></tr> <tr><td>2020</td><td>567</td></tr> <tr><td>2021</td><td>1300</td></tr> <tr><td>2022</td><td>2200</td></tr> <tr><td>2023</td><td>1688</td></tr> <tr><td>2024</td><td>2768</td></tr> </tbody> </table> As previously said, 2025 is a working progress year, and will sign a new beginning for the project with different activities, but a stronger commitment to inclusion.	Year	Applications	2015	237	2016	280	2017	397	2018	508	2019	560	2020	567	2021	1300	2022	2200	2023	1688	2024	2768
Year	Applications																						
2015	237																						
2016	280																						
2017	397																						
2018	508																						
2019	560																						
2020	567																						
2021	1300																						
2022	2200																						
2023	1688																						
2024	2768																						
Web link(s), if any	https://www.figc-rete.it/																						

BELONG Good practice grid

Code	FIGC – GOOD PRACTICE 3
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Name/title of the action	Participation to UNHCR and UEFA Unity Euro Cup
Country/region in which the action was implemented	Italy
Beginning-End dates	2022 - today
Stakeholders: Who are the main stakeholders involved in this activity?	The event is organized by UEFA in collaboration with UNHCR
Target: Who are the main targets of the activity?	The event has been developed for refugees, asylum-seekers and displaced individuals around all Europe that left their countries for personal safety reasons.
Approximate number of people reached	More than 200 people for every edition. FIGC has reached around 40 refugee people since 2022
Activity description: provide a description of the implemented action spanning at least 10 lines	The Unity EURO Cup is a special tournament that showcases the power and potential of football to strengthen ties between refugees and their host communities The event is co-organised by UNHCR and UEFA, and brings together both male and female refugees and local amateur players from participating European nations. FIGC has taken care of the selection of the team and the logistic organization to join this special event since its first edition. The european tournament inside the event is very specific (reference to 2025 edition): - 16 European Football Associations participating; - Playing mode: 7 vs 7; - Each roster is composed by: - 7 refugees - 4 players of the hosting community (i.e. Italian Team's roster has 4 italian players) - 3 women players between the above - 1 woman player must always be on the pitch Objectives: - actively promote the integration of refugees, asylum-seekers and displaced individuals within host communities through football. - Foster ethical behavior and respect for rules and others. - Create opportunities for interaction between refugees and people from hosting community. - Provide a replicable model of integration through sport.
Impact of the action: Was the action implementation	The project achieved its objectives, underlining the essential role of football in breaking down cultural barriers and fostering connections between people from different backgrounds



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effective? Did it reach its objective?	
Web link(s), if any	-

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APPENDIX B

Good Practices from Solidarietà Caritas Onlus Florence

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BELONG Good practice grid	
Code	Fondazione Solidarietà Caritas – GOOD PRACTICE 1
Name/title of the action	Progetto AMIR
Country/region in which the action was implemented	Florence, Tuscany
Beginning-End dates	2018 - Currently
Stakeholders: Who are the main stakeholders involved in this activity?	Amir project operators, cultural mediators, and educators of Fondazione Solidarietà Caritas
Target: Who are the main targets of the activity?	Guests, adults and children, of the reception projects of Fondazione Solidarietà Caritas
Approximate number of people reached	80
Activity description: provide a description of the implemented action spanning at least 10 lines	Amir - Alliances, museums, meetings, and relationships is a project launched in September 2018 (the name in Arabic means 'prince') curated by a network of museums aimed at offering cultural mediation activities led by citizens with a migratory background. Currently, it involves twenty-five mediators and seventeen museums, collections, villages, churches, and public spaces in Florence and Fiesole. AMIR is a project curated by Stazione Utopia and the thematic museum network 'Musei di Tutti' and includes the Museum and Archaeological Area of Fiesole, Bandini Museum, Primo Conti Museum, Palazzo Vecchio Museum, Novecento Museum, Santa Maria Novella Complex, Museum of the Innocents, and other locations, including the Art Collection of the CR Firenze Foundation, the village of Quaracchi, the village and church of Santa Maria a Peretola, the Medici Villa La Petraia, and the Garden of the Medici Villa of Castello, along with urban walks. Through the Amir project, guests of the reception projects (both minors and adults) can learn about the territory they live in, its history, and culture through playful activities. With the support of cultural mediators, there is the opportunity to experience different and enriching cultural perspectives. Our guests always participate with great enthusiasm in





	these activities, and for the children, it is a fun way to discover distant and diverse worlds
Impact of the action: Was the action implementation effective? Did it reach its objective?	The impact of the action from these structured activities with the operators of the Amir project has always received excellent feedback from the beneficiaries of the projects. The goal of familiarizing the beneficiaries with the territory, history, and culture in which they live has always been achieved.
Web link(s), if any	https://www.amirproject.com/

BELONG Good practice grid	
Code	Fondazione Solidarietà Caritas – GOOD PRACTICE 2
Name/title of the action	Centri Estivi – Summer Camps
Country/region in which the action was implemented	Florence and Province, Tuscany
Beginning-End dates	Since the beginning of the reception projects (2016) - ongoing.
Stakeholders: Who are the main stakeholders involved in this activity?	Educators of the reception projects, Municipality of Florence, neighboring municipalities of the Metropolitan City of Florence, Parish Groups, Sports Associations.
Target: Who are the main targets of the activity?	The children of the reception projects of the Fondazione Solidarietà Caritas – ETS
Approximate number of people reached	50
Activity description: provide a description of the implemented action spanning at least 10 lines	Through the summer camps, children can build relationships with their peers, having fun while breaking down linguistic and cultural barriers. The educators of the Caritas Foundation, together with the children and their parents, choose the most suitable summer camps based on the needs of the minors and their preferences for sports and activities offered. The summer camps can be organized through the Municipality, parish groups, or sports clubs (football, swimming, etc.). Summer camps are an important resource, and over the years we have built a strong and stable network among all the stakeholders.
Impact of the action: Was the action	The summer camps help our minor guests interact with other children, integrate into the social fabric, and share fun and carefree moments that



implementation effective? Did it reach its objective?	every child has the right to experience. For us, the goals of socialization and integration are always achieved, and the children are always truly happy to participate.
Web link(s), if any	-

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BELONG Good practice grid	
Code	Fondazione Solidarietà Caritas – GOOD PRACTICE 3
Name/title of the action	Laboratori Progetto DIDA
Country/region in which the action was implemented	Florence, Tuscany
Beginning-End dates	May 2025 – July 2025
Stakeholders: Who are the main stakeholders involved in this activity?	Educators of the SAI project (Fondazione Solidarietà Caritas) and executors of the DIDA project.
Target: Who are the main targets of the activity?	The children of the reception projects of the Fondazione Solidarietà Caritas ETS
Approximate number of people reached	10
Activity description: provide a description of the implemented action spanning at least 10 lines	The DIDA project aims to promote psychomotor development and create a protected environment where children can build positive relationships using the methodology of body language, specifically through dance movement. The core of the workshops is to create a sense of community and belonging among the participants: dance, due to its highly flexible artistic nature, becomes a tool for connecting with others, breaking down social barriers, and promoting solidarity. Foreign children who have undergone migration often have had few opportunities to acquire postural and motor skills, which are closely linked to cognitive and relational development. The DIDA workshops provide an opportunity to stimulate these minors within a protected environment and an innovative educational project. The goals of the workshops are to improve social relationships, with a focus on: group conflict management and emotional regulation.



Impact of the action: Was the action implementation effective? Did it reach its objective?	The workshop was highly appreciated by the participating children, who managed to establish good peer relationships.
Web link(s), if any	https://www.didaitalia.org/



APPENDIX C

Good Practices from Consorzio Gruppo CEIS Modena

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BELONG Good practice grid	
Code	CONSORZIO GRUPPO CEIS – GOOD PRACTICE 1
Name/title of the action	Laboratories of Active Labor Market Policies actions
Country/region in which the action was implemented	ITALY, PARMA
Beginning-End dates	February 2024 - June 2025
Stakeholders: Who are the main stakeholders involved in this activity?	Provincial Center for Adult Enrollment of Parma, an educational institution that is part of the public education system and is therefore connected to the Ministry of Education and Merit.
Target: Who are the main targets of the activity?	Newly Arrived Migrants, including minors, enrolled at the Provincial Center for Adult Enrollment of Parma
Approximate number of people reached	80 people
Activity description: provide a description of the implemented action spanning at least 10 lines	Workshops related to active job market policies: 1. Web Reputation 2. Tools for active job search 3. Employment contracts 4. Curriculum Vitae: drafting and use
Impact of the action: Was the action implementation	During the activity, information and tools are provided to engage in job search through institutional portals and platforms dedicated to job searching; methods and techniques to connect with companies and activate profiles for active job search; online application forms;





effective? Did it reach its objective?	information on tools and guidelines for properly drafting and using a CV; tools for managing one's online image, starting from structuring profiles on popular social networks (WhatsApp, Facebook, Instagram, etc.) to the publication of personal data, photos, and other types of online content; shared information on workers' rights and duties, the importance of employment contracts, worker protections, and their responsibilities. All the workshops have been completed. The participants were satisfied.
Web link(s), if any	--

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BELONG Good practice grid	
Code	CONSORZIO GRUPPO CEIS – GOOD PRACTICE 2
Name/title of the action	Personalized pathways for the education and inclusion of unaccompanied foreign minors in the Modena area, 2025–26
Country/region in which the action was implemented	ITALY, Modena
Beginning-End dates	March 2025 – February 2026
Stakeholders: Who are the main stakeholders involved in this activity?	Emilia-Romagna Region, which funds the project Municipality of Modena, for the project's localization
Target: Who are the main targets of the activity?	Unaccompanied foreign minors hosted in facilities in the Modena area
Approximate number of people reached	36





Activity description: provide a description of the implemented action spanning at least 10 lines	The operation is funded by ESF+ Priority 4, Youth Employment, and involves the implementation of measures to support the education and inclusion of Unaccompanied Foreign Minors (UFM) in accordance with Regional Resolution no. 1901/2024, ESF+ Regional Programme 2021–2027.
Impact of the action: Was the action implementation effective? Did it reach its objective?	Providing personalized pathways for Unaccompanied Foreign Minors (UFM) to ensure continuity in their educational journeys and full participation and access to training opportunities aimed at fulfilling education requirements. The project is ongoing and the results are consistent with the objectives. The first group of minors group has received their diplomas.
Web link(s), if any	https://cdr.mo.it/msna/

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BELONG Good practice grid	
Code	CONSORZIO GRUPPO CEIS – GOOD PRACTICE 3
Name/title of the action	Who painted here?
Country/region in which the action was implemented	ITALY, Modena
Beginning-End dates	May 2023
Stakeholders: Who are the main stakeholders involved in this activity?	Municipality of Modena
Target: Who are the main targets of the activity?	Foreign minors, including unaccompanied minors; Students enrolled in lower and upper secondary schools





Approximate number of people reached	30
Activity description: provide a description of the implemented action spanning at least 10 lines	The project aimed to renovate, under the guidance of an expert atelierista with experience in education, a facility previously damaged by acts of vandalism. The initiative involved young people from the Alchemia Youth Center and their educators, youths at risk of social exclusion and school dropout from the "TuToR" project, as well as unaccompanied foreign minors.
Impact of the action: Was the action implementation effective? Did it reach its objective?	The initiative had several objectives: 1. To undertake an action of recovery and beautification of the area 2. To engage the young people in an activity that would allow them to positively and directly impact their environment 3. To work on the collaboration, mediation, and communication skills of the involved youths The mural was completed with the collaboration of the teenagers. The participants were satisfied.
Web link(s), if any	https://www.gruppoceis.it/ceis-formazione/progetti-locali/chi-ha-dato-la-vernice-qua-riqualificazione-territoriale-tramite-cittadinanza-attiva

BELONG Good practice grid	
Code	CONSORZIO GRUPPO CEIS – GOOD PRACTICE 4
Name/title of the action	Integrated Educational Facilities. Integrated Residential Educational Community
Country/region in which the action was implemented	ITALY, Modena
Beginning-End dates	2025-2028



Stakeholders: Who are the main stakeholders involved in this activity?	Unione dei Comuni delle Terre D'Argine, Social Services Department, Child Protection Area. Municipalities of Campogalliano, Carpi, Soliera, and Novi di Modena
Target: Who are the main targets of the activity?	Integrated educational facilities: integrated residential educational community
Approximate number of people reached	5 reserved places. On referrals from social services.
Activity description: provide a description of the implemented action spanning at least 10 lines	European open procedure for the awarding, through a framework agreement with multiple economic operators, of residential reception services for minors, young adults, and mothers with children. The Integrated Educational Facility aims to accompany and support the minors hosted in their care and rehabilitation process, aimed at achieving conditions for a full return to their family or an alternative placement in another educational community. In the growth process toward a better living situation, the community values the minor for all the potential they can bring forth, with particular attention to emotional-affective aspects, strengthening identity, and developing a sense of personal responsibility toward themselves and their surrounding environment. The community commits to being a protected environment for the minor, ensuring the possibility to undertake new choices, especially by critically revisiting the situations that led them to their current condition. The community also undertakes to respect and welcome the diverse cultural and religious needs of the minors placed, guaranteeing a secular environment within which each individual minor feels free to express and follow their religious beliefs and spiritual side.
Impact of the action: Was the action implementation effective? Did it reach its objective?	Community objectives: 1. Address severe psychological and relational difficulties with specialized support. 2. Manage behavioral disorders through educational and psychological interventions. 3. Treat psychiatric conditions in coordination with Neuropsychiatry services. 4. Support the minor's family in collaboration with public services.



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	The goal of the action has been achieved. As far as effectiveness, with vulnerable users the results are evaluated in the medium-long term.
Web link(s), if any	--

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APPENDIX D

Good Practices from Il Ponte Centro di Solidarietà Civitavecchia

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BELONG Good practice grid	
Code	Il Ponte Centro di Solidarietà di Civitavecchia – GOOD PRACTICE 1
Name/title of the action	Good Citizens
Country/region in which the action was implemented	Italy, Civitavecchia (Rome)
Beginning-End dates	March 1, 2023 - End of May 2024
Stakeholders: Who are the main stakeholders involved in this activity?	Unaccompanied foreign minors (UFM) from Gambia
Target: Who are the main targets of the activity?	From 3 to 8 minors, Soccers associations, Humanity association
Approximate number of people reached	8 minors, 10 educator staff, 20 trainer/educator/football manager, 50 boys local team
Activity description: provide a description of the implemented action spanning at least 10 lines	In Civitavecchia, a town in the province of Rome, from around March 1, 2023, until the end of May 2024, the association <i>Il Ponte</i> , solidarity center of Don Egidio Smacchia ODV, designed an intervention aimed at integrating unaccompanied foreign minors (UAMs) from Gambia into the football activities of two local clubs, DLF and CSL Soccer 21. The objectives were twofold: inclusion of the UAMs into the city's social fabric and providing an opportunity for exchange and understanding through football. Initially, in March, 3 boys were involved; by September 2023, the number increased to 8. The activity consisted of football training in the afternoons, three days a week, with possible matches on Sundays. The most insurmountable challenge was the lack of official documents for the boys, often overcome thanks to the common sense of the management of the participating clubs. We can say that while we





	did not create a pool of professional footballers, we certainly helped raise good citizens of the world.
Impact of the action: Was the action implementation effective? Did it reach its objective?	The <i>Good Citizens</i> initiative, implemented by Il Ponte in Civitavecchia between March 2023 and May 2024, promoted the social inclusion of unaccompanied foreign minors from Gambia through football. In cooperation with local clubs, the minors took part in regular training sessions and matches, encouraging integration through football and improved community participation. The activity supported the development of intercultural relationships between refugee minors and local youth. Despite administrative challenges, the project successfully strengthened inclusion, mutual understanding, and active citizenship within the local community.
Web link(s), if any	www.ilpontecivitavecchia.it

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BELONG Good practice grid	
Code	Il Ponte Centro di Solidarietà di Civitavecchia – GOOD PRACTICE 2
Name/title of the action	Tournament in the City
Country/region in which the action was implemented	Italy, Civitavecchia (Rome)
Beginning-End dates	June 1 - July 31, 2025
Stakeholders: Who are the main stakeholders involved in this activity?	Unaccompanied foreign minors (UFM) from Gambia, DLF, Associazione Il Ponte.
Target: Who are the main targets of the activity?	8 minors + 20 peers
Approximate number of people reached	50 boys , 4 organizers , 4 educators





Activity description: provide a description of the implemented action spanning at least 10 lines	From June 1st to July 31st, 2025, eight unaccompanied foreign minors (UAM's) chose to register with a team for a five-a-side football tournament organized by friends they met through the training sessions of the amateur sports association <i>Dopolavoro Ferroviario</i> of Civitavecchia. This initiative is the result of a collaborative network involving the association <i>Il Ponte</i> , a team of four educators, four coaches, ten team players, and about ten other individuals who are simply acquaintances of the UAM's youths. The goal is the integration and inclusion of young migrant minors from Gambia into the social fabric of Civitavecchia through a football tournament, allowing them to participate in social life alongside peers of the same age. While we cannot yet say that the goal has been fully achieved, we believe that their participation is already a strong sign of active inclusion.
Impact of the action: Was the action implementation effective? Did it reach its objective?	The initiative was implemented by facilitating the participation of unaccompanied minors in a local five-a-side football tournament. Through collaboration between educators, sports associations, and peers, the youths were supported in joining an existing community event. The tournament setting promoted social interaction, visibility, and initial inclusion within the local context.
Web link(s), if any	www.ilpontecivitavecchia.it , https://dlfcivitavecchiacalcio.com/

BELONG Good practice grid	
Code	Il Ponte Centro di Solidarietà di Civitavecchia - GOOD PRACTICE 3
Name/title of the action	Talking Football at the Oratory
Country/region in which the action was implemented	Italy, Civitavecchia (Rome)
Beginning-End dates	March 2023 - ongoing (over 2 years)
Stakeholders: Who are the main stakeholders involved in this activity?	Unaccompanied foreign minors (UFM) from Gambia, Associazione Il Ponte.



Target: Who are the main targets of the activity?	8 minors, especially one highly integrated
Approximate number of people reached	8 minors, 25 boys, 4 educators
Activity description: provide a description of the implemented action spanning at least 10 lines	Starting as early as March 2023 (the day of arrival in Italy), attendance at a football pitch within the Salesian oratory of the <i>Sacra Famiglia</i> church in Civitavecchia began. Initially, only one boy participated in the matches at the parish center, accompanied by the educators and staff of the <i>Il Ponte</i> association. Gradually, the other seven unaccompanied foreign minors (MSNA) who had just arrived at the migrant reception center also joined. Over these two years, participation has been free and spontaneous. Athletic and football skills, even more than language, became a vehicle and driving force for building connections and relationships among peers. Although not all eight boys attended the oratory regularly, at least one (Ibra) managed to establish a strong bond with the boys at the center and with the youth leaders. He became involved in finding appropriate clothing, organizing matches, and maintaining contact through WhatsApp and phone calls—beyond the scheduled hours and purely sporting aspects. We believe the objective has been fully achieved.
Impact of the action: Was the action implementation effective? Did it reach its objective?	The action was implemented through informal and continuous participation of unaccompanied minors in football activities at a local oratory. Educators initially supported the boys' involvement, allowing football to naturally foster relationships beyond language barriers. Over time, spontaneous peer connections developed, leading to stronger social bonds and a sense of belonging within the parish community.
Web link(s), if any	www.ilpontecivitavecchia.it , https://dlfcivitavecchiacalcio.com/



APPENDIX E

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BELONG Good practice grid	
Code	UNIMORE – GOOD PRACTICE 1
Name/title of the action	RISEN Course
Country/region in which the action was implemented	Italy
Beginning-End dates	2021-ongoing
Stakeholders: Who are the main stakeholders involved in this activity?	Prefecture of Reggio Emilia and which includes the Police Headquarters and Law Enforcement, Municipality and Province of Reggio Emilia, Territorial School Office, ASL and University of Modena and Reggio Emilia.
Target: Who are the main targets of the activity?	Children and adolescents; secondary school teachers; educators
Approximate number of people reached	1000
Activity description: provide a description of the implemented action spanning at least 10 lines	The RISEN online course is a scientific-based program developed by the University of Modena Reggio Emilia. Experts in different fields in social sciences, such as social and developmental psychologists, counsellors, and criminologists contributed to the creation of the course. The primary goal of the course is to foster the healthy development of young people by enhancing transversal skills and tackling the problem of antisocial behaviour. The course is divided into different modules. Specifically, the modules address the following themes: 1) Metacognition, 2) Self-efficacy, 3) The implicit theories of intelligence, 4) Attribute styles, 5) Talents, 6) The importance of developing healthy social relationships, 7) Moral disengagement, 8) Legality and Justice. The course provides a deep theoretical background as well as concrete activities and intervention tools that school teachers can actively implement in the educational setting to address each topic in a comprehensive and efficient manner.





	The modules are independent and can be viewed individually. The complete overview of the course, followed by an evaluation questionnaire, entitles participants to obtain a certificate of participation.
Impact of the action: Was the action implementation effective? Did it reach its objective?	The action was effectively implemented, reaching more than 1,000 students, including those from vulnerable groups, with the aim of enhancing essential personal and social skills. Teachers expressed strong appreciation for the course, and students demonstrated active engagement throughout its implementation. The program has proven to be transformative, as its materials are easily adaptable and can be applied in diverse contexts and with different target groups, promoting inclusion and equal opportunities for all learners.
Web link(s), if any	https://formazione-disagiogiovanile.unimore.it/

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BELONG Good practice grid	
Code	UNIMORE – GOOD PRACTICE 2
Name/title of the action	POTION
Country/region in which the action was implemented	Italy
Beginning-End dates	2024
Stakeholders: Who are the main stakeholders involved in this activity?	Schools, teachers, educators
Target: Who are the main targets of the activity?	Children and adolescents; secondary school teachers; educators
Approximate number of people reached	A total of 10 classes and their teachers were involved in this activity (250 pupils)
Activity description: provide a description of the implemented action spanning at least 10 lines	Potion represents an intervention aimed at raising awareness about gender, ethnic, and intersectional (gender and ethnicity) discrimination among children in the last years of primary school. The intervention is implemented through interactive exercises combined with reading passages from the Harry Potter saga, a well-known fantasy book series. The intervention was conducted at the D.D. MIRANDOLA





	primary school (in Mirandola (Emilia Romagna, Italy) and included three sessions in which students engaged in playful activities linked to Harry Potter, read key passages from the saga and structured a debate on the various forms of discrimination.
Impact of the action: Was the action implementation effective? Did it reach its objective?	The initiative had a positive impact on both children. The initiative proved highly beneficial as children actively participated in every phase of the project, showing strong involvement and interest. They were also able to engage in thoughtful discussions and deep reflections on the various forms of discrimination addressed in each session. Teachers also showed great interest in the initiative as shown by the satisfaction questionnaires filled in by the teachers participating in the project. They declared that the intervention was useful and that children benefitted from it. The initiative is transformative as its materials are easily adaptable and can be applied in diverse contexts and with different target groups, promoting inclusion and equal opportunities for all participants.
Web link(s), if any	-

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BELONG Good practice grid	
Code	UNIMORE – GOOD PRACTICE 3
Name/title of the action	Calcio di Strada
Country/region in which the action was implemented	Italy – Modena
Beginning-End dates	2024
Stakeholders: Who are the main stakeholders involved in this activity?	Reggiana Calcio, Institute Levi, local municipality and social services, Unione Terre di Castelli (Local football association) as well as citizens.
Target: Who are the main targets of the activity?	Students and the local community
Approximate number of people reached	151





Activity description: provide a description of the implemented action spanning at least 10 lines	This initiative aimed at counteracting radicalisation and social disadvantage through sport. Students and citizens were involved in a street football tournament, with mixed teams made up of children and representatives of the institutions, led by coaches provided by AC Reggiana 1919. The event was structured over 3 days (May 2024) in different parks within Vignola (Modena).
Impact of the action: Was the action implementation effective? Did it reach its objective?	The tournament encouraged active citizenship, teamwork, and fair play, providing a constructive alternative to social exclusion and potential radicalisation. The initiative also contributed to community engagement, strengthened local relations between institutions and residents, and raised awareness about the value of sport as a tool for social integration and prevention of marginalisation.
Web link(s), if any	-





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