

ALL STARS



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How to do a good practice in and through sports

January 2026



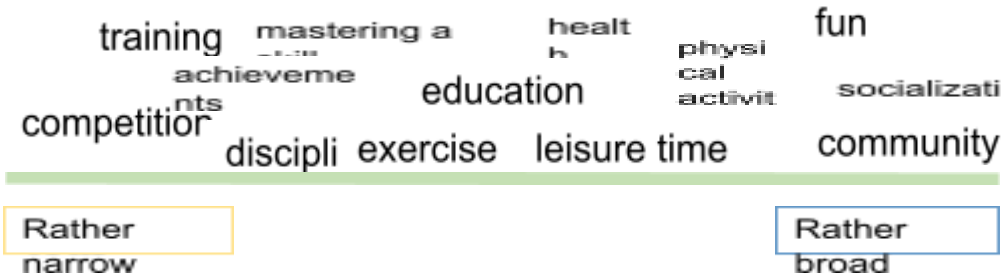
This manual guides you through some questions that may serve as an inspiration and a starting point to reflect on your work. After each question, you will find a brief elaboration on the aspect and its relevance. Inspiring examples from the ALLSTARS* case selection is indicated along the way.

Overview:

Notion of Sport	Change of role	Path dependency & change
Socio-spatial orientation	Professionalisation	Representation & Co-Ownership
Cross-/Intra-Sectorality	Role of individuals	Funding

1. Notion of sport

How would you describe your organisation’s notion of sport? What is the aim of your programme / project?



Why is this relevant?

Our research shows that a broad notion of sport is helpful, if not essential, in creating projects and offerings that reach new target groups. Often, people who have not been socialised within the organised sport system prefer courses or activities with low thresholds in terms of physical fitness, levels of competition, and financial and time commitments. This may pose a challenge to traditional sport club structures.

*see last page for more information on the ALLSTARS project

Here are inspiring examples of projects that succeeded in catering to these preferences:

- Germany: Sportpark Styrum (Styrum Sports park)
- Spain: Criquet Jove a BCN / Street Soccer Barcelona
- Poland: Ekstra FAN
- Norway: Aktive lokalsamfunn (Active local communities)
- Netherlands: YETS (Youth Empowerment Through Sports)

2. Socio-spatial orientation

Which actors from your near-by area are, could be or should be involved? Have you considered ALL possible actors, even those who are not affiliated with sport?

- | | | |
|---|---|--|
| <input type="checkbox"/> Sport clubs | <input type="checkbox"/> Socio-cultural clubs | <input type="checkbox"/> Institutions from civil society |
| <input type="checkbox"/> Schools | <input type="checkbox"/> Youth centres | <input type="checkbox"/> Local companies |
| <input type="checkbox"/> Kindergartens / day-care | <input type="checkbox"/> Senior centres | <input type="checkbox"/> Cultural institutions (theatres, museums, libraries, ...) |
| <input type="checkbox"/> Shops | <input type="checkbox"/> Hospitals | <input type="checkbox"/> Schools of higher education |
| <input type="checkbox"/> other | | |

Why is this relevant?

In order to reach different target groups, collaboration with other actors from the nearby area is fruitful, if not crucial. Reach out to places, institutions, and existing organisations that are already in contact with a specific target group or that have been established or are led by representatives of the target group themselves.

Be aware: bringing multiple actors together requires communication and time. Effective neighbourhood management is a full-time job. Before starting this on your own, consider the following questions:

- Is there an institutionalised neighbourhood management structure already fulfilling this role?
- Are there any committees or working groups in place that would allow you to reach multiple actors at once (for example, a local working group of educational actors or a round table for organisations supporting refugees)?

You can find inspiring examples here

- Germany: Sport vernetzt (Sport connects)
- Netherlands: Neighbourhood Coach / City Trainer
- Norway: Idrettshoder (Sports Heads)
- Spanish: Leintz Eskola Kirol Egokitua (LEKE) / KOZ (Sport Orientation Service)
- Poland: Trener Osiedlowy (Neighbourhood Coach)

3. Diversity in cooperation:

3.1 Cross-sectorality

Do the actors involved come from different sectors? From which ones?

- | | | |
|---|---|---|
| <input type="checkbox"/> Organised sport | <input type="checkbox"/> Education | <input type="checkbox"/> Civil society/NGOs |
| <input type="checkbox"/> Municipality | <input type="checkbox"/> Private/entrepreneurial sector | <input type="checkbox"/> Health |
| <input type="checkbox"/> Federal State administration | <input type="checkbox"/> Regional administration | <input type="checkbox"/> Other |
| <input type="checkbox"/> Nation state administration | <input type="checkbox"/> Subcultural group | |

Why is this relevant?

Projects that are developed and implemented by people from different sectors tend to be of high quality in terms of addressing the needs of specific target groups. In addition, a wider range of funding opportunities may become available.

Be aware: while diverse perspectives enrich project quality and enhance sustainability, diversity can also present challenges in terms of communication and differing “working cultures.” You may need additional time to find common ground and develop a shared language in order to achieve your joint mission of creating a successful project.

Find some inspiring examples here:

- Germany: Bewegte Apotheke (Pharmacy in motion) / Coerde in Bewegung (Coerde in motion)
- Norway: LIM – Lekser – Idrett – Mat (Homework – Sport – Food)
- Poland: Let’s Play Together
- Spain: Hegalak (inclusive sport centre)
- Netherlands: Sporttuin Moerwijk (Sports Garden Moerwijk’)

3.2 Intra-sectorality

Do you already co-operate with other actors from your own sector or plan on doing so?

- | | | |
|--|---|---|
| <input type="checkbox"/> Sport clubs | <input type="checkbox"/> Kindergartens | <input type="checkbox"/> Department of Building and housing |
| <input type="checkbox"/> Regional sports federation | <input type="checkbox"/> Primary schools | <input type="checkbox"/> Culture and Arts |
| <input type="checkbox"/> National sports organisations | <input type="checkbox"/> High schools | <input type="checkbox"/> Diversity |
| <input type="checkbox"/> Olympic Sports Federation | <input type="checkbox"/> Vocational schools | <input type="checkbox"/> Education / Schools |
| <input type="checkbox"/> Commercial sport offers | <input type="checkbox"/> Universities | <input type="checkbox"/> Families |
| <input type="checkbox"/> other | <input type="checkbox"/> Educational associations | <input type="checkbox"/> Gender Equity |
| | <input type="checkbox"/> other NGOs | <input type="checkbox"/> Green Spaces /parks |
| | <input type="checkbox"/> Social/ cultural institutions such a | <input type="checkbox"/> Health |
| | <input type="checkbox"/> Cultural Clubs | <input type="checkbox"/> Inclusion |
| | <input type="checkbox"/> Libraries | <input type="checkbox"/> Integration |
| | | <input type="checkbox"/> Migration |

- | | |
|--|---|
| <input type="checkbox"/> Museums | <input type="checkbox"/> Social Affairs |
| <input type="checkbox"/> Refugee homes | <input type="checkbox"/> Sport |
| <input type="checkbox"/> Senior Centres | <input type="checkbox"/> Universities |
| <input type="checkbox"/> Social Institutions in gene
(Red Cross and the like) | <input type="checkbox"/> Urban Development |
| <input type="checkbox"/> Theatres | <input type="checkbox"/> Vocational schools |
| <input type="checkbox"/> Youth Centres / Clubs | <input type="checkbox"/> other |
| <input type="checkbox"/> Other | |

Why is this relevant?

Intra-sectorality refers to collaboration between different actors within the same sector. This has proven to be helpful. For example, when multiple sports clubs from the same area work together or collaborate with a regional sports federation, their efforts gain greater visibility. This can increase awareness among potential participants as well as political or financial stakeholders. Sometimes, key roles or resources may be located in departments or organisations you may not have considered before. The same applies to actors from the education or social sector.

In terms of finding common ground, the challenge mentioned above remains the same—even within a single sector. Try to create space for developing a shared understanding of how to achieve your aims.

This question only applies when you represent a sport club:

1. Change of role

How would you describe the role and the self-image of your sport club?

- Traditional sport club with a focus on entering competitions and developing sport related skills
- Social actor: sport is a means for fostering social cohesion, education and personal development
- Health actor: sport is a means to remain healthy or regain health
- Something in-between the above
- Other

Why is this relevant?

All clubs within the research project that play a major role in their project networks show a development towards becoming social actors. Notions of equality, social participation, personal development, and education inform many of the projects in our case selection. In order to become attractive to new members from groups that have not been socialised within the traditional organised sport system, communication needs to shift towards topics such as health, community, and enjoyment. In some cases, this can serve as a starting point for new members, who may later join more serious, training-intensive league play. For others, low thresholds in terms of time,

commitment, and skill level remain essential. In some cases, a combination of both approaches is possible.

Find some inspiring examples here:

- Germany: SV Motor Mickten (Sport club Motor Mickten)
- Norway: DNT tilrettelagt (DNT Adapted)
- Poland: Kavkaz Wrestling Club

2. Professionalisation

Do you and your colleagues or project/club mates have the chance to join further education trainings and/or workshops or have you considered this? If so, in which areas?

- Fundraising
- Adjustment of training and exercises
- Psycho-social competences
- Networking
- Diversity literacy / Diversity awareness
- Gender-sensitive communication
- Trauma-sensitive communication
- Legal issues
- other

Why is this relevant?

The research revealed that reaching new target groups often requires organisations to develop new skill sets. At the institutional level, fundraising and networking become particularly important. At the practical level of everyday interaction and training, psychosocial competencies, diversity awareness, and the ability to adapt exercises to different needs and skill levels are crucial. Sports clubs or project representatives should either already possess this expertise or be given opportunities to develop it.

Find some inspiring examples

- Germany: Sport im Park inklusiv (Sport in the park inclusive)
- Norway: Ett slag av gangen (One stroke at a time)
- Poland: Futbol Plus
- Spain: Campus Sansofé
- Netherlands: Beweegcoach Zorg (Movement Coach Care)

3. Role of engaged individual(s)

Do you know any highly engaged individuals that keep your club / project running? (Maybe it is you?)

Do you have any mechanisms in place in order to ensure:

- Knowledge transfer
- Non-financial acknowledgement of their work (festivities, awards, benefits (e.g. free training))
- Payment / plans to create a job position
- Times of stress relief and rest

- Other structures to prevent them from burning out / exhaustion

Why is this relevant?

Most of the projects and programmes were initiated by individuals who invested significant effort into them. They are the ones who conceive the idea, persuade others to join, secure initial funding, and establish network connections with potential stakeholders. If they come from the sports sector or civil society, they are the ones with the stamina to convince municipal authorities to cooperate. If they work for the municipality, they are often the ones willing to be creative, and perhaps even bend the rules, to get things moving. Projects rely on these individuals to come to life and gain momentum. Ensuring the sustainability of these initiatives requires mechanisms to prevent burnout, with the most effective approach being the creation of long-term job positions.

4. Path dependency and change

Have there been any so-called “focusing events”? A “focusing event” is an actual event or phenomenon that draws attention and helps underline your argument, highlighting the relevance of your project. Such an event can occur within the area of sport itself or in other areas of society. Perhaps one of the following has already happened or is expected to occur soon:

- | | | |
|---|---|--|
| □ Big sport event, such as Special Olympics World Games | □ Statistics reveal high crime rates in certain neighbourhood | □ School entrance examinations show deficits in motor skills |
| □ Increasing number of refugees due to wars and crisis | □ Statistics reveal lack of motor skills among youngsters | □ Single event or one person draws focus on particular needs |
| | | □ other |

Why is this relevant?

Whether the event occurs within or outside the area of sport, in both cases it can help create political pressure by demonstrating why your sport project is relevant. Major sporting events often come with requirements for host cities to take action in areas such as sport for all, environmental sustainability, and inclusivity. This creates opportunities for sports clubs and local administrations to develop new concepts and implement innovative practices. Unlike major sporting events, other focusing events are not always easy to identify and may only become apparent in retrospect. Nevertheless, it is worthwhile to stay aware of broader societal developments and pay attention to local topics, news, and events that could help generate political momentum for your project.

This question is for projects that have not been initiated by people considering themselves as representatives of a marginalised group

5. Representation and Co-ownership

If your aim is the inclusion/empowerment of a particular marginalised group* - how does your organisation ensure the representation of this marginalised group*? Is their voice being heard, do you have measures in place to learn about and answer their needs? Do you know about their specific resources? Are you

***Definition: „Marginalised group“**

Marginalised groups are communities of people who experience discrimination/exclusion due to e.g. gender, class, race, religion, age, or bodily and mental ability. If these categories mix, one speaks of “intersectionality”.

ready to share (power) positions and allow for structural change so that (co-)ownership can become a reality?

- Representatives of a marginalised group are head of the team
- Representatives of a marginalised group belong to the core team
- Representatives of a marginalised group are consulted as so-called critical friends

Professionals who know the needs of a particular marginalised group and are legitimized (to a certain extend) to raise voice for them

- are part of the team
- have been consulted
- A needs assessment was conducted
- So far, the voice of a marginalised group is not represented
- Other

Why is this relevant?

In some cases, projects may be developed and implemented directly by a particular group, resulting in full ownership. These projects are often initiated by grassroots movements outside the organised sport system. If the goal is to make this system more inclusive, it is highly beneficial to ensure that the voices and needs of marginalised groups are considered in the design of any offering. This means that if the idea is developed by someone outside the group, it is helpful to include representatives of the target group. If this is not possible, an alternative is to involve professionals who are recognised as legitimate advocates for the group and can speak on their behalf. Therefore, if your target group is hard to reach, make sure their expertise and needs are included—through socio-spatial orientation, cross-sector or intra-sector collaboration, or other inclusive approaches.

Find some inspiring examples here:

- Germany: Refugees Welcome in Sports
- Netherlands: Urban Sports Agenda / Sport Strijders ('Sport Warriors')
- Poland: Etnoliga (multinational football league)
- Spain: Dragones de Lavapiés / Club Deportivo LGTBI+ Samarucs

1. Funding

2. Which funding sources have you used or considered so far?

Organised sport	Private	Public
<ul style="list-style-type: none"> <input type="checkbox"/> Local <input type="checkbox"/> Regional/ Provincial <input type="checkbox"/> National <input type="checkbox"/> European level <input type="checkbox"/> International <input type="checkbox"/> other 	<ul style="list-style-type: none"> <input type="checkbox"/> Local <input type="checkbox"/> Regional/ Provincial <input type="checkbox"/> National <input type="checkbox"/> European level <input type="checkbox"/> International <input type="checkbox"/> other 	<ul style="list-style-type: none"> <input type="checkbox"/> Local shops <input type="checkbox"/> Local companies <input type="checkbox"/> Local foundations <input type="checkbox"/> International companies <input type="checkbox"/> National foundations <input type="checkbox"/> International foundation <input type="checkbox"/> Banks <input type="checkbox"/> Private donors <input type="checkbox"/> Member ship fees <input type="checkbox"/> Participant fees <input type="checkbox"/> other

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- Education
- Health
- Integration / Migration
- Social inclusion / social cohesion
- Sports
- Urban development
- Youth and culture
- Other

Why is this relevant?

Our case selection demonstrates a broad variety of funding sources—often extending beyond organised sport or municipal sport financing. It is worthwhile to explore funding opportunities in other areas of society, as a mix of sources is very common. Ultimately, projects and programmes require sustainable funding to continue operating. Municipalities should be encouraged to create long-term paid positions to retain committed individuals and maintain high-quality implementation.

ALLSTARS - Good practice for active lifestyles in local sport policies

The Allstars project ran from 2024-2026. It was dedicated to identifying and analysing successful local sport policies that foster inclusion and active lifestyles. An international consortium of research institutions and the field of practice collaborated to identify 32 good-practice examples, analyse them and understand key elements for success. Find out more on www.local-sport4all.eu.

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Partners

ALLSTARS is an ERASMUS plus Sport-project involving the following actors:

Scientific partners:



German Sport
University Cologne
(Germany)



University of the
Basque Country,
Leioa (Spain)



Mulier Instituut,
Utrecht
(Netherlands)



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