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CP Small Sport

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TRAINING FORMAT



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BEST PRACTICES

Sport e Integrazione

Period: 2019

Country: Italy

Coordinating Entity: CONI

Objectives

- Promoting access to sports for children and young people from families in difficult economic conditions, with particular attention to children with a migrant background;
- Promoting integration through sport between children with a migrant background and Italian children, as a two-way process, thanks also to the dissemination of the principles of fair play such as: sporting brotherhood, appreciation of uniqueness and diversity, respect for the rules, for others and for oneself;
- Raising awareness among all the components of the sports world of the role and responsibility of sport as a means of aggregation and cohesion on and off the field;
- Supporting teachers in the classroom and in the gym with informative and educational activities to promote integration;
- Enhancing the figure of coaches and other sports figures involved in social work in order to disseminate replicable models on a broad scale.

Stakeholders of the project

- Sport Maker: National Sports Federations, Associated Sports Disciplines, Sports Promotion Bodies, Civilian and Military Sports Groups, Sports Associations;
- Third sector sensitive to the topic;
- Universities: Faculty of Sport Sciences;
- Reference media;
- Associations of young people with a migration background.

Beneficiaries

- Primary school pupils and teachers;
- Sports clubs and associations with their operators (managers, coaches and instructors, athletes, other members of the sports world);
- Children and young people also with a migration background, belonging to economically disadvantaged families;
- Students and teachers from Faculties of Sport Sciences.

Financing

The project was implemented through the fundings from the Ministry of Labour and Social Affairs.

Description

The action plan for 2019 aimed to raise awareness in both the sports world and civil society and to counter forms of intolerance and discrimination through:

The sporting world

- a. Realisation of the CALL "Fratelli di Sport" addressed to grassroots sports associations aimed at supporting projects that use sport as a tool for two-way inclusion and integration, favouring the dissemination of sports practice among children/young people aged 5 to 17, including those with a migration background, from economically disadvantaged families.
- b. Dissemination of the Prize in memory of Emiliano Mondonico for technicians and other figures from the world of sport who are strongly committed to social work.



The school world

- a. Educational information campaign for primary school classes participating in the "Sport di Classe" project combined with a contest for graphic and textual works with awards for the winning classes.
- b. Realisation of the Class Sport Final Event, at national or regional level with the participation and awarding of the winning classes of the Contest at regional or provincial level, and the presence of the 'Sport Brothers' Ambassadors.

The educational world

Continuation of the 'pilot' teaching module on the subject of 'sport and integration' with the University of Tor Vergata, Faculty of Motor Sciences, and extension to three other universities throughout Italy (north, centre and south) to promote training of motor science graduates also with a view to using sport to promote social inclusion and integration and contribute to greater role awareness.

Results achieved

Over 30,000 entries were received from classes in 3,154 schools for the 'Champions of Fair Play' educational campaign, aimed at pupils and teachers in primary schools participating in the 'Sport di Classe' project.

Following the success of the experimentation carried out in 2018, the university teaching module 'Sport and Integration' has extended its dissemination, involving five universities throughout the country. It was the Universities of Naples, Turin, Verona, Parma and Rome Tor Vergata, faculties of Motor Sciences, that structured an academic pathway - within the framework of the Programme Agreement for the promotion of integration policies through sport between the Ministry of Labour and Social Policies and CONI, implemented by Sport and Health.

A set events in which pupils had the opportunity to talk to professional athletes have been implemented. A total of 3 schools were involved (all classes).

Innovation

The innovation of the project does not lie in the type of methodologies used but rather in the multi-sectoral approach. In fact, inclusion through sport is approached in three fundamental sectors, the sports sector (at all levels), the school sector and the university sector, with activities dedicated and structured according to the specificities of the sector.

Empowerment

Thanks to the higher education course, students enrolled in motor science will be equipped with tools for the management of multicultural groups, enhancing sport as a ground for meeting, dialogue, comparison and inclusion.

Website

<http://www.fratellidisport.it/progetto.html>

#IOVENGODALLOSPORT

Period: 20th October 2021 – 20th February 2024

Country: Italy

Coordinating Entity: Sport e Salute S.p.A



Objectives

- To promote access to sport for children and young people from economically disadvantaged backgrounds, including those with a migrant background, in order to guarantee the right to sport, with particular attention to the participation of the female component;
- Promote inclusion through sport by disseminating the principles of fair play and overcoming gender stereotypes;
- Raise awareness in the sports world, the academic world, and the third sector on the role that sport can play as a tool for bringing together and enhancing diversity;
- Collaborate with the university world to create training courses aimed at future motor science technicians and teachers and dedicated to sharing tools for working in increasingly multicultural environments;
- Enhancing the experiences of technicians, sports operators and amateur sports associations and clubs involved in social work.

Beneficiaries

- Children, young people and adults with a migration background also from economically disadvantaged families;
- Sports clubs and associations with their operators, managers, coaches and instructors, athletes, other members of the sports world;
- Students, graduates and teachers of Sport Sciences.

Financing

Financed by the Ministry of Labour and Social Affairs under the National Fund for Migration Policies, for a total amount of 1,600,000 euro.

Description

There are three spheres into which the project is divided: sports, training, and that dedicated to listening and monitoring, with transversal communication activities supporting all actions. Each sphere has found its declination in specific actions aimed at enhancing the role of sport as a tool for inclusion, supporting the creation of virtuous networks and promoting good practices from the world of sport and the Third Sector, also in order to foster the cohesion of local communities.

Relevant action in the Sports area

Sports activities for guests in the reception system

Sportunity project dedicated to minors and young adults in the reception system.

Activation of a sports-educational-training pathway that has made it possible to develop a real territorial network between reception centres, sports institutions, local authorities and sports clubs.

Relevant action in the listening and monitoring area

Listening and monitoring the impacts of activities, to bring out useful indications for their implementation and to implement new developments in the future.

Listening

Focus groups and listening groups - veritable reservoirs of thought and networks made up of representatives from the world of sport and grassroots associations - with the aim of grasping and sharing needs and proposals, as well as fostering an exchange of information and know-how for an increasingly inclusive sport.

Monitoring

Ongoing measurement of participation, satisfaction and impact - direct, indirect and induced - of project initiatives.

Results achieved

Donating a meeting and entertainment place to over 500 young people from the northern suburbs of Milan and an essential reference point for their families. This is the mission that has seen Milan Foundation, the Ministry



of Labour and Social Policies, the Municipality of Milan, Sport and Health, FIGC, the Davide Astori Association and the Aquilone Foundation come together side by side to create Spazio Fontanelli, a redeveloped multi-sports pitch in a green area of Milan's Municipality 9, which will be dedicated to the memory of Davide Astori, who has always been sensitive to social issues and to the right of every child to be able to play his or her own game.

This is the culmination of the project #IOVENGODALLOSPORT.

To the redevelopment of Spazio Fontanelli, AC Milan has destined the prize of the #IOVENGODALLOSPORT contest, which stimulated many sports associations to share their history of sport and integration, and saw among the winners precisely the Rossoneri Club, thanks to a video project realised by its Youth Sector.

Empowerment

The activity - which involved Cricket, Table Tennis and Sports Dance - was divided into three levels (local, territorial and national) through which a wide range of people, minors and adults, guests of the reception system were able to experience the role of sport as a vehicle for inclusion and integration. The project also included a training course, targeted at operators and staff managing sports activities.

Website

<https://www.sportesalute.eu/sporteintegrazione.html>

Contacts

sport.integrazione@sportesalute.eu

I SPORT – Inclusive Sport Project Opposed to Radicalization Tenets

Period: From the 1st January to the 31st December 2018.

Country: Italy

Coordinating Entity: CEIPES

Objectives

- Eliminate the physical and cultural barrier dictated by prejudice that stop the young inmates and the migrants from participate in sports games with locals.
- Rediscover and spread the value of sport among the youngsters inmates and reduce the tendency to be radicalized and to show them a different and valid way other than loneliness and/or violence.
- To provide youngsters with less opportunities a solid foundation of knowledge and skills on how to better practice sport, through preparation courses and sports training.
- To emphasize European community's most important values, like gender equality, loyal collaboration, social acceptance, and healthy competition, through an active participation in sport.
- To unite youngsters from various origins (inmates, locals, migrants and refugees) and religions (Muslim, Christian, Hindu), to stimulate and lead them to cooperate with each other, and have interdependence when making the project activities.

Stakeholders of the project

Partners: CUS Palermo, University of Palermo.

Associated partners: Malaspina Institute, Penal Institute for Minors of Palermo; Foreign Students Association; Ivorian Community in Sicily; Palermo City Hall and SPRAR Centres in the city of Palermo.



Beneficiaries

100 young people, aged between 16 and 25 years of both sexes, including young prisoners, refugees and young people from migrant backgrounds, as well as local young people.

Financing

European Commission – DG Education and Culture – Sport Policy and Programme

Description

The "I Sport-Inclusive Sport Project Opposed to Radicalisation Tenets", brought together the Palermo Juvenile Detention Centre, the Centres for Refugees and Asylum Seekers, as well as the CUS Palermo University Sports Centre and the University of Palermo, in a collaboration with the aim of combating the phenomenon of radicalisation starting from the most difficult and disadvantaged environments of Palermo society, promoting integration and the valorisation of cultural differences through sports.

The training sessions, which included a sports training phase and another based on non-formal education, ended with a city tournament, which took place at the CUS in Palermo, where the young athletes had the opportunity to excel and be noticed by representatives of local, regional and national sports clubs and teams, who were invited for this occasion.

Results achieved

The target group took part in athletics, five-a-side football and volleyball sports modules, through which, thanks to the work of coaches and educators, the values of solidarity, sharing and cooperation were emphasised, with which the young people experienced the importance of being part of a team, regardless of the cultural, religious or social background of its members.

Empowerment

This project not only improved the knowledge and skills of the participants about the themes discussed, it also provided the tools to reflect on their values and attitudes when it comes to disadvantaged youngsters, refugees and migrants. Besides, it was an opportunity to get to know and understand the importance of the valorisation of the cultural differences, resulting in a time to grow. About the intercultural dimension, the project offered a fruitful ground to get to know different cultures and realities, that now more than ever, need to be included without being annihilated.

Website

<https://ceipes.org/it/i-sport-il-nuovo-progetto-sullinclusione-sociale-attraverso-lo-sport/>

Contacts

info@ceipes.org

Youth Civic Education Platform for Countering Radicalization (Youth Counter)

Period: January 2021 – December 2023

Country: North Macedonia

Coordinating Entity

Lead partner is Citizens' Association for Development of Democracy Initiative for European Perspective.

Other partners: Center for Intercultural Dialogue (CID), NEXUS Civil Concept, Association for Development and Activism (AKVA) and Community Building Mitrovica (CBM).



Objectives

Overall objective: Enhancing the capacity of local civil society for building resilience against radicalization of the youth population in N. Macedonia.

Specific objective: Develop a civic education platform for youth, designing civic education motivated counter-narratives and alternative narratives, as a means for the prevention of youth radicalization.

Stakeholders of the project

Youth organisations and Associations of young people working with youth endangered of Radicalization.

Beneficiaries

- Primary school pupils and teachers;
- Youth organisations with their operators (managers, volunteers and leaders, youth workers, other members of the sports world);
- Children and young people also with a migration back ground, belonging to economically disadvantaged families.

Financing

The project was implemented through the funding from European Union.

Description

The project “Platform for Civic Education of Youth for Countering Radicalization (Youth Counter)” introduces a new Platform that will be led by CSOs for civic education of youth and will aim to provide, present and share positive alternatives and counter-narratives against youth radicalization, by offering education to generate ideas for community development, socio-economic activities and multicultural cooperation.

The Platform’s role is to work with youth and civil society organizations and strengthen their capacities to build peace, coexistence, and tolerance. In June and July 2022, there were two workshops within the modules from the activity “training for youth & CSOs on inter-cultural, socio-economic and media literacy”. These workshops are part of the project “Youth Civic Education Platform for Countering Radicalization (Youth Counter)”.

There were more than 40 participants that enhanced their knowledge on the topics active participation of youth in the local life, participative democracy, extremism, understanding of extremism, radicalization that leads to violence, steps for early recognition of the radicalization etc.

Besides the input that they have received on the above-mentioned topics, they were acquiring the knowledge through different methods of non-formal learning. By working in groups and having space to express themselves, the youngsters had the safe space to engage, discuss, participate and establish new friendships.

Results achieved

1. Developed and functional youth civic education CSO platform, aimed to design counter-narratives and alternative narratives for prevention of radicalization leading to violent extremism & terrorism.
2. Enabled civic education platform for youth as a means for counter narratives and alternative narratives for prevention of radicalization that may lead to violent extremism and terrorism.
3. Promoted inter-ethnic cooperation of youth in the multi-cultural cities of Skopje, Kumanovo and Struga

Innovation

The innovation of the project does not lie in the type of methodologies used but rather in the innovative platform online and with direct contact with the young people.



Empowerment

Youth that were registered on the platform and attending all the modules in the platform were equipped and empowered not just to learn how to deal with radicalization and violent extremism but also to act as multipliers and advocates among their peers to stop this behaviour.

Website

<https://iep.mk/en/projects/youth-civic-education-platform-for-countering-radicalization-youth-counter/>

Contacts

contact@iep.mk

EduGaming Vs Radicalisation: Strategies For Beginners

Period: 01-03-2021 – 28-02-2023

Country: North Macedonia (Estonia, Italy, Spain)

Coordinating Entity: Paikuse Open Youth Center NGO

Objectives

The project activities were revolving around the following objectives of the project:

- Raise awareness about the lack of space and motivation to engage in discussion within the political discourse.
- Map out the specific root causes for division and political radicalisation.
- Identify a set of solutions and approaches to tackle the root causes of political radicalisation.
- Develop and test online digital games that can promote democratic values and engage youngsters in dialogue.

Beneficiaries

Teachers, Youth leaders and Youth workers dealing with young people endangered of radicalisation.

- ethnic division on a holistic and political level. (in case of North Macedonia)
- refugees and migrants the main target group in Italy was local young people who have been radicalised towards far-right fascist parties that target such people. (in case of Italy).
- Young people from area of high poverty and a large number of young people who are radicalised in different directions due to a life of hardship. (in case of Spain).
- a large number of young people had become somewhat Xenophobic, especially towards the non-white and the LGBT plus community.

Financing

Financed by Estonian NA (Erasmus + Programme) 90.643,00 €

Description

Transnational Meetings: There were 3 project team meetings during the timeline of the project implementation and within each 2 youth workers took part.

Short Term Trainings: C1 Grassroots Reality: How do young people feel and why? & C2 Radical Progress: Gaming 4 Education.

The mobilities were crucial for the success of the whole project. They provided space for different organisations, international networks and experts to provide their views on the topics addressed by the project.

Multipliers: E1 Gaming with Youth: Radical Progress Estonia, E2 Gaming with Youth: Radical Progress Italy & E3 Conference: EduGames vs Political Radicalization - Let's Play!



Research: Grassroots Understanding of the Radicalisation of Youth.

Research was directly taken from the young people by youth workers at a grassroots level through dialogue and relationship building rather than just direct surveys. Such information was compared to and complemented the information being taken by governments, social media companies and other actors in different parts of the world.

Testing: The games were play tested across a variety of youth centres, universities, schools and educational institutions as well as by individual youth at home within their free time.

Results achieved

The entire project worked on developing:

- Research on the grassroots feelings causes and thoughts towards political radicalisation and extremism inf/for young people.
- Co-Manual for Online Gaming Platform.
- Online gaming platform with online educational games that tackle the political radicalisation of young people as well as interactive resources.

This can be found here: <https://www.areyoulostyet.com/about-3>

Innovation

Game - <https://www.areyoulostyet.com/about-3>

Empowerment

The Impact was huge, we had training course, multiplier events, new methodology and game, to stop radicalisation.

We also exchanged practices and increased the capacities of the involved organisations.

Website

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-EE01-KA227-YOU-093402>

Contacts

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Feeling factory: Escape room for Education

Period: Start date 10-05-2020 End date 09-01-2022

Country: Poland

Coordinating Entity: Stowarzyszenie Projektow Miedzynarodowych "Logos Polska"

Objectives

The aim of the escape rooms is to raise awareness about such human rights issues as domestic violence, xenophobia and discrimination through making escape rooms, as well as understanding how to use escape rooms as a learning tool.

The coordinating entity has set following objectives for the project:

- Spread ideas about human rights protection among players;
- Equip players with knowledge, skills and attitudes on new approaches to education, especially HRE;
- Promoting empathetic approach by involving with the game;
- Create toolboxes on escape rooms that can be used later;



- Make positive impact in such areas as domestic violence, xenophobia and discrimination;
- To increase understanding of human rights.

Beneficiaries

The target group are young people aged 14+ who are living in Poznan and other cities.

Financing

EU Grant 6.888,00 €

Description

Recently several issues became important in Europe and in the world -rise of radicalization and far-right parties, xenophobia, discrimination, intolerance and various violations of human rights like here in Poland. Presently Poznan has become popular city for foreigners and for people from different backgrounds, not only students but also for workers. The city has diversity but also there are some problems such as xenophobia, sexual orientation or gender based discrimination and so on. The coordinating entity think that there is a good way to have a positive influence on society - to provide human rights education (HRE) for young people and to deliver proper messages regarding the issues mentioned above.

Results achieved

Main idea of an escape room is that a team of players have to solve several puzzles and find a way out of the room. While doing this, players follow a story. This story might be based on some socially important issue and when team will play in the room they will learn about the story. It is possible to include educational pieces into everything in the room - environment, puzzles, story and game master.

Innovation

Escape rooms combine education and entertainment, using edutainment to involve young people. After playing such room it is easier to speak to young people about human rights and also deliver some important messages.

Empowerment

The project empowers young people by providing human rights education through escape rooms, fostering empathy, creativity, and community engagement, equipping participants with knowledge, skills, and attitudes to address issues like domestic violence, xenophobia, and discrimination. Main result and the main impact will be spreading the knowledge about human rights around the city. The coordinating entity believes that every competent person should have learn about human rights, xenophobia and discrimination. After they play our games, participants will learn more about those topics. Thus the project will have short- and long-term impact on several levels.

The expected impact on our target group will include getting new skills and knowledge. Obtaining following skills:

- People increase competences in open mindset and act as multipliers and socially inclusive ambassadors in their communities;
- To rise an interest to human rights on a local level through players;
- To understand human rights, discrimination, domestic violence and xenophobia issues;
- To rise understanding of other cultures and European values;
- To encourage involvement of minorities into their society;
- To reduce level of intolerance, discrimination and xenophobia in local societies;
- To increase involvement of youngsters and adults in human rights and xenophobia activities;
- A method for self-assessment and reflection;
- Knowing how discrimination affects people's lives and what one should do about it;



- Knowledge about other's countries, cultures, current social, political and economic situation through the games;

As a result, benefits will lead local people to be more tolerant and more knowledgeable after they engage with other cultures.

Website

<https://www.facebook.com/federacjaWRK/>

CORPLAY - COunter Radicalization, PLAY sport

Period: Implemented from January 1, 2018, to December 31, 2019

Countries: Held in multiple cities across Greece, Turkey, Portugal, Bulgaria and Italy

Coordinating Entity: KEAN (Greece)

Objectives

General Objective: Enhance the role of sport in preventing youth radicalization and promote tolerance, equality, and inclusion.

Specific Objectives:

- Develop a collaborative platform for learning and awareness raising.
- Create a Knowledge and Awareness Framework for coaches, sport managers, and youth organizations.
- Provide Learning Models and Tools, including Open Educational Resources, to improve awareness and abilities.
- Increase youth participation in sport and promote fair play and inclusivity.

Stakeholders of the project

KEAN (Greece)

USMA (Italy)

Rosto Solidario (Portugal)

Municipality of Evrotas (Greece)

Hacettepe University (Turkey)

Opportunity and Protection Association (Bulgaria)

Beneficiaries

Coaches, sport managers, physical education teachers, youth organizations, Non-governmental organizations, sport clubs, higher education institutions, local public bodies.

Reach: The project reached a significant number of beneficiaries across the participating countries, although specific numbers are not provided.

Financing

Program: Erasmus+ Key Action: Sport Action Type: Collaborative Partnerships. Budget: €393,530.00

Description

The CORPLAY project developed a collaborative platform and various resources aimed at preventing youth radicalization through sport. Activities included:

Developing a Knowledge and Awareness Framework;

Providing Learning Models and Tools, including Open Educational Resources;

Conducting training sessions and workshops for coaches, sport managers, and youth organizations;

Implementing a pilot campaign to promote inclusivity and counter radical narratives in sport.



Results achieved

Quantitative results include the creation of practical resources and tools for practitioners, such as Learning Courses Models and CORPLAY Catalogues. Qualitative results include increased awareness and abilities among stakeholders to tackle radicalization and promote inclusivity in sport.

Innovation

CORPLAY innovated by providing a comprehensive approach to using sport as a tool for preventing radicalization. It developed new models, methodologies, and resources tailored to the grassroots level, promoting fair play, equality, and no discrimination.

Empowerment

The CORPLAY project empowered coaches, sport managers, and youth organizations by enhancing their capacities to recognize signs of radicalization, take preventive measures, and promote inclusive and tolerant values through sport.

Website

<https://corplay.usmacaselle.org/>

Contacts

hrw@kean.gr

www.kean.gr/web/en

Project DARE (Dialogue about Radicalisation and Equality)

Period: implemented over 4 years – ongoing.

Countries: Various countries including Belgium, Croatia, France, Germany, Greece, Malta, Norway, Poland, Russia, Netherlands, Tunisia, Turkey, United Kingdom.

Partnership:

Cooperation of 17 partners: academic universities, social organizations and institutions dealing with the issue of deradicalization in practice. University of Manchester, Anadolu University, Collegium Civitas, École des Hautes Études en Sciences Sociales (EHESS), The Institute of Social Sciences Ivo Pilar Research Unit on Right-Wing Extremism (FORENA), European Network Against Racism (ENAR), The German Institute on Radicalization (GIRDS), University of Leiden, The Higher School of Economics (HSE), The Center for Youth Studies (CYS), Panteion University, OsloMet, UiO, The Center for Research on Extremism: The Extreme Right, Hate Crime and Political Violence (C-REX), University of Sfax, The People for Change Foundation, Uniwersytet Teesside, University of Birmingham.

Objectives

- Deepen understanding of radicalization phenomenon.
- Demonstrate radicalization's lack of association with specific religion or community.
- Investigate radicalization's societal impacts.

Stakeholders of the project

Researchers, educators, policymakers, civil society organizations and youth.



Beneficiaries

Young individuals aged 15-30, approximately thousands reached across participating countries.

Financing

Funded by the European Union's Horizon 2020 research and innovation program.

Description

The project focuses on researching how young people encounter and react to radical messages, aiming to understand pathways to radicalization without labelling individuals as victims or perpetrators. Activities involve dialogue with individuals holding radical views to comprehend the factors driving extremism without becoming extremists themselves.

Results achieved

Increased understanding of various forms of radicalization.

Identification of new trends in susceptibility to radicalization, especially among youth.

Examination of societal structures' role in radicalization.

Understanding of the role of inequalities and perceived injustices in fostering radical attitudes.

Innovation

The project employs a socially engaged approach to understand and combat radicalization, focusing on dialogue and education rather than punitive measures.

Empowerment

The project empowers young individuals to critically engage with societal issues and counter radical narratives, fostering resilience against extremist influences.

Website

<https://dare-h2020.civitas.edu.pl/o-projekcie/>

Contacts

nauka@civitas.edu.pl

YARSPE (Youth Anti Radicalisation through SPort in Europe)

Period: From 2020 until 2022

Country: Netherlands, Italy, Poland, Hungary, and Czech Republic

Coordinating Entity: GEA Cooperativa Sociale

Objectives

- Organise sport activities that engage youth in society, increase competencies, participation, foster intercultural learning and prevent radicalisation;
- Improve the capacities, skills and knowledge of coaches, teachers, football clubs and sport NGOs on working with youth at risk of radicalisation by creating new adaptable tools and collecting good practices on monitoring and coaching;



- Merge the theory and practice on countering youth radicalisation to identify new methods and strategies of engaging sport as a tool to prevent radicalisation of youth;
- Develop a EU network of diverse stakeholders: academics, coaches, football clubs, NGOs and public authorities to establish a support system for young people.

Stakeholders of the project

Collaborating with local organisations, institutions, and public authorities.

Beneficiaries

The project aims to prevent radicalization among young people and increase their resilience by engaging them in sports and leisure activities.

Financing

European Commission

Description

YARSPE – Youth Anti Radicalisation through Sport in Europe has a multidimensional, proactive and positive approach to radicalisation that aims towards collaborations between different actors, combating isolation and helping young people from identified communities at risk to take part in sport and leisure activities. Running from 2020 until 2022, YARSPE is a project funded by the European Commission and implemented in Netherlands, Italy, Poland, Hungary, and Czech Republic.

Sport as a tool against radicalisation

Sport in Preventing and Countering Violent Extremism is viewed in two main contexts – as contributing to crime prevention or as part of a wider social development approach promoting inclusion, building resilience, and supporting individual development. Promoting civic education, soft skills, critical thinking, digital literacy, tolerance and respect for diversity and the culture of non-violence can address some of the factors in radicalisation. The UN Security Council Resolution 2250 (S/RES/2250 (2015)) recognises the crucial role of social cohesion for the prevention of violent extremism.

Results achieved

- Handbook of Good Practices and Tools– A collection of practices and tools to be used by formal and non-formal educators to prevent and countering radicalisation among youth.
- Analytical report- Merges the theory and practice on countering youth radicalisation to identify new methods and strategies of engaging sport as a tool to prevent radicalisation of youth.
- Ten Animated Stories that will offer an insight in the life of young people that have gone through radicalisation process.

Innovation

With the support of a team of researchers and young journalists the project aims to create tools for coaches, teachers, and sport associations to prevent radicalisation among youth.

Empowerment

Sport in Preventing and Countering Violent Extremism is viewed in two main contexts – as contributing to crime prevention or as part of a wider social development approach promoting inclusion, building resilience, and supporting individual development.

Website

<https://sportagainstradicalisation.eu/about/>



Radical (Ex)Change

Period: 2021-2023

Countries: Spain, Italy, Belgium, Greece, and the United Kingdom.

Partnership: Designed with the International Olympic Truce Centre (IOTC) and involving other international partners such as The University of the Balearic Islands (UIB) and European Multisport Club Association (EMCA)

Objectives

- Development of a multinational group of experts in preventing radicalization through sports.
- Establishment of working groups, in which experts from NGOs and other grassroots organisations, related to social inclusion through sports, will join forces with experts on the prevention of violent extremism, regarding the detection of risks of radicalisation and prevention by using sport as a tool for social inclusion.
- Production of a Handbook, which will include guidance from professionals, grassroots associations, counselling and education boards, NGOs, and municipalities, working with youngsters at risk, on how to adapt their methodology to use sport as a tool for integration and counter-radicalisation.
- Creation of a transnational network by setting a horizontal framework, between local governments, non-profit organisations, and private sector agents across European countries.

Stakeholders of the project

Professionals, grassroots associations, counselling and education boards, NGOs, and municipalities, working with youngsters at risk.

Beneficiaries

Young generations with the specific goal of preventing violent extremism and radicalization within youth themselves.

Financing

EU's Directorate-General for Education and Culture.

Description

The project will make full use of the power of sport and physical activities, as a tool to empower the young generations with the specific goal of preventing violent extremism and radicalization within youth themselves. Coordinated by IOTC and funded by the EU's Directorate-General for Education and Culture, Radical (Ex)Change will develop a collaborative network amongst organisations working on Sport for Development and Peace and those engaged in the prevention of marginalisation and radicalisation.

Giving priority to communities where social inclusion and sports are still treated as separate items, the project partners will work in five selected countries, Spain, Italy, Belgium, Greece, and the United Kingdom, where they will adapt and transfer good practices developed in the field of 'sport for development and peace', to address the issue of radicalisation and violent extremism.

Results achieved

The project will also produce a Handbook, which will include guidance from professionals, grassroots associations, counselling and education boards, NGOs, and municipalities, working with youngsters at risk, on how to adapt their methodology to use sport as a tool for integration and counter-radicalization.



Innovation

Giving priority to communities where social inclusion and sports are still treated as separate items, the project partners will adapt and transfer good practices developed in the field of 'sport for development and peace', to address the issue of radicalisation and violent extremism.

Empowerment

The project aims to empower young generations with the specific goal of preventing violent extremism and radicalization within youth themselves by using the power of sport and physical activities.

Website

<https://theicss.org/2021/05/18/the-icss-and-the-international-olympic-truce-centre-kick-off-radical-exchange-project-to-tackle-radicalization-through-sport/>

Safe Zone

Period: 24 months

Countries: Italy, Germany, Portugal, and Slovenia.

Coordinating Entity: Psychoanalytic Institute for Social Research (IPRS).

Objectives

The SAFE ZONE project responds to the educational challenge that radicalization poses with the objective of intervening in the affiliation processes that can lead a young person to approach extremist violence groups. In line with this objective, the project focuses on the educational relationship that is established in sports between the coaches/educators and the youth that play sports.

Stakeholders of the project

The SAFE ZONE team represents a mix of research centres, universities and sports organizations in Italy, Germany, Portugal, and Slovenia.

Beneficiaries

The project will promote cooperation between the various actors involved in the education of youth under the age of 18 via meetings with key actors and sport club managers as well as workshops with coaches and educators within sports.

Financing

Co-financed by the European Commission.

Description

SAFE ZONE responds to the educational challenges posed by radicalization with the objective of influencing the processes that can lead young people to approach violent extremist groups. In line with this objective, the project focuses on the educational relationship established within sports between coaches/educators and the youth who participate in sports. SAFE ZONE takes steps to fill this gap by: mapping the risks of radicalization and extremist violence, developing a methodology and defining teaching tools that support prevention in order to increase the awareness and skills of coaches and educators within sports. In so doing, the project recognizes the formal and informal pedagogical role they play in the youths' lives, especially in relation to behaviours that support the use of violence amongst peers.



Work also needs to be done to build awareness in regards to the risks and benefits of educational methods within sports in order to assure that these methods do not serve as “radicalization agents”.

Results achieved

- Engage and train COACHES as prevention agents in fighting youth radicalization and violent e extremism;
- Create an E-LEARNING TOOLKIT and training methodology for use throughout the EU;
- Establish an early warning MONITORING and reporting system for use within youth sports;
- Develop prevention strategies for local and national ACTION;
- Promote EU and national policy development via EXCHANGES and the development of EU guidelines.

Innovation

The project will develop a handbook for coaches and educators within sports focusing on the prevention of radicalization and violent extremism as well as EU policy recommendations.

Empowerment

SAFE ZONE will reinforce the competencies of national and local policymakers in policy areas involving youth, social issues and security about violent extremist radicalization via national awareness raising meetings and transnational exchange meetings involving the various countries involved in the project that support the development of prevention methodologies and instruments useful in the identification of risk factors and.

Website

<https://www.safezoneproject.eu/what-is-safe-zone/>

Global Programme on the Promotion of Sport and Its Values as a Tool to Prevent Violent Extremism

Period: 2022 – 2026.

Country: Global.

Coordinating Entity: The Programme is led by UNOCT and co-implemented by the United Nations Interregional Crime and Justice Research Institute (UNICRI), the United Nations Alliance of Civilizations (UNAOC), and the International Centre for Sport Security (ICSS), in close consultation with the Counter-Terrorism Executive Directorate (CTED) and INTERPOL.

Objectives

The Global Programme on the Security of Major Sporting Events and the use of Sport Values to Prevent Violent Extremism seeks to:

- Increase Member States’ awareness of terrorism-related threats against vulnerable targets in the context of Major Sporting Events and their ability to protect them as a common good of humanity
- Leverage the power of sports and its values to strengthen social cohesion and build resilience to violent extremism.

Stakeholders of the project

Ministries of Social Affairs, Physical Education, Sport/Youth, Internal Affairs, Intelligence, and Public Safety nominated by Member States for direct engagement with programmatic activities.

Beneficiaries

- Cameroon, host of the Total Energies African Cup of Football in 2022;
- Costa Rica, host of the 2022 FIFA U-20 Women's World Cup;
- Chile, host of the Pan American and Parapan American Games in 2023;
- Ghana, host of the XIII African Games in 2024;
- Cote d'Ivoire, host of the Total Energies African Cup of Football in 2024;
- Maldives, candidate to host the Asian Swimming Olympics in 2025;
- Mexico, co-host of the FIFA World Cup 2026.

Financing

State of Qatar, the United Nations Peace and Development Fund (People's Republic of China) and the Republic of Korea.

Description

Sport has the power to unite people and uplift communities. It promotes respect, inclusion, and equality and can empower women and youth, helping to combat all forms of discrimination. Major sporting events can promote positive values, attain a large popularity and leave a thriving socio-economic legacy in host countries. However, they can also be threatened by terrorist organizations not only for the opportunity to cause massive incidents, but for representing what terrorists aim to destroy.

The UN Global Counter-Terrorism Strategy has called for strengthening the security and protection of sport events and encouraged the involvement of youth in the promotion of a culture of peace and tolerance. It encouraged Member States to develop, as appropriate, an understanding of respect for human dignity, pluralism and diversity, including through sports and physical activities that could prevent and discourage youth's participation in acts of terrorism, violent extremism conducive to terrorism, violence, xenophobia and other forms of discrimination. Since 2020, UNOCT has been dedicated to supporting Member States in protecting major sporting events as a good of humanity and leveraging the power of sports to strengthen social cohesion and build resilience to negative influences.

Results achieved

This workstream of the Programme has been designed to:

- Analyse, develop, and promote advanced policies and practices to enhance the Security of Major Sporting Events.
- Gather, develop, and disseminate international, regional and national guidelines, models and good practices to identify and counter threats against vulnerable targets in the context of major sporting events.
- Maintain a global network of National Focal Points (NFPs) and International Experts, while convening regional fora and expert groups to enhance the exchange of information, good practices and experiences.
- Upon request, and in cooperation with the concerned sport federations and organising committees, provide tailored technical assistance to Member States to support the security governances of sport events.

Innovation

The United Nations Global Programme on the Security of Major Sporting Events, and Promotion of Sport and its Values as a Tool to Prevent Violent Extremism is a program that aims to leverage the power of sports and its values to strengthen social cohesion and build resilience to violent extremism. The program provides policy guidance and technical assistance for the security of major sporting events, and supports national and local-level sports-based initiatives to prevent violent extremism

Website

<https://www.un.org/counterterrorism/sports>



COMMUNITY REPORT

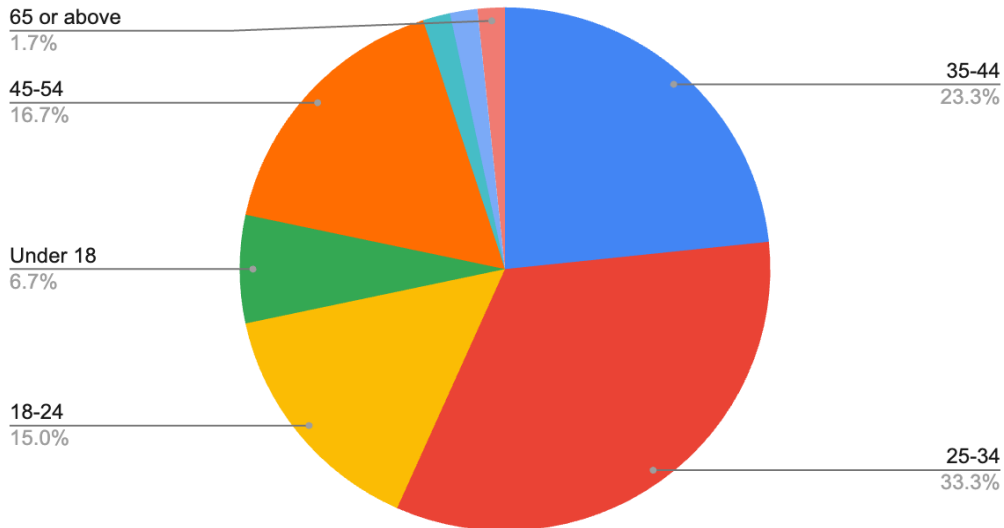
PART I: SURVEY USING GOOGLE FORMS QUESTIONNAIRE

The Consortium conducted a survey on a target group from 3 different countries: North Macedonia, Poland and Italy.

Demographic Information is distributed by Age, Gender, Ethnicity/Cultural Background and Educational Background.

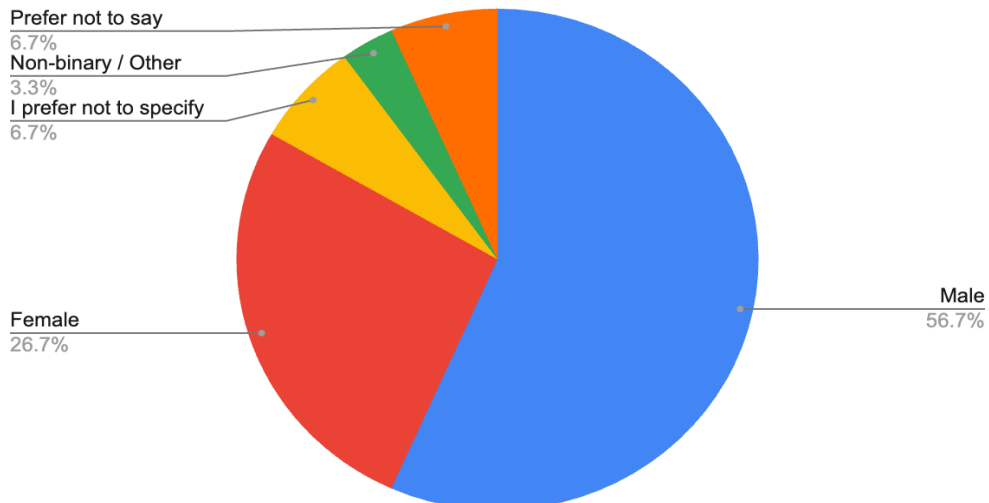
1. Age

Age



2. Gender

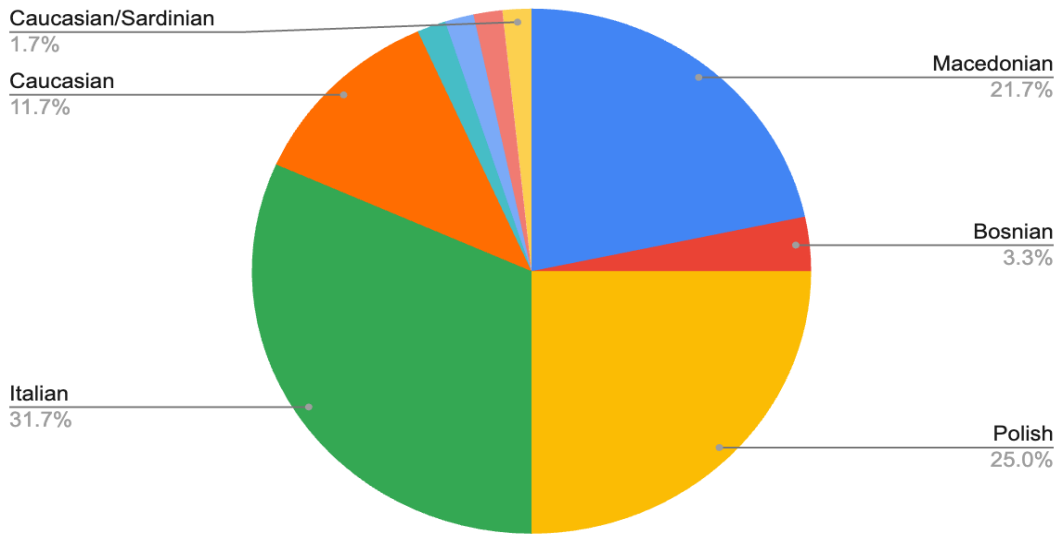
Gender





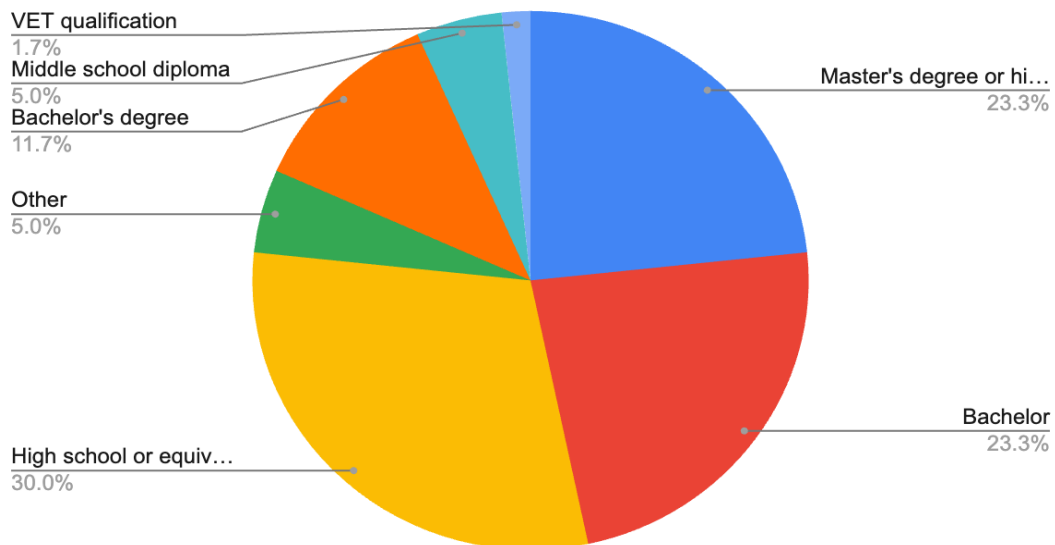
3. Ethnicity / Cultural Background

Ethnicity / Cultural Background



4. Educational Background

Educational Background



Key Observations:

Age Distribution: The majority of individuals are between the ages of 25-34, making up the largest age group. The second-largest group is the 18-24 age range.

Gender Distribution: Males are the majority, with a significant margin over females. There are also a small number of non-binary/other and individuals who prefer not to specify their gender.

Ethnicity/Cultural Background: The sample is quite diverse, with the most significant representation from Macedonian, Polish, and Italian backgrounds.

Educational Background: A majority of individuals have a Bachelor's degree or higher education, with Bachelor's and Master's degrees being the most common. There are also a notable number of individuals with only a high school diploma.

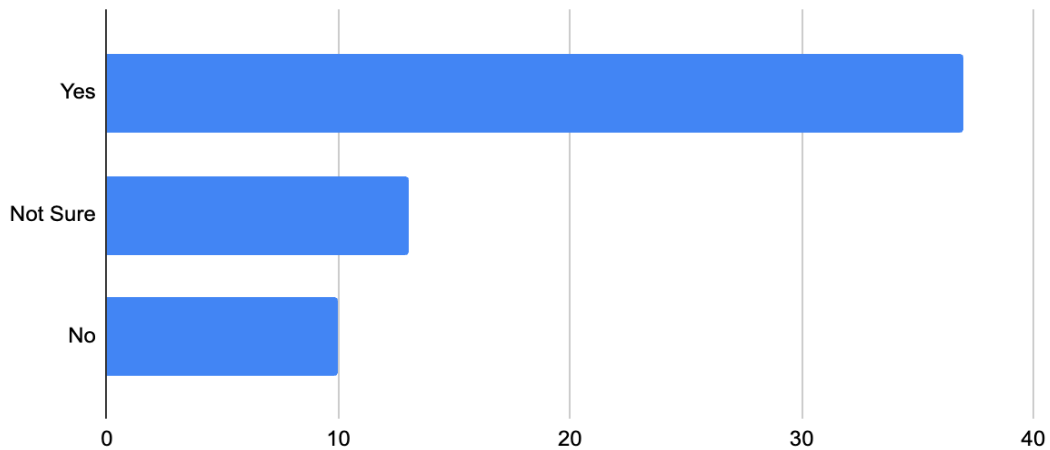


The dataset represents a diverse group in terms of age, gender, ethnicity, and educational background. The largest age group is 25-34, with a significant number of individuals holding Bachelor's or Master's degrees. Macedonian, Polish, and Italian ethnicities are the most represented. Males constitute the majority gender, with females and non-binary/other genders also present. This diversity can provide a broad range of perspectives and insights in studies or discussions involving this group.

Attitudes Towards Radicalisation and Inclusion

5. Do you believe that young people are particularly vulnerable to radicalisation?

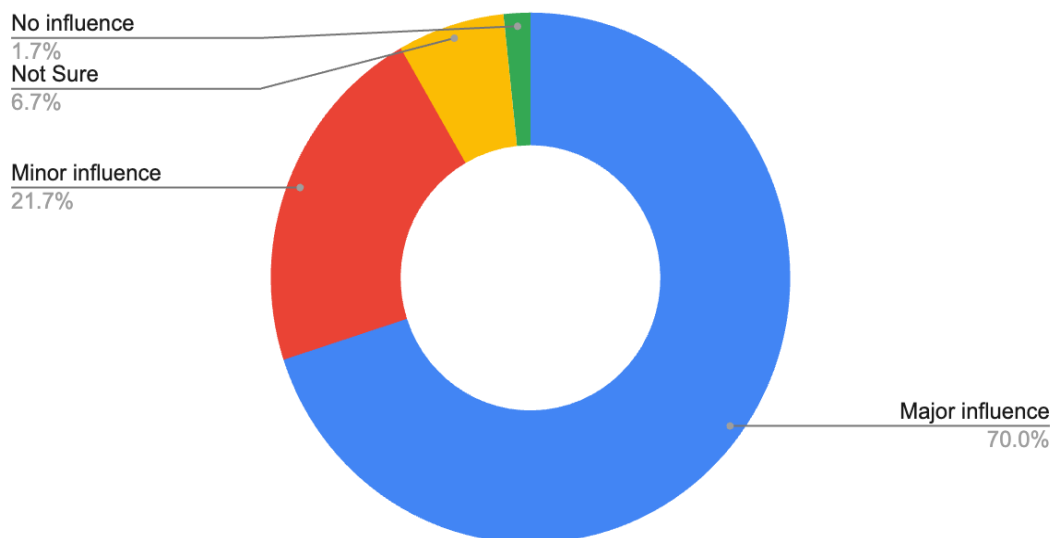
Do you believe that young people are particularly vulnerable to radicalisation?



Do you believe that young people are particularly vulnerable to radicalisation?

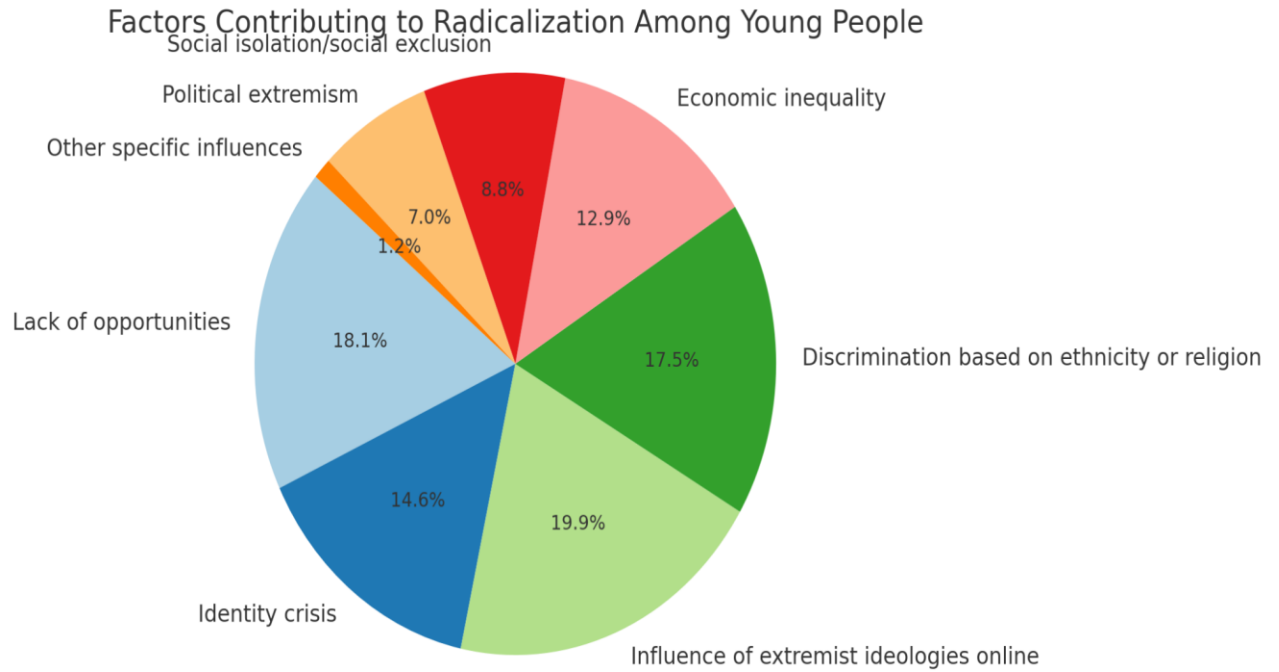
6. What role do you think social media and online platforms play in radicalising young people?

What role do you think social media and online platforms play in radicalising young people?



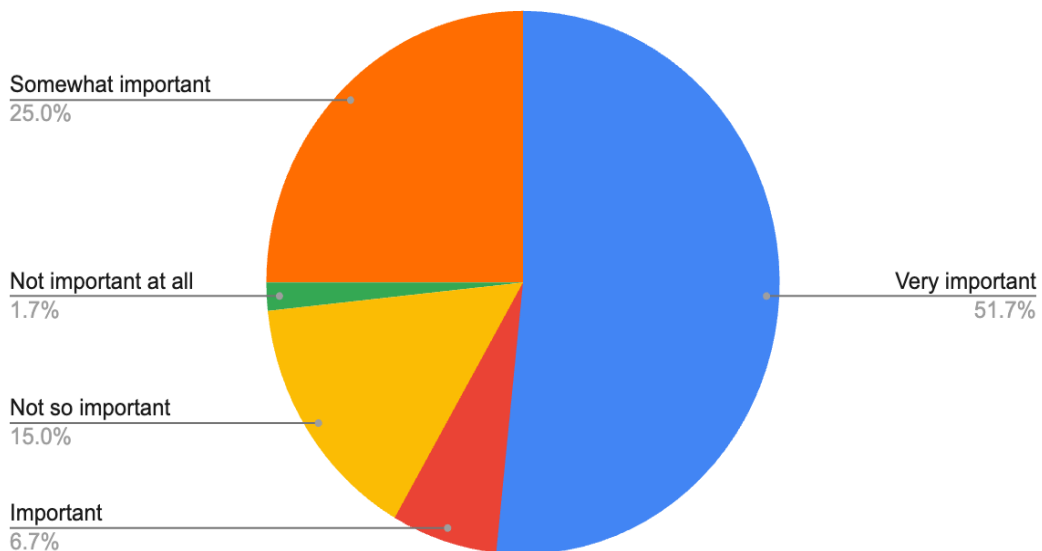


7. In your opinion, what are the main factors contributing to radicalisation among young people? (Select all that apply)



8. How important do you think it is to address radicalisation within communities?

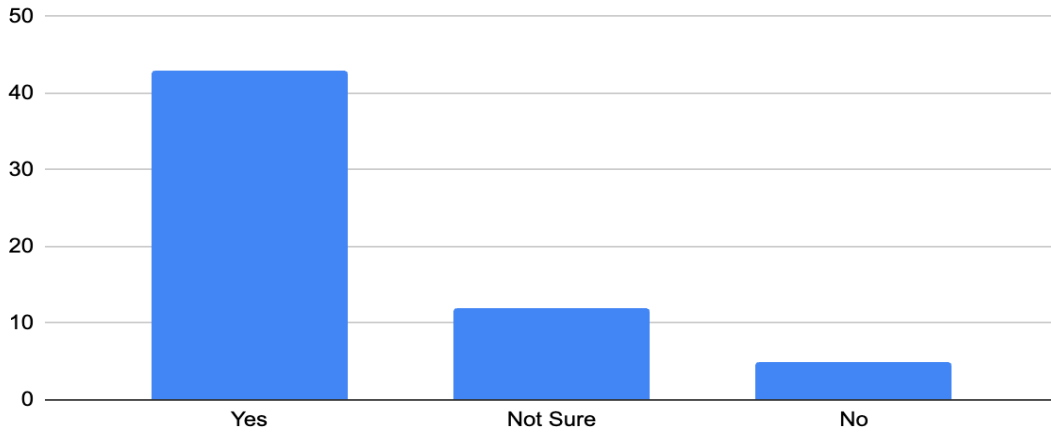
How important do you think it is to address radicalisation within communities?





9. Do you believe that sports can play a significant role in promoting social inclusion and countering radicalisation?

Do you believe that sports can play a significant role in promoting social inclusion and countering radicalisation?



Do you believe that sports can play a significant role in promoting social inclusion and countering r...

Key Observations:

1. Vulnerability to Radicalization:

- o A significant majority (67%) of respondents believe that young people are particularly vulnerable to radicalization.
- o A notable proportion (22%) are unsure, indicating some uncertainty or need for more information.
- o A smaller group (11%) do not believe young people are especially vulnerable.

2. Role of Social Media and Online Platforms:

- o A large majority (78%) consider social media and online platforms to be a major influence in radicalizing young people.
- o Some (17%) see these platforms as having a minor influence.
- o Very few (5%) are unsure or believe there is no influence.

3. Main Factors Contributing to Radicalization:

- o The most commonly cited factors are the influence of extremist ideologies online, lack of opportunities, discrimination based on ethnicity or religion, and identity crisis.
- o Economic inequality and social isolation are also significant factors but mentioned less frequently.
- o Political extremism and other specific influences are mentioned but less commonly.

4. Importance of Addressing Radicalization:

- o Most respondents (54%) believe it is very important to address radicalization within communities.
- o A smaller group (14%) considers it important, while others (19%) view it as somewhat important.
- o A minority (11%) see it as not so important or not important at all.

Conclusion:

The data indicates a strong consensus that young people are particularly vulnerable to radicalization, with social media and online platforms playing a major role. Key contributing factors include the influence of extremist ideologies online, lack of opportunities, discrimination based on ethnicity or religion, and identity crisis. Economic inequality and social isolation are also important but less frequently mentioned. There is a strong

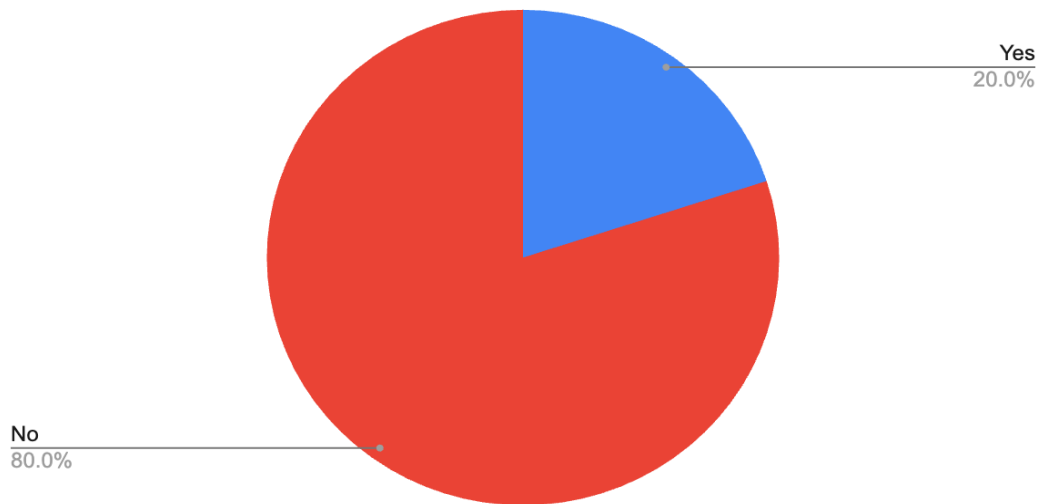


belief that addressing radicalization within communities is very important, highlighting the need for comprehensive strategies to prevent radicalization among young people.

Awareness and Engagement

10. Have you ever participated in any awareness-raising campaigns or activities related to countering radicalisation?

Have you ever participated in any awareness-raising campaigns or activities related to countering radicalisation?



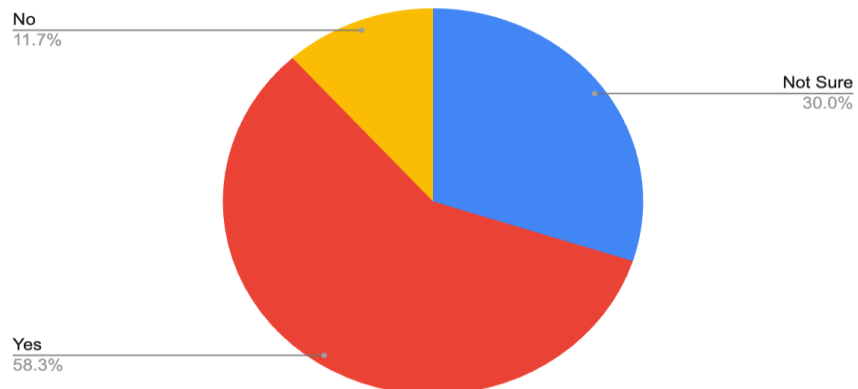
11. If yes, what motivated you to participate? (Open-ended)

Some of the answers:

- The willingness to participate in activities that can change mindsets.
- It is a good idea.
- Sense of social justice.
- The world is really a bad place.
- Being against violence in all its forms.

12. If no, would you consider participating in such activities in the future?

If no, would you consider participating in such activities in the future?



Key Analysis:

1. Participation in Awareness-Raising Campaigns:

- o The majority (49 out of 62) have not participated in awareness-raising campaigns or activities related to countering radicalization.
- o A smaller group (13 out of 62) have participated in such activities.

2. Motivations for Participation:

- o Among those who participated, motivations include EU projects, addressing inequality, desire for change, willingness to change mindsets, sense of social justice, belief that the world is really a bad place, and being against violence in all its forms.
- o Some participants did not specify their motivation.

3. Willingness to Participate in the Future:

- o A significant number of respondents who have not participated in the past are willing to consider participating in the future (32 out of 49).
- o A smaller group is unsure about future participation (12 out of 49).
- o A few respondents are not interested in participating in the future (5 out of 49).

Conclusion:

The data indicates that while the majority of respondents have not participated in awareness-raising campaigns related to countering radicalization, there is a considerable interest in doing so in the future. Those who have participated were motivated by a variety of reasons, including EU projects, addressing inequality, and a desire for social justice.

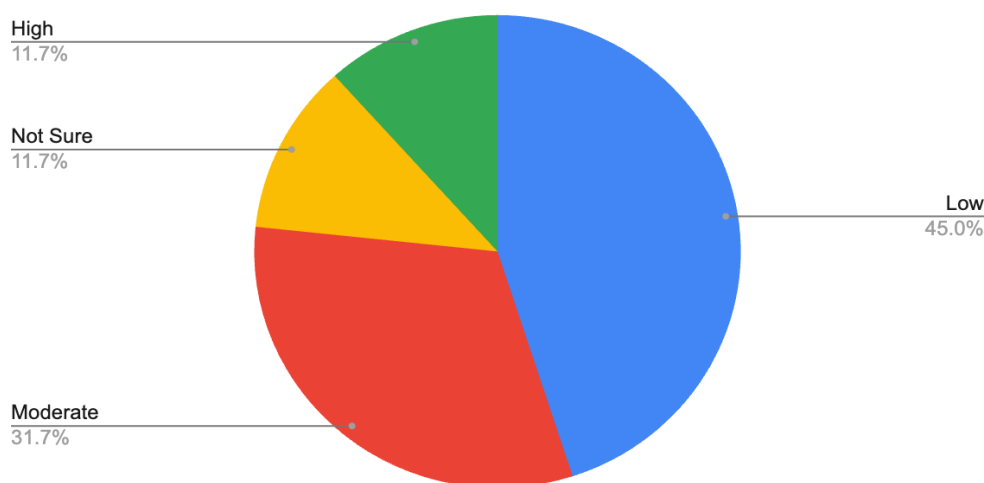
There is a strong potential for future engagement, as many respondents are open to participating in awareness-raising activities. This suggests that with the right outreach and opportunities, more people could be encouraged to get involved in countering radicalization efforts.

Efforts to increase participation could focus on addressing the reasons for hesitation among those who are unsure and highlighting the positive impacts of such activities to those who are currently uninterested.

Community Perception

13. How would you rate the level of awareness and understanding of radicalisation issues within your community?

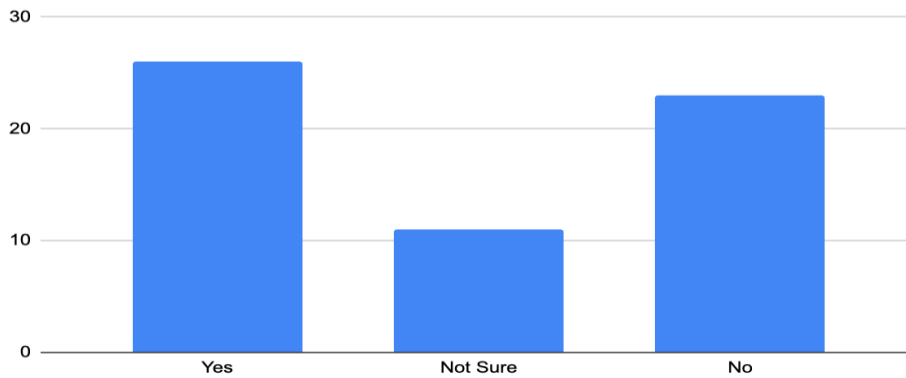
How would you rate the level of awareness and understanding of radicalisation issues within your community?



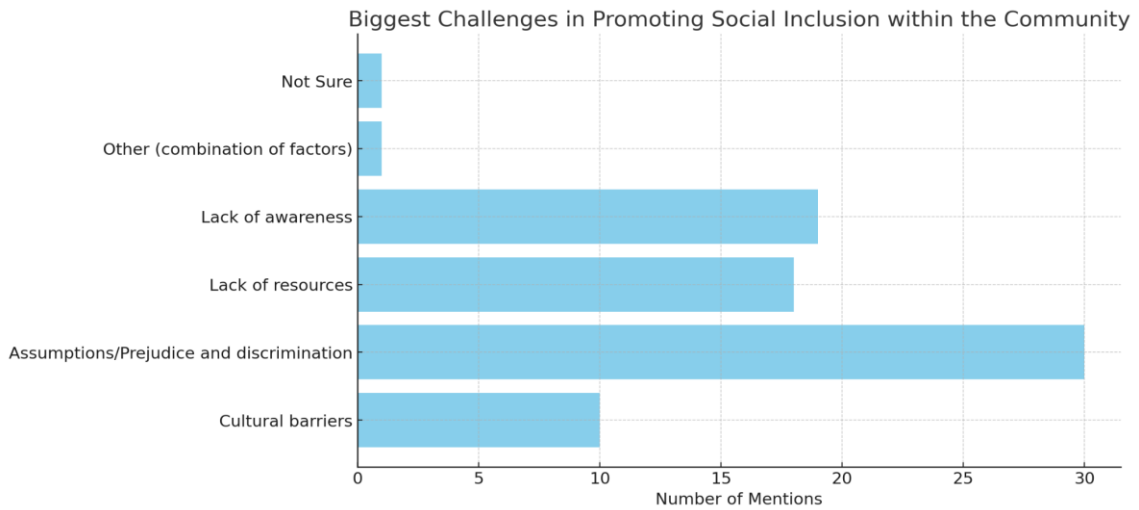


14. Have you personally witnessed or experienced instances of radicalisation or extremist behaviour in your community?

Have you personally witnessed or experienced instances of radicalisation or extremist behavior in your community?

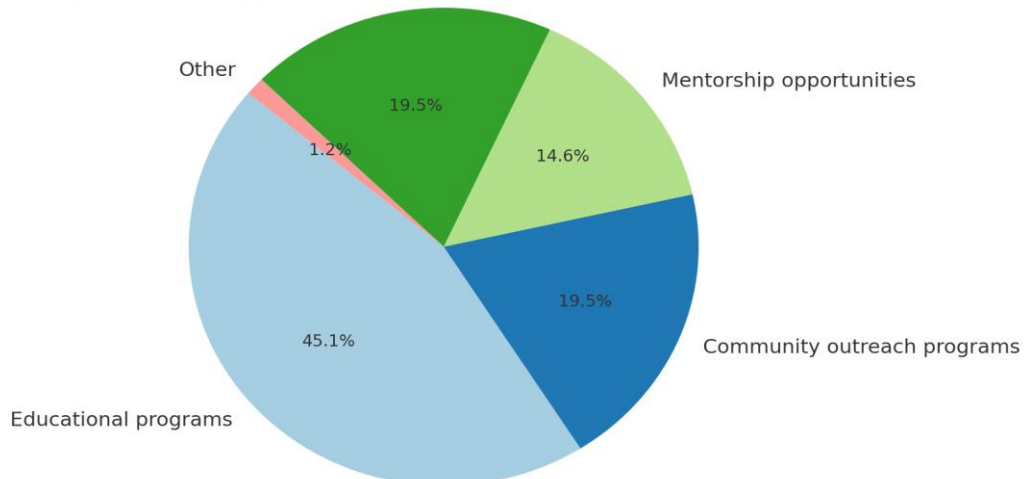


15. What do you think are the biggest challenges in promoting social inclusion within your community?



16. In your opinion, what strategies or initiatives could be effective in preventing radicalisation among young people?

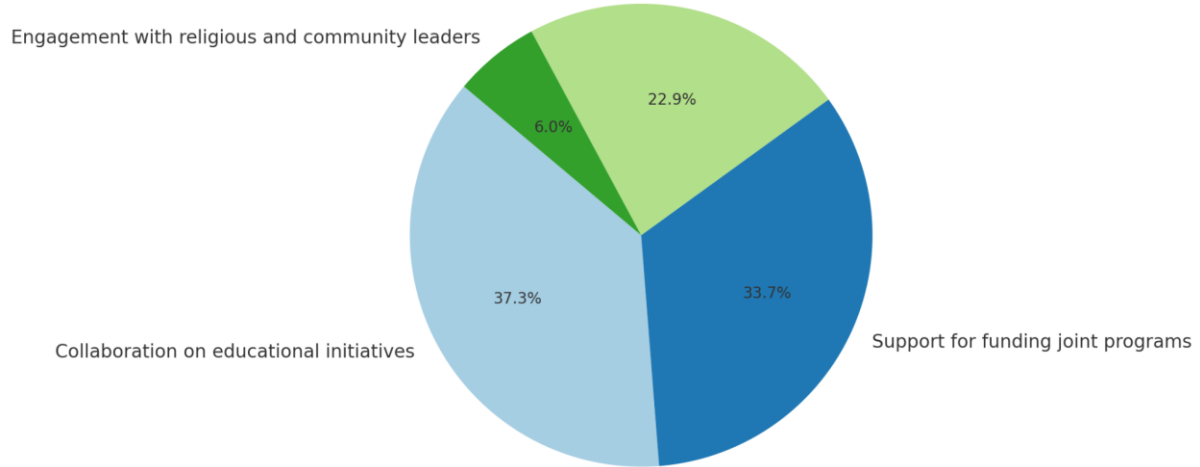
Effective Strategies to Prevent Radicalization Among Young People





17. How do you think governments and community organizations can work together to address radicalisation and promote social inclusion?

Collaboration Strategies to Address Radicalization and Promote Social Inclusion
Policy changes



Key Analysis:

1. Level of Awareness:

- o The majority (31 out of 67) rated the level of awareness and understanding of radicalization issues within their community as low.
- o A significant number rated it as moderate (22 out of 67).
- o Few rated it as high (7 out of 67), and an equal number were not sure (7 out of 67).

2. Personal Experiences:

- o The responses were evenly split between those who have personally witnessed or experienced instances of radicalization (29 out of 67) and those who have not (29 out of 67).
- o A smaller group was unsure (9 out of 67).

3. Challenges in Promoting Social Inclusion:

- o The most frequently mentioned challenges were assumptions and discrimination/prejudice and discrimination (24 mentions), lack of resources (18 mentions), and lack of awareness (18 mentions).
- o Cultural barriers were also a notable challenge (11 mentions).
- o A few mentioned other challenges (2 mentions).

4. Effective Strategies for Preventing Radicalization:

- o Educational programs were overwhelmingly viewed as the most effective strategy (42 mentions).
- o Community outreach programs (15 mentions), mentorship opportunities (13 mentions), and expanded social support networks (14 mentions) were also considered important.
- o One respondent mentioned another strategy.

5. Collaboration Strategies:

- o Collaboration on educational initiatives was the most frequently suggested strategy (42 mentions).
- o Support for funding joint programs/funding support for community programs was also significant (24 mentions).
- o Policy changes were seen as important by 18 respondents.
- o Engagement with religious and community leaders was mentioned by a few (3 mentions).



Conclusion:

The data reveals that there is a perceived low to moderate level of awareness and understanding of radicalization issues within the community. Personal experiences with radicalization are evenly split among respondents. The biggest challenges in promoting social inclusion include assumptions and discrimination, lack of resources, and lack of awareness.

Effective strategies for preventing radicalization are seen to be primarily educational programs, followed by community outreach programs, mentorship opportunities, and expanded social support networks.

For collaboration between governments and community organizations, the focus is on educational initiatives, funding support for joint programs, and policy changes. Engaging with religious and community leaders is also noted, though less frequently.

Addressing these challenges and implementing the suggested strategies could enhance efforts to prevent radicalization and promote social inclusion within communities.

General Conclusion of the Research:

The data reveals that respondents see young people as particularly vulnerable to radicalization, with social media playing a major role. Key contributing factors to radicalization include lack of opportunities, identity crises, extremist ideologies online, discrimination, and economic inequality. There is a consensus on the importance of addressing radicalization within communities, with educational programs and community outreach seen as effective strategies.

Despite a general low level of awareness about radicalization, there is significant interest in participating in future awareness campaigns. Challenges to promoting social inclusion include assumptions and discrimination, lack of resources, and lack of awareness. Collaboration between governments and community organizations, especially through educational initiatives and funding support, is viewed as crucial for effectively addressing these issues.

PART II: DEEP INTERVIEWS

1. Can you share any personal experiences or observations regarding instances of radicalisation or extremist behavior within your community?

The responses to the question about personal experiences or observations regarding instances of radicalization or extremist behavior within the community reveal a general trend of limited direct encounters with such behavior among the interviewed sports professionals. Most respondents reported no personal experiences, suggesting that radicalization and extremist behaviors might not be widespread or overtly visible within their immediate communities. However, a few notable observations indicate the presence of discriminatory attitudes, aggressive behaviors, and a higher propensity for radicalization in areas with marginalized or immigrant communities and lower educational levels.

Conclusion:

The insights suggest that while radicalization and extremist behavior are not prevalent in every sports community, there are underlying issues of discrimination and aggression that need to be addressed. Sports professionals recognize the importance of fostering inclusive, respectful environments to counteract these tendencies. Emphasizing the role of sports in promoting social cohesion, critical thinking, and tolerance can be effective strategies in mitigating the risks of radicalization, particularly among youth who feel marginalized or excluded. Therefore, it is crucial to continue leveraging sports as a platform for positive social change, integrating educational components that promote diversity and inclusion, and enhancing communication and support within communities.



2. How do you perceive the role of sports in addressing social issues such as radicalisation and promoting inclusion?

The role of sports in addressing social issues such as radicalization and promoting inclusion is widely recognized and valued by the interviewed sports professionals. They consistently highlight the educational and unifying power of sports, emphasizing that it can transcend cultural, social, and language barriers to foster respect, tolerance, and fair play. Sports are seen as an essential platform for providing positive role models, teaching critical social values, and creating inclusive environments where everyone feels valued. These qualities make sports a potent tool in mitigating the risks of radicalization, especially among marginalized and vulnerable youth. Therefore, integrating sports more deeply into social and educational frameworks can significantly contribute to addressing broader social issues and promoting a more inclusive society.

3. In your opinion, what are the root causes of radicalisation among young people, and how do these factors intersect with sports culture?

The root causes of radicalization among young people commonly identified include feelings of alienation, dissatisfaction with community and society, economic and social inequalities, and the influence of social media and misinformation. These factors often intersect with sports culture, where sports can play a pivotal role in mitigating radicalization risks. Sports provide an inclusive environment that promotes critical values such as teamwork, respect, and tolerance. They offer a sense of belonging, identity, and purpose, which are crucial in counteracting the allure of extremist ideologies. By integrating these values into sports culture, and providing positive role models and leadership opportunities, sports can significantly contribute to preventing radicalization among young people. Therefore, leveraging the unifying and educational power of sports is essential in addressing the root causes of radicalization and fostering a more inclusive society.

4. Could you elaborate on any initiatives or programs you're aware of that have effectively countered radicalisation through sports? What made these initiatives successful?

The responses highlight various initiatives and programs that effectively counter radicalization through sports. Successful programs typically share common features such as promoting inclusivity, providing mentorship, fostering critical thinking, and creating safe and supportive environments. Specific examples include the "Nuoro for Europe" project, Beniaminek 03's Erasmus program participation, and the "Sport Against Violent Extremism" (SAVE) program. These initiatives leverage sports to unite individuals from diverse backgrounds, emphasize positive values like respect and teamwork, and offer role models and leadership opportunities. The effectiveness of these programs lies in their ability to link sports activities with broader social and educational goals, creating strong networks and partnerships, and providing continuous and structured support. This comprehensive approach ensures that sports not only serve as a platform for physical activity but also as a powerful tool for social cohesion and counter-radicalization efforts.

5. How do you think societal stereotypes and prejudices affect the participation of marginalized groups in sports activities, and what impact does this have on their susceptibility to radicalisation?

Societal stereotypes and prejudices significantly impact the participation of marginalized groups in sports activities, often leading to exclusion, discrimination, and a heightened susceptibility to radicalization. These biases create barriers that prevent marginalized individuals from fully engaging in sports, fostering feelings of alienation and isolation. However, sports hold the potential to counteract these negative effects by promoting inclusivity, respect, and teamwork. By creating inclusive environments, sports can provide marginalized groups with opportunities for socialization, growth, and empowerment, mitigating the risks of radicalization. Therefore, it is crucial to actively combat stereotypes and prejudices within sports communities and leverage the unifying



power of sports to promote social cohesion and inclusion. This approach not only enhances the participation of marginalized groups but also strengthens the overall community by fostering mutual understanding and respect.

6. From your perspective, what strategies or approaches have proven effective in engaging young people who may be vulnerable to radical ideologies, and how can sports be leveraged to implement these strategies?

Engaging young people vulnerable to radical ideologies through sports involves providing mentorship, promoting inclusive environments, and incorporating educational components that emphasize respect and social values. By leveraging these strategies, sports can effectively foster resilience, social cohesion, and a sense of belonging, mitigating the risk of radicalization.

7. How can community leaders, sports organizations, and governmental bodies collaborate more effectively to address radicalisation and foster social inclusion within sporting communities?

Effective collaboration among community leaders, sports organizations, and governmental bodies is crucial to address radicalization and foster social inclusion within sporting communities. By developing structured partnerships, involving schools and local governments, and engaging in continuous planning and implementation, these entities can create inclusive environments that promote social cohesion. Additionally, organizing mentorship programs, community events, and inclusive sports activities, along with the active engagement of the community in decision-making processes, ensures that sports initiatives are responsive to the needs of all participants, thereby reducing the risk of radicalization.

8. Are there any specific challenges or barriers that hinder the integration of marginalized individuals or communities into sports programs, and what steps can be taken to overcome these challenges?

The integration of marginalized individuals or communities into sports programs is hindered by several challenges, including economic barriers, linguistic and cultural differences, discrimination, and lack of representation. Overcoming these challenges requires targeted approaches such as providing scholarships, offering language and cultural support, conducting training and workshops for both participants and their families, and promoting positive role models within sports. Creating inclusive programs and safe spaces, alongside developing comprehensive outreach efforts, can significantly enhance the participation of marginalized groups in sports activities, fostering social cohesion and reducing the risk of exclusion.

9. In your view, how important is it for sports programs to incorporate educational components that address topics like diversity, tolerance, and critical thinking to prevent radicalisation?

Incorporating educational components that address topics like diversity, tolerance, and critical thinking into sports programs is widely regarded as essential for preventing radicalization. These educational elements foster open-mindedness, respect, and critical analysis among young people, equipping them to resist extremist ideologies and promoting social cohesion. By integrating these values into sports activities, programs can go beyond physical fitness to develop well-rounded individuals who are more resilient to radicalization and more inclusive and understanding of diverse perspectives.

10. Can you provide examples of how sports activities have been used as a platform to promote dialogue, understanding, and acceptance among individuals from diverse backgrounds within your community?

Sports activities serve as powerful platforms for promoting dialogue, understanding, and acceptance among individuals from diverse backgrounds. Examples include multicultural sports festivals, intercultural tournaments, and inclusive events that bring together participants from various ethnicities, cultures, and abilities. These

activities provide opportunities for meaningful interactions, breaking down barriers, and fostering mutual respect and friendship. By creating environments where diverse individuals can come together, sports can significantly contribute to social cohesion and the promotion of inclusive values.

11. What role do you believe mentorship and leadership development programs within sports can play in empowering young people to resist extremist ideologies and become agents of positive change?

Mentorship and leadership development programs within sports play a vital role in empowering young people to resist extremist ideologies and become agents of positive change. These programs provide guidance, support, and positive role models, helping young people develop critical thinking skills, resilience, and a sense of belonging. By fostering leadership qualities and effective communication, these programs equip young individuals with the confidence and tools to navigate challenges and make positive contributions to their communities. Through the influence of mentors and structured leadership development, sports can significantly contribute to the personal growth and empowerment of young people, steering them away from radicalization.

12. How do you envision the future of sports-based initiatives in countering radicalisation and promoting social cohesion, particularly in light of ongoing societal challenges and geopolitical tensions?

The future of sports-based initiatives in countering radicalization and promoting social cohesion is seen as both promising and challenging. Effective initiatives will require structured, collaborative efforts involving municipalities, schools, sports organizations, and international institutions. Emphasizing inclusivity, fair play, and respect, these initiatives should leverage technology for broader engagement and focus on conflict prevention and resolution. By fostering mutual respect and understanding through sports, communities can address societal challenges and geopolitical tensions, promoting a more cohesive and inclusive society. The integration of educational components and the active involvement of diverse stakeholders will be key to the success of these initiatives.



TRAINING FORMAT

EVENT MANAGEMENT

Event management is the process of creating and maintaining an event. This process spans from the very beginning of planning all the way to post-event strategizing. At the start, an event manager makes planning decisions, such as the time, location, and theme of their event. During an event, event managers oversee the event live and make sure things run smoothly. After an event, event managers are tasked with reviewing event data, and staying on the ball for any post-event offerings. All different branches of planning go into event management, including various types of sourcing, designing, regulation checks, and on-site management. In event management, you could be in the process of creating a conference, a product launch, an internal sales kick-off, or even a wedding. Really, any event that requires considerable planning and execution is event management¹.

The difference between event management and event planning is that while event planning concerns itself with coming up with workable event ideas and the activities that will take place during the events, event management leans more towards project management and deals with the organization and execution of the event plans. However, the roles do overlap often, and event managers may be involved with the creative planning aspects of the events as well.

¹ CVENT.com “What is event management?”, August 09, 2022.



Planning, organizing and hosting an event can be a very complex process, requiring event managers to control all the creative, technical and logistical elements².

EVENT MANAGEMENT: STRATEGIES

Learning Outcomes

- Learn various strategies to manage a successful event;
- Learn the skills needed to manage an event.

Group Size

Min 4 – max 20

Duration

40 min

Materials

Laptop and projector, post-it and pens (or online tool for brainstorming).

Preparation

Prepare in advance the presentation to be used, as well as the flipcharts or brainstorming tool.

Description/Steps

Step 1

Using the provided PPT, present to the Ambassadors the strategies for an optimal event management (15 min).

Step 2

Through the flipchart and post-it or the brainstorming tool, ask the Ambassadors to list the skills they think are needed in order to manage a good event (10 min).

Step 3

Discuss the results of the previous step with the Ambassadors and support them in evaluating if they possess the skills they selected and how they can balance the roles in the group to cover them (15 min).

Learning Check/Evaluation

There are different methods that can be used for the evaluation phase. You could choose among:

- Group discussion;
- Questionnaire;
- Online rating tool.

References

PPT contents are extracted from the article of Lisa Vogel “Event management planning strategies: how to execute a flawless event” published on Webex event on Apr 7, 2022.

EVENT MANAGEMENT: PLANNING

Learning Outcome

Learn how to prepare an event management plan.

Group Size

Min 4 – max 20

² Indeed editorial Team “Event Management: Definition, Key Aspects and Skills”, March 11, 2023.



Duration

80 min

Materials

A4 papers for notes and pens.

Preparation

Print the template for the group.

Description/Steps

Step 1

Present the template to the Ambassadors and go through all the sections with them to make sure that everything is clear (10 min).

Step 2

Give the Ambassadors the time to work on the template and be available in case they need any help (60 min).

Step 3

Let the Ambassadors present the plan and provide them with feedback (10 min).

Learning Check/Evaluation

There are different methods that can be used for the evaluation phase. You could choose among:

- Group discussion;
- Questionnaire;
- Online rating tool.

COMMUNICATION

Event communication refers to the process of effectively sharing information, details, and messages related to an event with its target audience. It involves the strategic use of various communication channels and tools to promote, inform, and engage attendees, participants, sponsors, and other stakeholders. The primary goal of event communication is to ensure that all relevant parties receive clear and timely information about the event's purpose, schedule, location, agenda, speakers, activities, and any other relevant details. The idea is to create a unique and memorable experience by raising awareness, informing your target audience and generating strong interest in purpose.

Event communication is important to a variety of different occasions, including:

- Conferences and seminars;
- Trade shows;
- Product launches;
- Gala evenings;
- Sports and cultural events;
- Trade fairs, and more.

The central idea of event communication is to arouse interest, stimulate emotions and create a lasting bond with participants³.

³ "7 Essential Event Communication Tools", totm EXPOSITION, 27 July 2023.



COMMUNICATION PROCESS AND TOOLS

Learning Outcomes

- Learn event communication process;
- Learn useful tools to be used for event communication.

Group Size

Min 4 – max 20

Duration

50 min

Materials

Laptop and projector, post-it and pens (or online tool for brainstorming).

Preparation

Prepare in advance the presentation to be used.

Description/Steps

Step 1

Using the provided PPT, present to the Ambassadors the process for a good event communication and the tools that could be useful (25 min).

Step 2

Through the flipchart and post-it or the brainstorming tool, ask the Ambassadors to list other tools that they think could be useful for the communication (10 min).

Step 3

Discuss the results of the previous step with the Ambassadors and support them in evaluating and selecting the tools to be used for the sport event (15 min).

Learning Check/Evaluation

There are different methods that can be used for the evaluation phase. You could choose among:

- Group discussion;
- Questionnaire;
- Online rating tool.

References

PPT contents are extracted from the article “The Ultimate Guide to Event Communication”, CVENT, March 02, 2023.

COMMUNICATION PLAN

Learning Outcome

Learn how to prepare an event communication plan.

Group Size

Min 4 – max 20

Duration

60 min



Materials

A4 papers for notes and pens.

Preparation

Print the template for the group.

Description/Steps

Step 1

Present the template to the Ambassadors and go through all the sections with them to make sure that everything is clear (10 min).

Step 2

Give the Ambassadors the time to work on the template and be available in case they need any help (40 min).

Step 3

Let the Ambassadors present the plan and provide them with feedback (10 min).

Learning Check/Evaluation

There are different methods that can be used for the evaluation phase. You could choose among:

- Group discussion;
- Questionnaire;
- Online rating tool.

RADICALISATION ISSUES

Radicalisation is a phased and complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses or condones violence, including acts of terrorism, to reach a specific political or ideological purpose.

While radicalisation is not a new phenomenon, the trends, means and patterns of radicalisation evolve and responses have to be adapted. Home-grown lone actors and (returning) foreign terrorist fighters raise security issues and specific challenges for prevent work. Internet platforms, including social media, can be abused by violent extremists, terrorist groups and their sympathisers by providing new opportunities for mobilisation, recruitment and communication.

Radicalisation leading to violent extremism and terrorism is a phenomenon of concern in EU Member States and beyond. The 2020 Counter-Terrorism Agenda puts forward a number of initiatives to support to Member States in areas such as online radicalisation, prisons and reintegration, as well as empowerment of communities.

The Commission also supports EU Member States to develop their prevention policies by creating appropriate conditions for the exchange of experiences and good practices and to strengthen capabilities in preventing and countering radicalisation⁴.

A LOOK INTO RADICALISATION

Learning Outcomes

- Learn about anti-system / anti-government attitudes and extremism among young people;
- Learn a set of coping strategies/actions.

Group Size

Min 4 – max 20

⁴ “Prevention of radicalisation”, European Commission, 9 February 2024.



Duration

60 min

Materials

Laptop and projector, post-it and pens (or online tool for brainstorming).

Preparation

Prepare in advance the presentation to be used.

Description/Steps

Step 1

Through the flipchart and post-it or the brainstorming tool, ask the Ambassadors to provide their own definition of radicalisation (10 min).

Step 2 (50 min)

Introduce the Ambassadors to the topic (from slide 23 to 25).

Discuss with the Ambassadors the “Outcomes” slides, if they agree or not with the statements and why (from slide 26 to 34).

Present the identified groups of youngsters at risk (from slide 35 to 39). Then ask the Ambassadors if, in their opinion, there are other groups to be considered.

Present the Approaches/strategies/recommendations (from slide 40 to 42) and then discuss them with the Ambassadors.

Learning Check/Evaluation

There are different methods that can be used for the evaluation phase. You could choose among:

- Group discussion;
- Questionnaire;
- Online rating tool.

References

PPT contents are extracted from the article “Dealing with anti-system/anti-government attitudes and extremism among young people”, RAN Y&E Working Group Meeting, 29 February - 1 March 2024.

EDUCATION THROUGH SPORT

According to the Move&Learn manual (2013) ETS is a “non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.” In ETS, sport is not the central action, but it is part of a learning process in which the physical activity is adapted towards the reaching of a planned educational objective, which is the primary purpose of the action.

To summarise the main differences between Education By, For and Through Sport are:

- Education FOR Sport: the main goal is improving skills related to sport performance itself and the development of individual physical competences.
- Education BY Sport: exploits physical activities to address social causes, such as health, wellbeing, public welfare or social inclusion; in this case, educational goals are still present, but in a less preeminent position.
- Education THROUGH Sport: consists of the integration of sport elements for an educational purpose to address a social issue, develop various competences and initiate lasting and transversal results.



UNDERSTANDING ETS

Learning Outcomes

Ambassadors will learn about ETS's role in fostering social integration, personal development, and resilience, and how it can provide an alternative community and sense of belonging, reducing the appeal of extremist ideologies. This will equip Ambassadors to use ETS for positive social change and youth empowerment.

Group Size

Min 4 – max 20

Duration

30 min

Materials

- Presentation Equipment: Projector, screen, laptop.
- Visual Aids: Slides with definitions, key components, statistics, and examples.
- Video: Short, impactful video demonstrating ETS principles.
- Handouts (Optional): Summary of key points from the presentation.

Preparation

- Create visually engaging presentation slides that define ETS and outline its key components.
- Prepare concise and clear explanations of ETS, emphasizing its role as an educational approach that utilizes sport and physical activities to develop various skills.
- Also, gather relevant statistics or examples to illustrate the impact of ETS in different settings.
- Select a short video that effectively demonstrates the principles and practices of ETS in action.

Description/Steps

Presentation: What is ETS? (10 minutes)

Slide 1: Title - "Understanding Education Through Sport (ETS)"

Slide 2: Definition of ETS

Slide 3: Key Components of ETS (e.g., using sport for education, fostering life skills)

Slide 4: ETS's Role in Social Integration and Personal Development

Slide 5: ETS as a Counter to Extremist Ideologies

Discussion: Why Sport? (15 minutes)

- Facilitate a group discussion: ask Ambassadors why they think sport can be a powerful educational tool.
- Encourage them to share thoughts and examples.
- Summarize key points from the discussion.

Video: ETS in Action (5 minutes)

- Show a short video illustrating successful ETS programs.

Discuss the video briefly, highlighting how ETS is implemented in different contexts.

Learning Check/Evaluation

To ensure Ambassadors have understood the key concepts of ETS presented in session, conduct a brief and engaging evaluation. This will help reinforce learning and provide feedback on the effectiveness of the training. Pose open-ended questions for a quick group reflection. Ambassadors will share their thoughts verbally or jot down their responses on sticky notes.

Tips for the Trainer

To ensure an effective training session on "Understanding ETS," you should thoroughly familiarize yourself with the content and prepare engaging visual aids and relevant media. Creating a welcoming environment, managing time efficiently, and facilitating active participation are crucial. You should provide clear explanations, use relatable examples, and monitor participants' understanding.



Importance and Benefits of ETS

Learning Outcomes

The purpose of the benefits mapping exercise is to deepen Ambassadors' understanding of the importance and multifaceted benefits of Education Through Sport (ETS). By engaging in collaborative brainstorming and group discussions, Ambassadors will identify and articulate the various ways ETS can contribute to social integration, personal development, and the prevention of radicalization. This exercise not only reinforces the content covered in the interactive lecture but also encourages active participation and peer learning, ultimately empowering Ambassadors to advocate for and implement ETS strategies effectively in their communities.

Group Size

Min 4 – max 20

Duration

30 min

Materials

- Presentation Equipment: Projector, screen, laptop.
- Flip Charts and Markers: For each group to use during the activity.
- Handouts (Optional): Summary of the lecture points for participants to refer to during the activity.

Preparation

Prepare presentation slides and flip charts to discuss ETS's importance and benefits. Deliver an interactive lecture using engaging visuals and real-life examples. Facilitate a Benefits Mapping activity, dividing Ambassadors into small groups and monitoring their brainstorming. Offer assistance and encourage deeper thinking. Wrap up by summarizing the key benefits and highlighting their application in Ambassadors' communities.

Description/Steps

Interactive Lecture: Importance and Benefits of ETS (10 minutes)

- ETS as a Tool for Social Integration:
- ETS for Personal Development:
- ETS in Preventing Radicalization:

Activity: Benefits Mapping (20 minutes)

- Divide Ambassadors into small groups.
- Each group brainstorms and lists the benefits of ETS on flip charts.
- Groups present their findings to the whole group.

Learning Check/Evaluation

By engaging in reflection and group discussion, Ambassadors will have the opportunity to consolidate their learning and exchange ideas with their peers. This evaluation method promotes active participation and reinforces the key concepts covered.

Tips for the Trainer

To effectively deliver the session on the importance and benefits of ETS, you should focus on creating an engaging and interactive learning environment. Start with a clear and concise presentation, using visuals and real-life examples to illustrate key points. Encourage active participation through group discussions and activities



like the benefits mapping exercise. Keep the session dynamic by asking open-ended questions and fostering dialogue among Ambassadors.

How to Work with ETS

Learning Outcomes

By the end of this session, Ambassadors will have gained practical insights into how to effectively work with ETS, including designing tailored activities and facilitating meaningful discussions on countering radicalization through sport.

Group Size

Min 4 – max 20

Duration

60 min

Materials

- Paper and pens for participants.
- Presentation equipment (optional) for displaying key points.

Preparation

The session involves preparing materials, delivering ETS content, conducting practical exercises, guiding Ambassadors through activity design, fostering collaboration, and facilitating sharing and discussion. Ambassadors are encouraged to provide feedback and learn from each other's ideas. The session concludes by summarizing key takeaways and encouraging Ambassadors to apply their knowledge in their own ETS initiatives.

Description/Steps

Implementing ETS (20 minutes)

Identify Target Group: you should understand the specific needs and characteristics of the youth you are working with.

Design Activities: create sports activities that incorporate educational goals.

Facilitate Discussions: use sports as a springboard to discuss topics like teamwork, identity, and extremism.

Reflect and Evaluate: encourage Ambassadors to reflect on their experiences and provide feedback.

Practical Exercise: Designing an ETS Activity (40 minutes)

Pair Ambassadors and have them design a simple sport-based activity that includes an educational component related to countering radicalization.

Provide guidance and support as they work on their designs.

Have the pairs share and discuss their designed activities with the group.

Learning Check/Evaluation

Following the practical exercise, engage Ambassadors in a brief discussion where they reflect on the process of designing their ETS activities. Encourage them to share insights gained and challenges faced during the exercise. Additionally, ask open-ended questions related to the key points discussed in the session, such as the importance of understanding the target group and the role of ETS in countering radicalization.

This reflective discussion will provide valuable feedback on Ambassadors' comprehension and application of the material.



Tips for the Trainer

You should be prepared to offer guidance and assistance during the practical exercise, ensuring everyone feels included and empowered to contribute. Keep the session focused and dynamic by balancing the presentation of content with interactive activities. Lastly, foster a culture of reflection by encouraging Ambassadors to share their thoughts and experiences throughout the session, promoting deeper learning and understanding of ETS principles.

Memory of Inclusion in Motion! (MIM!)

Learning Outcomes

These exercises are designed to create an engaging and inclusive environment where Young people from diverse cultural and migrant backgrounds can develop essential skills through play. They combine physical activity with cognitive challenges, promoting holistic development. By participating in these activities, young people not only have fun but also learn valuable lessons in teamwork, intercultural communication, coordination, and problem-solving. This approach ensures that learning is both enjoyable and effective, providing a balanced mix of mental and physical development while fostering an inclusive and supportive community.

Activity 1: Memory Ball

- **Teamwork and Intercultural Communication:** This activity promotes teamwork and encourages young people from diverse cultural backgrounds to communicate and learn each other's names. It fosters an inclusive environment where all participants feel valued and connected.
- **Coordination and Concentration:** Passing the ball in a specific order and then in reverse helps young people enhance their coordination and concentration. It also provides an opportunity for young people from different backgrounds to work together harmoniously.
- **Memory and Sequencing:** Repeating the sequence and reversing it helps improve memory and sequencing abilities. This shared challenge can help bridge cultural gaps, as young people collaborate and support each other in remembering the order.

Activity 2: Caterpillar in Motion

- **Physical Activity and Motor Skills:** This activity promotes physical movement, crucial for developing gross motor skills such as running, crawling, and reaching. It encourages inclusivity by ensuring that all young people, regardless of background, participate actively.
- **Teamwork and Strategy:** Working as a team to pass the ball and move the "caterpillar" forward requires strategic planning and cooperation. This helps young people from diverse cultural backgrounds learn to work together towards a common goal, fostering unity and mutual respect.
- **Adaptability and Problem-Solving:** The various game variants introduce new challenges that require young people to adapt their strategies and solve problems collaboratively. These activities help young people from different cultural backgrounds to develop adaptability and quick thinking in a supportive, inclusive environment.

Group Size

Activity 1: Memory Ball

- **Optimal Group Size:** 10-20 participants
- **Adjustments:** If the group size is larger, consider forming smaller circles to ensure that each youngster can participate actively and effectively. For smaller groups, reduce the number of repetitions or increase the speed to maintain engagement.

Activity 2: Caterpillar in Motion

- **Optimal Group Size:** 10-20 participants, divided into two teams of 5-10 young people each
- **Adjustments:** If there are more participants, create additional teams to maintain a manageable size for effective participation. For smaller groups, consider fewer repetitions or adjusting the distance for the "caterpillar" race to ensure the activity remains challenging and engaging.



Duration

Activity 1: 30 min or less

Activity 2: 30/ 45 min

Materials

Activity 1: 1 soft ball

Activity 2: 1 small ball per team – shirts of 2 different colours for splitting the teams

Preparation

1. Select a Safe and Open Space:
 - Ensure the area is large enough for all participants to form a circle and for the “Caterpillar” race.
 - Check for any obstacles or hazards that could pose a risk during the activities.
2. Gather Materials:
 - Have the soft ball ready for the circle activity.
 - Prepare one small ball per team for the “Caterpillar” race.
3. Organize Participants:
 - Divide the young people into groups if necessary, based on the number of participants.
 - Ensure an even distribution of young people from diverse cultural backgrounds in each group to promote intercultural interaction.
4. Explain the Activities:
 - Clearly explain the rules and objectives of each activity.
 - Emphasize the importance of teamwork, communication, and inclusion.
5. Assign Roles:
 - Assign roles if needed (e.g., a starter for the ball passing, a referee for the “caterpillar” race).
6. Prepare Variants:
 - Be ready to implement the different variants of the “Caterpillar” race to keep the activities dynamic and engaging.

Description/Steps

Activity 1:

1. **Formation and Introduction (5 minutes):**
 - Have the young people form a circle.
 - Explain the rules of the game.
2. **Initial Round (10 minutes):**
 - One youngster starts with the ball and calls out another youngster’s name before passing the ball to them.
 - Each youngster can receive the ball only once.
 - Once everyone has received the ball, start the process again, maintaining the same order.
 - Repeat a third time, encouraging them to increase their speed.
3. **Reverse Order Round (5 minutes):**
 - Now, have the young people pass the ball in the reverse order.
4. **Simultaneous Directions (10 minutes):**
 - Split the circle into two halves.
 - Start passing the ball in both directions simultaneously.
 - Ensure young people are attentive and communicate effectively to manage both balls.

Activity 2:

1. Formation and Introduction (5 minutes):
 - Divide the young people into two teams.
 - Have each team form a line with their legs spread apart.
2. Basic Caterpillar Race (10 minutes):
 - The first youngster passes the ball between their legs to the youngster behind them and then runs to the end of the line.



- This continues until the "caterpillar" reaches a predetermined point.
 - The first team to reach the point wins.
3. Variation 1: Walking Caterpillar (5 minutes):
 - The ball is passed under the legs, but the last youngster with the ball moves to the front by crawling under the legs of their teammates.
 - The process continues until the team reaches the endpoint.
 4. Variation 2: Alternating Pass (5 minutes):
 - The ball is passed alternately to the right and left.
 - The "Caterpillar" moves forward as the ball is passed.
 5. Variation 3: Stationary Caterpillar (5 minutes):
 - The young people remain in their spots.
 - The ball is passed under the legs to the end of the line, then back to the front over their heads.

Learning Check/Evaluation

Conclusion and Cool Down - Debriefing / Evaluation (5 - 15 Minutes)

- Gather all young people in a circle.
- Discuss the activities and what they enjoyed the most.
- Encourage them to share any lessons learned about teamwork and communication.
- End with some light stretching exercises to cool down.

References

<https://ojs.pensamultimedia.it/index.php/siref/article/view/4931/4292>

Unity in Diversity: Building Inclusive Communities

Learning Outcomes

These exercises are designed to create an engaging and inclusive environment where young people from diverse cultural and migrant backgrounds can develop essential skills through play. They combine physical activity with cognitive challenges, promoting holistic development. By participating in these activities, young people not only have fun but also learn valuable lessons in teamwork, intercultural communication, coordination, and problem-solving. This approach ensures that learning is both enjoyable and effective, providing a balanced mix of mental and physical development while fostering an inclusive and supportive community.

- Purpose of the Exercise: To foster a sense of community and teamwork among participants, highlighting the importance of inclusion in group activities and sports.
- Explain why this exercise is implemented: This exercise helps participants understand the value of every team member's contribution, promoting inclusivity and collaboration.

Group Size

20 – 25 participants

Duration

Total Time: 1 hour

- Icebreaking Activity: 10-20 minutes
- Main Activity: 30-40 minutes
- Debriefing: 10 minutes

Materials

Balls

Two large boxes or containers

Markers to delineate the field



Preparation

- Set up a field with a starting line and an end line.
- Place one box of balls at the starting line and an empty box at the end line.
- Divide participants into two teams and assign roles (throwers, catchers, retrievers).

Description/Steps

Icebreaking Activity: Ball Relay Game with a Focus on Inclusion

- Narrative: Form two teams with participants designated as throwers, catchers, and retrievers. Mark a field of variable size. The throwers stand behind one end line with a box of balls, while at the opposite end, an empty box is placed.
- Gameplay: Each team takes turns within a set time. Throwers throw balls to catchers, who try to catch them and deposit them into the box at the end line. Retrievers send back any dropped balls to the throwers. The team that deposits the most balls into the box within the set time wins.
- Focus on Inclusion: Emphasize the importance of every role (thrower, catcher, retriever) in the team's success, showcasing how everyone's participation is crucial.

Main Activity: Gioco del Tris (Tic-Tac-Toe Game)

- Setup: Form two teams and have them line up behind a starting line. Team A will have yellow markers, and Team B will have red markers. Create a tic-tac-toe grid on the ground with nine circles arranged in three rows of three.
- Gameplay: The game begins with a member of the starting team running to the grid and placing their marker in one of the circles, then returning to their team. Next, a member of the opposing team does the same, alternating turns. The first team to complete a row of three markers wins a point. The game continues until one team reaches five points. If no one forms a row after all markers are placed, players can move one of the opponent's markers on their turn to create a row of three.
- Variation 1: Before reaching the grid, players must complete a physical task (e.g., jump over a hurdle, walk like a crab, hop on one foot).
- Purpose: This game serves as a metaphor for persistence in sports. It shows that even if you don't succeed initially, continuous effort and trying different strategies can lead to success.

Learning Check/Evaluation

Debriefing Questions:

- "How did it feel to participate in today's activities?"
- "What did you learn about inclusion and teamwork?"
- "How can we apply these lessons to other areas of life?"

Feedback: Collect feedback from participants to understand their experience and areas of improvement for future workshops.

End with some light stretching exercises to cool down.

References

<https://ojs.pensamultimedia.it/index.php/siref/article/view/4931/4292>

OVERCOMING RADICALISATION THROUGH SPORT

In today's increasingly diverse societies, the challenge of radicalization among youth is a pressing concern. Factors such as social exclusion, cultural isolation, and prejudice can contribute to the vulnerability of young individuals to extremist ideologies. However, innovative approaches that promote inclusivity, teamwork, and mutual understanding have shown promise in mitigating these risks. This chapter explores the theoretical underpinnings and practical implications of utilizing sport as a tool for overcoming radicalization among young people with multicultural backgrounds.



Theoretical Framework:

Sport has long been recognized as a powerful platform for social change and community development. Drawing from social psychology and sociology, this chapter highlights the following theoretical perspectives:

Social Identity Theory: Social identity theory posits that individuals derive a sense of self and belonging from their group memberships. By fostering a positive and inclusive group identity through sport, participants are less likely to feel marginalized or susceptible to radicalization.

Contact Hypothesis: The contact hypothesis suggests that interpersonal contact between individuals from different groups can reduce prejudice and promote positive attitudes. In the context of sport, collaborative activities facilitate meaningful interactions and empathy among participants, regardless of their cultural backgrounds.

Based on the theoretical framework outlined above, the chapter proposes the following practical strategies for implementing inclusive sport workshops to combat radicalization:

Fostering Diversity and Inclusion: Emphasize the value of diversity and inclusivity in all aspects of the workshop, from team formation to communication strategies. Provide opportunities for participants to share their cultural backgrounds and perspectives, fostering a sense of belonging and mutual respect.

In conclusion, sport-based interventions offer a promising approach to address the complex challenges of radicalization among young people with multicultural backgrounds. By leveraging the theoretical principles of social identity, contact, and empowerment, inclusive sport workshops can promote resilience, tolerance, and social cohesion, ultimately contributing to a more inclusive and peaceful society.

Empowering Communities Against Radicalization (ECAR)

Learning Outcomes

The purpose of this exercise is to utilize sport as a medium to teach young people the values of inclusivity, teamwork, and respect for diversity. By engaging in physical activities that require collaboration and understanding, young people can learn to appreciate differences and work together harmoniously. The exercises aim to prevent radicalization by fostering an environment of mutual respect and unity among participants from diverse cultural backgrounds.

1. **Enhanced Teamwork Skills:**
 - Objective: young people will learn to collaborate with different partners, promoting teamwork.
 - Explanation: Working with new partners encourages young people to communicate and cooperate, vital skills for building cohesive communities.
2. **Appreciation of Diversity:**
 - Objective: young people will develop an appreciation for cultural diversity.
 - Explanation: By interacting with peers from different backgrounds, the youngsters learn to value and respect diverse perspectives and traditions.
3. **Conflict Resolution:**
 - Objective: participants will learn strategies for resolving conflicts peacefully.
 - Explanation: Activities that require negotiation and cooperation help young people develop skills to manage and resolve disputes amicably.
4. **Increased Physical Activity:**



- Objective: Promote physical fitness and healthy lifestyle habits.
 - Explanation: Engaging in dynamic exercises helps participants stay active, contributing to their overall physical well-being.
5. Building Trust:
- Objective: Foster trust among participants.
 - Explanation: Trust-building exercises like paired running and the cat and mouse game require reliance on partners and the group, strengthening interpersonal trust.
6. Reduction of Prejudices:
- Objective: Minimize stereotypes and prejudices.
 - Explanation: Positive interactions with peers from various backgrounds help break down preconceived notions and foster a more inclusive mindset.
7. Community Building:
- Objective: Strengthen community bonds and a sense of belonging.
 - Explanation: Activities emphasizing collective goals and mutual support contribute to a sense of unity and belonging within the group.

Group Size

20 – 30 participants

Duration

Activity 1: 20 min

Activity 2: 30/40 min

Evaluation: 5-15 min

Materials

For the Trainer:

Whistle: Used to signal the start and end of activities and transitions between different phases of the workshop.

Timer/Stopwatch: Helps you keep track of time for each activity and ensure the workshop stays on schedule.

Instructions/Script: A detailed plan outlining the sequence of activities, rules, and key talking points to guide the facilitator throughout the workshop.

For the Participants:

Open Gym Space: An indoor space with enough room for young people to move freely during physical activities. The space should be safe and free from obstacles.

Cones or Markers: Used to define boundaries or playing areas for certain activities, such as the partner running game or setting up the city circle for the cat and mouse game.

Comfortable Clothing and Footwear: Participants should wear clothing and footwear appropriate for physical activities, ensuring comfort and safety while moving around.

Water Bottles: Encourage participants to bring their water bottles to stay hydrated during the workshop.

Optional Materials (Depending on Availability and Preferences):

1. Music Player and Speaker: Playing background music can enhance the atmosphere and energy level during the workshop.
2. Visual Aids or Props: Visual aids, such as posters or images representing diversity and teamwork, can reinforce key messages and concepts discussed during the workshop.
3. Markers and Flipchart: Used for brainstorming sessions or group discussions where participants can share their thoughts and reflections on the activities.

Preparation

1. Familiarize Yourself with the Workshop Plan:

- Review the detailed workshop plan, including activity sequences, timing, and key discussion points.
- Ensure clarity on how each activity will be conducted and how they contribute to the workshop's objectives.

2. Arrange the Venue:

- Reserve an appropriate indoor space with enough room for young people to move freely.
- Ensure the space is safe, clean, and free from any hazards or obstacles.



- Set up any necessary equipment, such as cones or markers, to define playing areas for activities.
3. Gather Materials and Resources:
- Ensure you have all the necessary materials and resources listed in the materials section.
 - Check that equipment like the whistle, timer, and any optional items (music player, visual aids) are in working condition.
4. Plan Multicultural Considerations:
- Consider the cultural backgrounds of the participants and how it may influence their experiences and interactions.
 - Prepare to facilitate discussions and activities in a culturally sensitive and inclusive manner.
 - Be ready to provide instructions and guidance in multiple languages if needed, ensuring everyone can fully participate.
5. Customize Instructions and Adaptations:
- Tailor the instructions and adaptations of activities to suit the specific needs and abilities of the participants.
 - Be prepared to modify activities on the spot based on the dynamics of the group and any unforeseen circumstances.

Description/Steps

Introduction (5 minutes)

- Welcome and Icebreaker: Briefly introduce the workshop's goals. Use a simple icebreaker where each participant says their name and something unique about their culture or background.
- Rules Explanation: Explain the rules for both activities clearly and emphasize the importance of teamwork, respect, and inclusivity.

Activity 1: Partner Running Game (20 minutes)

1. Free Running:
 - youngster run freely around the gym.
 - At the sound of the whistle, they form pairs, hold hands, and sit on the floor.
2. Paired Running:
 - When the instructor says "go," pairs stand up and run while holding hands.
 - At the next whistle, everyone changes partners and sits down again.
 - Continue the activity, encouraging young people to form pairs with different people each time and vary their running styles (e.g., skipping, hopping).
3. Focus on Radicalization:
 - After a few rounds, pause and ask the young people how it felt to work with different partners.
 - Highlight the importance of understanding and accepting differences to build a stronger community.
 - Emphasize how diversity enriches the experience and helps overcome prejudices.

Activity 2: Cat and Mouse Game (30/40 minutes)

1. City Formation:
 - young people form a circle (representing the city).
 - Two young people are chosen to be the cat and the mouse.
2. Game Play:
 - The mouse tries to escape the cat by moving in and out of the circle.
 - The young people in the circle can assist by obstructing or aiding movements, following the instructor's commands.
 - Commands include:
 - "Nighttime": young people crouch down.
 - "Daytime": young people stand up.
 - "Agitated River": young people move their arms up and down.
 - "Magic Buildings": The circle closes in.
3. Focus on Radicalization:
 - After playing, gather the young people to discuss the game.



- Talk about how the "city" working together can either hinder or help individuals, relating this to real-life communities.
- Discuss how cooperation and understanding in diverse groups can prevent negative behaviours and support everyone's well-being.

Learning Check/Evaluation

Conclusion (5-15 minutes)

- Reflection and Discussion:
 - Ask young people to share their experiences and what they learned about working with others from different backgrounds.
 - Reinforce the idea that sport is a powerful tool to unite people and overcome differences.
- Closing Remarks:
 - Thank the young people for participating.
 - Encourage them to continue practicing inclusivity and teamwork in their daily lives.

References

<https://ojs.pensamultimedia.it/index.php/siref/article/view/4931/4292>

Unity and Resilience Against Extremism (URAE)

Learning Outcomes

The purpose of this exercise is to utilize sport as a medium to teach young people the values of inclusivity, teamwork, and respect for diversity. By engaging in physical activities that require collaboration and understanding, young people can learn to appreciate differences and work together harmoniously. The exercises aim to prevent radicalization by fostering an environment of mutual respect and unity among participants from diverse cultural backgrounds.

- Purpose of the Exercise: To promote critical thinking and empathy among participants, helping them understand and counteract radicalization.
- Explain why this exercise is implemented: This exercise aims to build resilience against radicalization by fostering open dialogue and understanding diverse perspectives.

Group Size

20 – 25 participants

Duration

Total Time: 1 hour

- Icebreaking Activity: 10-20 minutes.
- Main Activity: 30-40 minutes.
- Debriefing: 10 minutes.

Materials

- Large sheets of paper.
- Markers.
- Scenario cards with different radicalization situations.

Preparation

- Prepare scenario cards with different radicalization situations.
- Set up a space for group discussions.

Description/Steps

1. Icebreaking Activity: Two Truths and a Lie
 - Narrative: Each participant thinks of three statements about themselves, two of which are true and one of which is false. They take turns sharing their statements, and the rest of the



group tries to guess which statement is the lie. This activity helps participants get to know each other and encourages open communication.

- Focus on Inclusion: Highlight the importance of understanding and accepting diverse backgrounds and perspectives.

2. Main Activity: Scenario Discussions

- Setup: Divide participants into small groups and give each group a scenario card describing a situation involving radicalization.
- Gameplay: Each group discusses their scenario, identifying the key issues and potential solutions. Groups then present their findings to the larger group, fostering a broader discussion on how to counteract radicalization.
- Purpose: This activity encourages participants to think critically about radicalization, understand its impact, and explore ways to address it through empathy and dialogue.

Learning Check/Evaluation

(Debriefing)

- Debriefing Questions:
 - "What did you learn from discussing these scenarios?"
 - "How can we apply these lessons to prevent radicalization in our communities?"
 - "What actions can we take to promote understanding and resilience?"
- Feedback: Collect feedback from participants to understand their experience and areas of improvement for future workshops.

End with some light stretching exercises to cool down.

References

<https://ojs.pensamultimedia.it/index.php/siref/article/view/4931/4292>



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