PREVENTING VIOLENT EXTREMISM THROUGH SPORT

PRACTICAL GUIDE
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INTRODUCTION
INTRODUCTION

About the practical guide

The present guide is designed as a toolkit to support coaches and other facilitators1 of sport-based programmes in preparing and delivering sport interventions focused on key messages and learning opportunities for preventing violent extremism. It contains concepts, resources, suggested activities and practical tips for facilitators to enhance their knowledge and understanding of the key principles of strategies for preventing violence and crime, including violent extremism, through sport-based activities. The present guide complements the UNODC publication *Preventing Violent Extremism through Sport: Technical Guide*, which provides extensive programming and policy development guidance for policymakers, implementing organizations and other relevant actors, including sport and youth leaders.

The objective of the guide is to provide guidance on creating contextually relevant, safe and inclusive sport practices for sessions conducted as part of comprehensive strategies for preventing violent extremism. The following elements are essential when considering such practices:

- Safety and contextual awareness, in order to strengthen the ability of facilitators to reduce risk factors for abuse, stigmatization, exploitation and violence
- Youth empowerment, which involves recognizing and amplifying the strengths and potential of young people and identifying and encouraging the engagement of youth, including as partners
- Sport as a tool that can provide an efficient, flexible and accessible way of promoting peace, education and life skills
- Acknowledging human rights, including children’s rights, and universal principles under which all persons, regardless of age, gender, ability, religion, ethnicity and ideological or political views, are respected and valued
- Promoting gender equality and the empowerment of girls and women to ensure equal opportunities

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1 For the purposes of the present guide, the term “facilitator” (or “coach”) is used to describe all types of qualified practitioners who deliver or implement sport-based interventions and/or programmes. Facilitators should possess professional, social and methodological competencies to instil positive values in and convey life skills to their participants through sports. Sport coaches, workers at non-governmental organizations, teachers and/or other community workers might act as facilitators in sport-based interventions for the prevention of violence and crime, including violent extremism.
Who is the practical guide for?

The present publication is designed to benefit facilitators working with youth and communities through sport-based activities delivered by a variety of implementing organizations, which may include the following:

- Governmental and State organizations and entities, including those focused on countering and preventing violent extremism
- United Nations agencies
- International and national non-governmental organizations and programmes
- Community-based organizations
- National Olympic Committees
- International, national and local sports federations
- Other sport and youth-led organizations, projects or individuals working to prevent violent extremism through sports

How to use the practical guide

The guide is designed to support and guide facilitators of sport-based interventions for the prevention of violent extremism. To help navigate the complexity of violent extremism and the variety of measures and good practices required to address its root causes through such interventions, the guide is divided into five clear chapters:

1. Understanding violent extremism. In this chapter, the dynamics and root causes of violent extremism and radicalization for young populations are explained.

2. Sport and the prevention of violent extremism. This chapter provides coaches with an understanding of the relationship and the potential of sport to tackle and prevent violent extremism.

3. Human rights-based approach and safeguarding. In this chapter, human rights, gender equality and child rights are discussed in the context of safeguarding and welfare for both facilitators and participants.

4. Five zones for preventing violent extremism through sport. In this chapter, the five zones, which are based on a theory of change identifying relevant areas for intervention and intended outcomes linked to push and pull factors towards violent extremism,\(^2\) are explained. Furthermore, practical guidance is provided, including on sport-based activities that could form part of curricula and programmes in this area.

5. Monitoring, evaluation and learning. In this chapter, the importance of monitoring session outcomes and learning is discussed, and tips and tools are provided.

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The present guide was developed on the basis of a multidimensional approach to highlight key connections between the prevention of violent extremism, sport and development outcomes. Practical resources are also provided in the form of checklists and other guidance. The guide also includes links to additional resources for more insights and comprehensive information on specific topics. As mentioned above, the guide also serves as a complementary resource to the UNODC technical guide on preventing violent extremism through sport, which contains more comprehensive guidance on the use of sport in this context and is addressed mainly to policymakers and implementing organizations. At the same time, the technical guide can also serve as a useful resource for those facilitators who wish to have a broader overview and more theoretical insight on the issue of sport in the context of preventing violent extremism.

The present guide is built upon three core principles:

1. **PROTECTION**
   
The welfare, well-being and safety of participants and facilitators is a primary consideration and should be ensured. This includes the risks of stigmatization and labelling of the programme and/or individual participants as violent or as potential terrorists. It is therefore necessary to consider the language used in programme documents and materials and by programme staff. Emphasis should be placed on underlining and promoting youth development goals instead of using stigmatizing language. This will help to ensure that potential participants do not fear the community thinking of them as violent or as a risk if they take part in the programme.

2. **PREVENTION**
   
The goal of the present guide is primary prevention, which means focusing on addressing the causes and risks of radicalization and violent extremism and not on the disengagement from violence of those persons already engaging with extreme ideologies or members of extreme groups. For the latter, a different type of tailored intervention is required.

3. **TARGETED APPROACH**
   
The activities in the guide are geared towards specific groups (i.e., children and youth) that are identified as being at greater risk of recruitment and exploitation by terrorist groups that can be addressed more effectively with strategies involving sport for the prevention of violent extremism. The guide can be adapted for youths aged 12 to 24. In this regard, it is important to ensure that groups are as homogeneous as possible and that young children are not mixed with older ones, in order to enhance participation and learning processes and to avoid possible injury and risk to younger participants.
Glossary of key terms

Figure 1 provides simple explanations of key terms used in the present guide in order to facilitate a common understanding of the concepts addressed. A more comprehensive list of terminology can be found in annex I.

FIGURE 1. GLOSSARY OF KEY TERMS
How sport can help to prevent violent extremism

The prevention of violent extremism through sport builds on the unique ability of sport to engage youth actively and meaningfully, and to gain access to young people who are often hard to reach through other, more formal interventions.

The approach taken in the present guide builds on a theory of change developed on the basis of known drivers of violent extremism, protective factors and the potential of sport to help young people develop key soft skills, to promote psychosocial well-being and to enable educational opportunities and youth empowerment. The overall aim is to strengthen the design, implementation, monitoring and evaluation of sport-based interventions and to amplify positive results.

Figure 2 shows the ways in which sport can be used to tackle the prevention of violent extremism. The drivers shown outside the diagram represent selected root causes that may lead to violent extremism, while the diagram itself shows the different zones (i.e., areas of intervention) which are presented in this guide and through which sport can have an impact. The zones are as follows: safe spaces, social inclusion, resilience, education and empowerment.
CHAPTER 1.

UNDERSTANDING VIOLENT EXTREMISM
1. UNDERSTANDING VIOLENT EXTREMISM

Definitions of violent extremism may also include references to radicalization and terrorism as part of locally understood extremist movements.

An important point to understand is that radicalization is a dynamic process whereby an individual may adopt ever more extreme ideas and goals. The reasons behind the process can be ideological, political, religious, social, economic and/or personal. A radical person or group may seek to bring about a system-transforming radical solution for government and society through violent or non-violent means (e.g., democratic means using persuasion and reform). Therefore, holding radical ideological, religious or political views is not in itself a problem, but the willingness to promote, support, facilitate or commit violence to achieve such goals is the problem to address.

There are several phases in the radicalization process to take into consideration, such as activism, extremism, violent extremism and terrorism, each constituting different levels of growing radicalization. In the present guide, radicalization is acknowledged as a process leading into violent extremism, and the importance of preventing that process, including through sport and sport-based interventions, is also acknowledged in the context of primary prevention.

Violent extremism is a global problem that is not constrained by borders. It takes many forms and often involves boys and young men, but it has also become increasingly common among girls and women.

The use of technology, including social networking sites, online video channels and chat rooms, allows extreme messages to be spread throughout the world (see figure 3). This has been a particularly powerful recruitment tactic of right-wing political movements in Europe and North America and religious extremist groups in East Africa and the Middle East, but such activities can be seen across the globe and are not exclusive to any one extremist group.
Although there is no single profile or pathway to radicalization that may lead to violent extremism, there are certain socioeconomic, psychological and institutional “push” and “pull” factors that may lead to violent extremism. Examples of known push factors that may drive individuals to violent extremism include marginalization, inequality, discrimination and limited access to education and other services. Pull factors that foster the appeal of violent extremism include the existence of well-organized violent extremist groups “investing” in recruitment, for example by using online media and propaganda or offering services, revenue and/or employment in exchange for membership.⁴

Known push and pull factors towards radicalization and violent extremism include the following:

- Limited access to education and employment
- Feeling unsafe or not valued in society
- Lack of protection or positive relationships with friends or family members
- Exposure to negative messages and recruitment tactics
- Not feeling accepted by family or social groups
- Youth feeling that they do not belong to their community
- Feelings of injustice or unfairness
- A thrill and sense of excitement to feel part of something and important to a cause
- Girls and young women may be enticed to “fall in love” with members of extremist groups
- Young people may see extremist groups as an opportunity to “escape” tough realities at home

⁴ Note that children, i.e., persons under the age of 18, may be forced to join extremist and terrorist networks and groups and become victims of multiple forms of violence and exploitation by such groups. Guidance on the protection of those children and their treatment by criminal justice systems is provided in the UNODC Handbook on Children Recruited and Exploited by Terrorist and Violent Extremist Groups: The Role of the Justice System (Vienna, 2017).
As shown in figure 5, sport and sport-based programmes can offer children and youth opportunities and an environment in which they feel safe, valued, included, resilient, educated and empowered to say no to violent extremism.
CHAPTER I. UNDERSTANDING VIOLENT EXTREMISM

Why target children and youth?

The world today is more youthful than ever, with an estimated global population of 1.8 billion 10- to 24-year-olds. This number should be celebrated; however, a worrying statistic shows that one in four young people (aged 15–29) is affected in some way by violence or armed conflict. In sporting terms, that means that in a squad of 20 players, 5 players may have been a victim, perpetrator or witness of some form of violence or armed conflict.

Example

Islamic State in Iraq and the Levant has recruited youth fighters in at least 34 countries, and Al-Shabaab in Somalia recruited roughly 1,770 young people in 2017 alone. Extremists are skilled in the tactics of peer-to-peer recruiting, appealing to youth by offering a sense of community, enhanced status and safety. It is important to bear those tactics in mind when recognizing who is most at risk.


Recognizing the strength and capabilities of youth

Given the seriousness of violent extremism and the engagement of young people in such acts, it would be easy to think of youth as dangerous, unpredictable and vulnerable. However, within the United Nations system, youth are regarded as teammates and partners in all efforts to prevent violent extremism. In practice, youth and children should participate in all aspects of a sports project and take on leadership roles. By encouraging such participation, coaches can transform and change the flow of risk into strength and resilience to prevent violent extremism.

Positive youth development builds confidence, character, competence, caring and connections among young people. This happens when sport programmes:

- Take place in safe settings
- Allow coaches and volunteers to build positive adult-youth relationships
- Are consistent throughout each project
- Provide opportunities for young people to build their sports skills and life skills
- Provide pathways to relevant services (e.g., employment, education and health care)
- Encourage youth participation and leadership (peer or young sport leaders)

>>TIP

Consider youth as partners and engage them in different roles throughout the design and implementation of sport programmes, including as consultants or advisers.
In the process of defining the target groups and beneficiaries of programme activities, special consideration must be given to the risk of stigmatization and reinforced marginalization of individual participants or communities.

Broad targeting may lead to “suspect communities”, a term referring to the stigmatization, marginalization and exclusion of a particular community, which will subsequently drive feelings of unfairness that breed violent tendencies. On the other hand, a more focused approach in a programme for at-risk youth within those communities, although it may be considered more appropriate, may also lead to labelling and reinforce stigmatization.4

To avoid stigmatization of programmes and their participants, when designing and delivering sport programmes for the prevention of violent extremism, it is critical to understand the role of sport and the cultural norms associated with gender, age, youthhood, ability and disability, class, geographical location, education, economic and social mobility opportunities and marital status.

It is advisable, for example, to avoid specific references to the terms “radicalization” and “prevention of violent extremism” in naming the programmes and to focus instead on broader programme aims for the benefit of individuals and society, including youth and community development, learning and education objectives, social inclusion, empowerment and participation. Building community support by including, for example, other sport communities, families, local schools, individuals and local youth groups and other community members is also recommended as a means of reducing the risk of stigmatization and amplifying the positive outcomes and objectives of sport-based interventions.

The role of coaches and facilitators is essential in building an inclusive learning environment and preventing stigmatization.

Coaches should avoid using stigmatizing language that may cause harm. Such language includes direct references to terrorism or violent extremism or labelling people of specific religions, beliefs or other characteristics as potential terrorists. The relevant chapters of the present guide contain tips and practical guidance for coaches and facilitators to help them understand and mitigate the risks of labelling and stigmatization by applying the “do no harm” principle and promoting an inclusive approach.

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4 UNODC, Preventing Violent Extremism through Sport: Technical Guide.
CHAPTER 2.
SPORT AND THE PREVENTION OF VIOLENT EXTREMISM
2. SPORT AND THE PREVENTION OF VIOLENT EXTREMISM

Understanding violent extremism and why youth may be vulnerable to it can lead to the creation of an informed sports curriculum and opportunities for youth to develop prosocial behaviour and life skills that make them more resilient and resistant to violent extremism. Sport for the prevention of violent extremism builds on the unique ability of sport to actively and meaningfully engage youth, including those often found to be hard to reach through other, more formal interventions.

Sports can contribute to the empowerment of youth and the prevention of violent extremism.

![FIGURE 6. POSITIVE USES OF SPORT]

However, it is critical to remember that sport does not always lead to positive outcomes, and coaches should be aware of its limitations, including the following:

- The positive outcomes of sport cannot be guaranteed or presumed.
- Sport can generate conflict and incite violence.
- The power and popularity of sport is not always used in positive ways and is susceptible to abuse, exploitation and welfare concerns.
The long-term impact of sport-based programmes has been called into question. Specifically, once those programmes finish or the funding stops, the sustainability of the positive impact achieved on young participants is questionable. This is more often the case with youth in developing countries, who may lack access to other support programmes and networks and educational and employment opportunities.5

Although there are many soft skills and personal development skills that sport-based programmes in this area could aim to develop, the present guide focuses on five key preventive outcomes:

1. Creation of safe spaces
2. Social inclusion
3. Education
4. Resilience
5. Empowerment

Sport can be an effective tool to engage children and youth who are vulnerable to the root causes of violent extremism within their communities. In the context of preventing violent extremism through sport, the present guide is based on a five-zone approach, as shown in figure 8 and discussed in detail in chapter 4.

It is important for all persons acting as facilitators, including coaches, to deliver effective and safe sport-based activities in sessions on preventing violent extremism. Coaches take on many roles, including those of a role model, a teacher, a mentor, a trusted person to talk to and a positive person to follow. Their role is not easy, and many factors need to be considered for their safety, the safety of the participants and positive outcomes and impact. Given the sensitive nature of violent extremism, it is strongly recommended that facilitators receive training on human rights, including on gender equality, inclusive practices, good practice principles, child protection, welfare and safeguarding, and understanding violent extremism in their own communities.
Good coaches/facilitators do the following:

- Understand and can define violent extremism in their work and local contexts
- Know and understand core child and human rights principles
- Understand how violent extremism can affect boys and girls differently in their communities
- Apply inclusive practices in all sessions and understand the different needs of all participants
- Adhere to good practice principles and act as positive role models for participants
- Know the limits of what they know, and are aware of what they do not know
- Have a sound knowledge of support networks and services and referral procedures

Coaches and other facilitators must ensure that sport activities are delivered safely for themselves and their participants. They should also realize the limits of what they and sport can achieve, and they should recognize the need to refer participants to relevant services when needed (e.g., for social support, mental health or substance use or abuse).

To this end, it is important for facilitators of sport programmes to be aware of and work closely with expert services, such as social services and professionals in the fields of mental health and substance use (alcohol and drugs). It is also important that sport-based programmes for preventing violent extremism be designed and delivered with local partners and organizations that can support youth in the programmes.
What do coaches and sports leaders need to do?

Violent extremism is complicated, and the associated risks and recruitment tactics are different in every community. Before a project begins, therefore, it is important for coaches and other facilitators to take the time to do the following:

- Understand why children and youth may be vulnerable to violent extremism in the local community
- Identify the root causes and drivers of violent extremism in the national and local contexts
- Question whether the causes affect boys and girls differently
- Understand the potential as well as the risks and limitations of sport-based programmes for the prevention of violent extremism
- Consult with relevant stakeholders, experts and other organizations working in this area
- Communicate with other organizations working in sport programmes for the prevention of violent extremism to share good practices

GUIDANCE FOR FACILITATORS ON GETTING STARTED

- Anticipate challenges and be prepared to adapt activities or ask for support.
- Encourage discussions during your sessions.
  - Do not interrupt or silence participants.
- Realize opportunities for both boys and girls to participate.
  - Make sure that sport spaces are safe for boys and girls, with access to appropriate facilities (e.g., separate bathrooms and changing areas).
- Build safe community networks that do not negatively affect youth-led learning.
  - Attend training sessions to enhance your skills and understanding. Familiarize yourself with training materials and tools and local experts working with youth and violent extremism.
- Be patient; it takes time to build positive relationships with youth and to see results.
  - Keep asking questions and reflecting so that you can monitor progress.
- Know that you are not alone.
  - Invite experts who can support discussions on sensitive topics relating to violent extremism.
  - Work with specialized services and organizations and develop networks and processes for aftercare and referrals.
  - Work with local specialist organizations to engage and deliver informal education sessions with the wider community through your project.
CHAPTER II. SPORT AND THE PREVENTION OF VIOLENT EXTREMISM

ON THE FIELD

- Recognize that you are a role model.
  - Youth will observe your behaviour and take cues from you on what is expected of them.
- Be friendly and open to learning from youth.
  - Learning from them will shape your strategy and approach to sensitive issues surrounding violent extremism.
- Encourage youth leadership and participant-led dialogue.
- Balance fun and playing sport with connecting sport to the five zones and outcomes.
- Be mindful of the opportunities and limitations of sport-based activities.

Early signs and referral

Facilitators of sport-based interventions do not have the capacity and should not have to handle the additional task of conducting risk assessments for the prevention of violent extremism. However, they are important actors within the prevention process and may identify cases that are in need of further support. Therefore, it is important for facilitators to be able to identify the early behavioural signs that could be tipping points towards violent extremism.

The non-exhaustive list below includes key behavioural signs and indicators that may be observed and can be used for potential referrals to specialized staff and services for additional support. If more than one of these warning signs are noted, facilitators should speak to parents and others in the participant’s support network to see if they have also noticed shifts in behaviour and also seek more information to understand the participant’s situation. In this process, it is essential to respect and ensure confidentiality in order to avoid stigmatization and ensure that support is provided.

>>TIP
Coaches may be confronted by young people who are radicalizing towards violence, and this can threaten the programme and the safety of the participants. As a coach, you should be as inclusive as possible, but also have clear boundaries and rules. Make it clear that participants who threaten the safety of others will be removed from the programme with the support of specialist services.
Key behavioural signs and indicators include the following:

- Sudden break with family and long-standing friendships
- Suddenly dropping out of school and/or conflicts with school
- Expression of doubts about self-identity and changes in behaviour relating to food, clothing, language or finances
- Emerging or increased violent behaviour towards others, antisocial comments, rejection of authority, refusal to interact socially
- Regular viewing of Internet sites and participation in social media networks that condone radical or extremist views
- Hate statements and/or references to extreme views or conspiracy theories
- Possession of extremist material
- Targeting or harming other participants on the basis of conflicting views or beliefs
CHAPTER II. SPORT AND THE PREVENTION OF VIOLENT EXTREMISM

Project spaces and procedures

☐ Did you receive training on safety and safeguarding from expert-trained staff before/upon joining the programme?

☐ Are the facilities safe and fit for purpose?

☐ Is the equipment safe and appropriate?

☐ Has a risk assessment been conducted?

☐ Can you identify risks?

☐ Are the participants safe from outside groups?

☐ Have the parents or guardians of all child participants given consent for them to attend?

☐ Are the facilities appropriate for boys and girls? For example, are there separate changing areas and spaces for separate discussions?

☐ Are there procedures in place for first aid?

☐ How do you report risks, changes in behaviour and concerns about individual participants?

Good practice principles for coaching

☐ Clearly introduce yourself.

☐ Clearly communicate the aims of each session.

☐ Ensure that each session relates to one or more of the five zones.

☐ Be open to working with other experts and stakeholders in the prevention of violent extremism.

☐ Ensure that the sport space and equipment is safe and used appropriately.

☐ Create a cooperative environment and encourage participants to take on leadership roles.

☐ Do not use stigmatizing language that may cause harm (e.g., direct references to terrorism or violent extremism, labelling persons of a specific religion, beliefs or other characteristics as potential terrorists).

☐ Listen to participants and encourage open communication.

☐ Collaboratively create a project philosophy and rules document.

☐ Create a code of conduct in the form of an informal contract on accepted behaviours signed by you and the participants.

Checklists

Use the checklists as a guide to create safe spaces for the project and to develop good practice principles. If the criteria are not met, then speak with programme managers and ask for support.
CHAPTER 3.
HUMAN RIGHTS-BASED APPROACH AND SAFEGUARDING
3. HUMAN RIGHTS-BASED APPROACH AND SAFEGUARDING

**Human rights**

A human rights-based approach to sport and the prevention of violent extremism recognizes that everyone, regardless of age, gender, ability, religion, race or political views, has the same rights. Children and youth have the right to be heard, to participate in society and to be treated fairly and with respect.

Sport projects in this area should be designed and delivered using a participatory approach. This means that participants in a project should feel free to communicate, give suggestions and work with coaches to deliver and enjoy sessions.

Many concepts and principles in sport can be used to highlight key themes that can then be discussed in relation to violent extremism. For example, in promoting human rights among young participants, it is helpful to consider the “fair play” ethic in sports as a point of reference. Fair play involves far more than just following the rules of the game; it is about the attitude of the sportspersons, as well as integrity, respect, inclusion and justice.

**Human rights and sports principles**

According to the Declaration of the International Fair Play Committee,

“We cannot understand fair play unless we link it to moral values such as the spirit of justice, fairness and human dignity. This ‘broad’ vision makes fair play accessible to all and underpins all its specific applications. ... Respect must go to the loser as well as to the winner. In order for there to be justice, equality of opportunity is ... necessary.”
CHAPTER III. HUMAN RIGHTS-BASED APPROACH AND SAFEGUARDING

GUIDANCE FOR FACILITATORS ON APPLYING A HUMAN-RIGHTS BASED APPROACH

- Introduce participants to human rights principles through play and sport using the themes of fair play, respect for all and integrity.
- Co-create a project “code of practice” with participants based on fair play principles.
- Support children and youth in identifying ways in which human rights influence how they play sport and make decisions. For example, coaches may wish to address the following questions:
  - How can we demonstrate fair play in sport?
  - How can we demonstrate fair play outside of sport?
  - Can participants think of real-life examples?
- Use sport to encourage youth to challenge discrimination and create inclusivity.
  - For example, can participants identify any groups or individuals who are not participating in the project, then identify reasons and find safe and fun ways to integrate them?
- Use sports activities to talk about fairness and respect. Identify “teachable moments” (e.g., opportunities to discuss rule-breaking or fair play).
- Encourage participants to relate those principles to everyday life.

Gender and preventing violent extremism

Violent extremist groups have recruited both boys and girls for different reasons and by different methods. For example, women and girls have historically been used to force moral codes upon other women or used as “wives”, caregivers, teachers and fundraisers. In more recent times, women have been used to carry out violent attacks. On the other hand, men are often seen as the “face” or the physical strength of violent extremism.

Gender equality and human rights should be part of the good practice principles of all projects, and coaches should understand what that means in their local context.

Applying a gender perspective to projects for sport and the prevention of violent extremism requires facilitators to understand the needs of all participants equally and challenge stereotypes associated with gender.
GUIDANCE FOR FACILITATORS ON APPLYING A GENDER PERSPECTIVE IN A PROJECT

Practical matters

• Ensure that facilities are gender-friendly.
  – For example, provide access to separate changing facilities.
• Encourage mixed-gender coaching teams.
• At the same time, coaches must be aware of any restrictions on single- or mixed-gender programmes.
• Within mixed-gender programmes, allow for gender considerations.
  – How can activities be delivered safely in mixed spaces?

Gender considerations

• Be aware that some sports are seen as more “masculine” than others.
  – Consider how martial arts or contact sports may prevent girls from participating and consider ways to open them to girls, or choose sports that are more likely to attract their participation.
• Be aware of the different ways in which girls and boys are at risk of violent extremism.
• Injuries pose a risk to all sports participants but can be a major deterrent for women and girls.
  – Planning for risk in programme activities can be an important element in convincing families to allow their girls to play.
• The use of female sport and non-sport role models is helpful within communities that are not familiar with the participation of women in sport.

Sociocultural factors

• Make sure that all participants have the support of their families to take part in the project.
• Consider participants’ roles in the household when scheduling programmes.
• Identify harmful gender stereotypes in communities and in sport, including rigid masculinities.
Thousands of children have been abducted, recruited, and used by terrorist and violent extremist groups in recent years. Children are particularly vulnerable to recruitment and exploitation by terrorist and violent extremist groups and are specifically targeted by such groups for a number of reasons, including as an investment in the future of those criminal organizations and groups, and they are exploited in different ways. Children are often forced to carry out domestic duties, used as spies, exploited sexually or for forced labour or services, including the commission of crimes, enslaved or used in combat and, increasingly, as suicide bombers.

Children and youth who are vulnerable to violent extremism may be radicalized, groomed and exposed in different ways:

- They may be groomed online or in person by people who introduce them to extremist ideas. Youth may be radicalized over the Internet or through the influence of their friends.
- They may be groomed by family members who hold extremist beliefs.
- They may be exposed to violence, extremist imagery, promotional materials and writings that can lead to the development of extremist beliefs.

In sport-based projects for the prevention of violent extremism, facilitators must recognize the rights and welfare of all participants. A child safeguarding policy and a code of conduct must be in place for the project and the staff engaged in sport activities.

*Office of the Special Representative of the Secretary-General for Children and Armed Conflict, Child Recruitment and Use. Available at https://childrenandarmedconflict.un.org/six-grave-violations/child-soldiers/.*
Safeguarding and welfare considerations in sport

Safeguarding is the protection of people’s health, well-being and human rights, and it enables them to live free from harm, abuse and neglect. For the purposes of this practical guide, safeguarding is used to refer to the facilitators’ responsibility to ensure that sport-based activities and coaching behaviours do no harm to participants. If you have any concerns about a participant’s safety and protection, you must report those concerns immediately and appropriately, ensuring confidentiality. Make sure that you are aware of the reporting and referral procedures in place. If none are available or you are not aware of them, you must raise this issue with the programme manager and the implementing organization.

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If you have any concerns about a participant’s safety and protection, you must report those concerns immediately and appropriately, ensuring confidentiality. Make sure that you are aware of the reporting and referral procedures in place. If none are available or you are not aware of them, you must raise this issue with the programme manager and the implementing organization.

![Safeguarding Risks Diagram](image-url)

- Physical injury due to unsafe training methods or practices
- Emotional and psychological abuse including in the form of parental, coaching or peer pressure and bullying
- Sexual violence and exploitation
- Peer aggression, with participation as a potential opportunity to release frustrations and aggression
- Bullying
- Child labour and trafficking
- Physical injury due to unsafe training methods or practices
- Peer aggression, with participation as a potential opportunity to release frustrations and aggression
- Bullying
- Child labour and trafficking

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Safeguarding and welfare are especially important in the context of efforts to prevent violent extremism given the unpredictable nature of sport itself. An overview of the main risks is provided in figure 11. The following should also be noted:

- In the context of the present guide, bullying is defined as any hostile or offensive action against child participants who are perceived as “different”. Such actions might include verbal, physical or emotional harassment, degrading comments, name-calling, gestures, taunts, insults or “jokes”, or humiliating, excluding or refusing to work or cooperate with others because of such differences as gender, sexual orientation, religion or ethnicity.
- Child labour and trafficking are often associated with talented young athletes but may also be a concern given the potential for extremist groups to recruit fit and healthy children and youth who participate in sports programmes.
- The perpetrators of sexual violence and exploitation against children in sport have been identified primarily as authority figures, in particular coaches, as well as other trainers and counsellors.

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8 United Nations Children’s Fund, Protecting Children from Violence in Sport: A Review with a Focus on Industrialized Countries (Florence, Italy, Innocenti Research Centre, 2010).
The list below can be used as a guide to ensure that good practice principles are understood. If you do not understand or cannot answer any of the questions below, please ask for guidance from project managers and staff or speak with relevant experts.

- Is the space safe for communicating and delivering sport activities?
- Is there an opportunity for mixed-gender teams?
- Do you know what to do if the space is unsafe or a risk is identified or concerns are raised regarding specific participants? If you cannot answer this question, then you should ask the project manager straight away.
- I understand that I should never be alone with any of the participants.
- I understand that I need to communicate using age-appropriate language that is contextually sensitive to social and cultural norms and risks.
- Have all participants under the age of 18 provided evidence of parental consent?
- I understand that participants should not be exposed to any individuals who are not associated with the project during sports training and project sessions.
- Have you planned sport-based activities so that they are appropriate for your target age group and for boys and girls in order to ensure safe practices and reduce the risk of physical injury?
- Have all coaches, volunteers and peer/youth leaders been trained in best practices relating to child rights and human rights and in safe practices for sport?
- Do all coaches, volunteers and peer/youth leaders understand and recognize the risk of exploitation and abuse that may arise within sport spaces?
- Do all coaches and participants understand the codes of conduct, values and co-created rules in the project?
- Do all coaches understand the need to monitor the language they use to ensure that it is not stigmatizing or harmful to participants?
CHAPTER 4.
FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT
4. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

The approach of the present guide targets the primary prevention stage and is focused on five interrelated core development themes:

- Creating safe spaces
- Social inclusion
- Education
- Resilience
- Empowerment

As shown in figure 12, these five themes connect to key life skills and educational outcomes, more specifically:
CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

• **Meaningful engagement**: Through sports activities, children and youth can safely communicate about attitudes towards violence and extremism. Participants’ experiences and reflections can also be captured as part of the programme monitoring and evaluation process (see chap. 5).

• **Active participation**: Sport can be a tool for actively engaging children and youth, and this provides initial opportunities to position at-risk individuals and groups as active participants, and not as passive recipients, in sports interventions and learning.

• **Life skills**: Sport is seen as a strategy to empower participants. Empowering children and youth through decision-making and leadership tasks in sports can help them develop their soft skills.

• **Peer learning and critical thinking**: Sport can establish and support youth mentoring and peer-to-peer learning on the prevention of violent extremism on the sports field. Great care needs to be taken in deciding how best to engage youth and children in a way that is safe and consensual and ensures their right to be heard, to question what is taught and to participate in such a way that their dignity is respected.

• **Youth leadership**: Children and youth can take on different roles in sports programmes, such as those of coaches, referees, captains, administrators and team managers, and they can use those roles to create and lead in activities related to the prevention of violent extremism. Sport can help to build trusting relationships between coaches and youth.
ZONE 1: SAFE SPACES

In locations at risk of or affected by violent extremism, a safe space represents a place where participants and facilitators feel confident that they will not be exposed to discrimination, criticism, harassment or any other emotional or physical harm. In turn, this allows youth to openly express their individuality, protect their dignity and pursue opportunities to participate in sport while engaging in meaningful dialogues that tear down barriers of judgment, hate speech and violence.9

Figure 13 shows the priority development areas to be worked on in the safe spaces zone. Games and activities in this zone will thus focus on those dimensions.

Sport and safe spaces

Sport can enable facilitators to build safe spaces through the strategic planning of sport-based activities and through its inherent power, neutrality and popularity.

Figure 13.
SPORT, PREVENTION OF VIOLENT EXTREMISM AND SAFE SPACES KALEIDOSCOPE

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CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

ZONE 1

Insights

→ There should be procedures in place to address any violations of the rules and regulations.
→ It may be a good practice to have trusted supporting practitioners (e.g., social workers, volunteers and community leaders) as points of reference to ensure that conflict does not escalate.

Prevention factors checklist

☐ Commit to policies that celebrate and welcome diversity; know the cultural setting and context of the people or place.
☐ Adopt a multi-agency approach that includes all relevant stakeholders and specialized services from the beginning in order to offset risks.
☐ All coaches and participants need to adhere to a collaborative code of practice and behaviour to which all participants agree, including nurturing and sustaining an open and safe space.
☐ Ensure that coaches and youth leaders are aware of the potential for their space to be used as a recruitment opportunity and aware of attempts to isolate individual participants.
☐ Create a separate programme for coaches in which they can check in on a regular basis to get supplementary psychosocial and employability skills training.
☐ Ensure that the identities of participants are protected by putting procedures in place for people who want to join the programme.

Practical guidelines

→ Be welcoming to ensure that a diverse group of youth will enrol in the programme.
→ Gain local support and access. Establishing community buy-in to the programme will lead to a more holistic integration of marginalized youth back into their society.
→ Collaborate with youth to construct a code of practice and rules.
→ Use sport as an icebreaker and an entry point into sensitive or risky discussions.
→ Encourage peer-to-peer dialogue and interaction, as this will help to build a good rapport within the safe space, which will then spill over into strong social bonds and positive networks outside the programme.
→ Involve volunteers to promote intercultural dialogue and offer extra support in programme delivery.
ACTIVITIES

Facilitate the co-creation of a code of conduct

ACTIVITY 1: CODE OF CONDUCT

Begin the training session with a discussion on behaviours. Have participants draw up and sign a code of conduct for training sessions and sensitive discussions. Have them decide among themselves and in collaboration with practitioners what parameters will be selected and the resulting penalties if the agreed-upon code is broken. Discuss as a group how they will react and manage situations when the rules are not followed.

Reflection

Creating the code of practice collaboratively increases a sense of ownership among participants and increases emotional safety within the space. Encourage peer-to-peer dialogue in creating the code and have participants create a poster of the code in order to increase familiarity with the rules.

Facilitate activities that encourage effective communication

ACTIVITY 2: LOOK AT AN IMAGE AND COMMUNICATE WITH GESTURES

Divide the participants into groups of 5 to 10 persons and have each group form a line with their backs to the facilitator. The groups should play the game one after another. The participant closest to the facilitator should turn and face the facilitator, who will show him or her an image of an object or animal. That participant will then turn, touch the next person in line and, using only signs and gestures, describe or communicate what he or she saw. The second participant should then turn, tap the next person in line and use those signs and gestures to describe the image to that person. This process is to be repeated until it reaches the person at the other end of the line, who will have to name the object or animal aloud.

Reflection

In the course of this activity, the other participants should act as observers and evaluate the process. After the exercise, the facilitator will reveal what was on the image and ask the participants to reflect on the challenges of communicating effectively and on how information can be altered as it moves from person to person.
Facilitate activities that simulate conflict

**ACTIVITY 3: CHEATER GAME**

Create a challenge such as one in which participants are expected to fill a bucket with balls in a race-like experience. Without other participants knowing, simulate “cheating” by telling one of the participants to knock over their opponents’ bucket. Use the situation as an opportunity for conflict management and non-violent means of resolving conflict.

**Post-game reflection**

How did the other participants react to the act of cheating? What did you do to resolve the conflict? Did the participants voice their frustration? Encourage dialogue among participants.

Facilitate activities that increase participant familiarity through meaningful interaction

**ACTIVITY 4: PASS AND SHARE**

Have participants pass each other the ball in a circle and rotate positions. As they pass the ball, encourage them to share something about themselves with the person receiving the ball.

**Post-game reflection**

Did the participants learn more about each other? Can they explain what they learned? What aspects of their lives or personalities did they share? How did the participants feel about the activity?

**GUIDING QUESTIONS FOR FACILITATORS**

- Have conflicts been resolved in a non-violent way?
- Do participants voice their frustrations?
- Do they participate in discussions and dialogue?
- How do you rate the space in terms of the dimensions identified at the beginning of the chapter?
SAFE SPACES ZONE SUMMARY

**Definition:** A safe space represents a place where participants and coaches feel confident that they will not be exposed to discrimination, criticism, harassment or any other emotional or physical harm.

**Objective and outcomes:** The objective is to transform the idea of a safe space from a physical location to a representation of the values that embody such a space: emotional and physical safety, effective communication, peaceful conflict resolution, respect and inclusion. As a result, young participants will be able to reflect on the positive lessons and ideas gained in the safe space and widen their networks.

**Reflection points for facilitators**

- Have I committed to celebrating and welcomed diversity?
- Have I used an incident of conflict as a discussion point to help participants develop their conflict management skills?
- Has any participant been isolated or felt excluded?
- Have participants been participating in group dialogue?
CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

ZONE 1

FIGURE 14. SUMMARY INFOGRAPHIC FOR THE SAFE SPACES ZONE

WHAT IS IT?
A safe space is a place where participants and coaches feel assured that they will not face any kind of emotional or physical harm.

WHAT IS NEEDED?
Access for all without risk of physical harm
Acceptance of conflict that is free of violence
Participants feel that they are part of the programme; participants feel protected and supported

HOW DOES IT HELP?
A safe space allows youth to openly express their individuality, protect their dignity and pursue opportunities to participate in sport while engaging in meaningful dialogues without judgment, hate speech or violence.

GOALS
To create a positive environment to which participants feel they belong
To encourage open dialogue between diverse groups of people
To show non-violent ways of dealing with conflict

→ Subgroups or social hierarchies may form among participants.
→ Exclusion in and of itself can be difficult to identify.
→ The competitive nature of sport can challenge the inclusion goals of the programme.
→ The impact can be limited to sport spaces, and youth at risk of violent extremism may return to other external pressures in their day-to-day lives.

→ Youth leaders and coaches need to be able to recognize exclusion and discuss strategic measures to prevent it. The culture of the project should aim to create new ideas of individual and group identity.
→ Perpetrators of violent extremism can threaten the space and disrupt social inclusion.
→ Coaches need to be aware of the potential for separate networks to be formed and should use youth leaders to prevent association with networks that are linked to violent extremist groups and/or views.

Things to look out for

Risks to mitigate

→ Subgroups or social hierarchies may form among participants.
→ Exclusion in and of itself can be difficult to identify.
→ The competitive nature of sport can challenge the inclusion goals of the programme.
→ The impact can be limited to sport spaces, and youth at risk of violent extremism may return to other external pressures in their day-to-day lives.

→ Youth leaders and coaches need to be able to recognize exclusion and discuss strategic measures to prevent it. The culture of the project should aim to create new ideas of individual and group identity.
→ Perpetrators of violent extremism can threaten the space and disrupt social inclusion.
→ Coaches need to be aware of the potential for separate networks to be formed and should use youth leaders to prevent association with networks that are linked to violent extremist groups and/or views.
Session evaluation template for the safe spaces zone

Date of session: .............................................

Name of facilitator: ..........................................

Topic or session objective: ....................................

Complete the evaluation for today’s training session.

<table>
<thead>
<tr>
<th>KEY THEMES</th>
<th>CRITERIA</th>
<th>RATING FROM STRONGLY DISAGREE (1) TO STRONGLY AGREE (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and adequate facilities</td>
<td>Facilities are welcoming and fit for purpose</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants were playing safely</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants are attending sessions regularly</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Facilities are gender-friendly (e.g., changing rooms)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Increased trust and high retention rates</td>
<td>Participants communicate freely and respectfully with one another</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants feel confident and included during sessions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants continue to participate in sessions</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Follow-up activity for facilitators

Reflect on why you have given these ratings and how they can be improved in the future. What can be learned and improved?
Social inclusion represents a defence against violent extremism and connects strongly to building resilience and setting the mental and social bases for being open to learning and making good decisions, including actively rejecting the push and pull factors towards violent extremism and terrorism.

Social inclusion is the process by which efforts are made to ensure equal opportunities so that everyone, regardless of their background, can achieve their full potential in life.

As a tool for realizing and strengthening social inclusion, sport can be highly impactful when used within the framework of a well-structured programme, in particular one that addresses issues of social and personal development\(^{10}\) of children and youth who are considered to be at risk of violent extremism.\(^{11}\) Social inclusion through sport increases social bonds between participants and provides them with a feeling of purpose, thereby countering radical activities.\(^{12}\)

Figure 15 shows the priority development areas to be worked on in the social inclusion zone. Games and activities in this zone will thus focus on those dimensions.

\(^{10}\) Public Safety Canada, “Research highlights: crime prevention – sports-based crime prevention programs” (2017- H03-CP).


Research suggests that social networks are very important in the process of radicalization, justifying the need to incorporate a social inclusion dimension in any discussion or intervention focused on violent extremism.

**Insights**

- Stakeholders and partners need to be aware of the specific cultural and social context at the local level before opening up the space for participants.
- Winning in sport should be framed to include success through teamwork, taking on responsibility, and learning.
- Coaches need to facilitate games and lessons on the sports field that highlight the need for soft skills to enhance inclusive interaction.
- Coaches and administrative staff need to act as role models who show inclusive practices and should be aware of potential risks posed to participants beyond the project.
- Coaches need to be aware of the potential for separate networks to be formed and should use youth leaders to prevent association with networks linked to violent extremist groups and/or views.
- The culture of the sport-based intervention should aim to create new ideas of individual and group identity through positive interactions between young people from different backgrounds.

**Prevention factors checklist**

- Facilitate games that require communication and encourage active listening.
- Plan activities that deliver messages of fair play, respect for each other and for rules, equality and celebrating differences.
- Allow participants time between activities to reflect on and discuss the lesson in each game.
- Reinforce positive messages through sport and acknowledge the challenging situations of everyday life outside of sport and the skills that participants are learning to support themselves and each other.
- Work to encourage participants to influence and adopt best practices and social inclusion policies for the project and team.
ACTIVITIES

Facilitate activities that require communication and active listening

ACTIVITY 1: BLINDFOLD POINTS

Have participants work in pairs. One of them should be blindfolded, and the other must direct him or her, using verbal instructions only, to a particular area in order to score a point.

Post-game reflection

Allow discussions on the difficulties encountered when listening to instructions. On the other hand, how hard was it to give directions? Encourage participants to switch roles and experience how their partner was feeling. The activity can be followed by discussions on the need to give proper directions, to control tempers, to listen and to tailor instructions to a partner’s needs.

Facilitate activities that encourage teamwork

ACTIVITY 2: TEAM POINTS

Choose a team-based sport, such as football or basketball, and add a new rule for scoring: a team can score a point only after all members of the team have touched the ball at least once. Encourage team members to assign roles, with one player responsible for counting out loud and another in charge of making sure that each person has touched the ball.

Post-game reflection

Encourage discussions on the process of making sure all members have touched the ball. Did the participants come up with a system to ensure that no one was skipped? Did the members with assigned roles encounter any difficulties?
Facilitate activities that promote inclusion

ACTIVITY 4: ROLLER BALL

Prepare the session by marking out a pitch. It can be of any size, but it must accommodate all of the players with room to move between them. Set up a small goal at each end, marked by different coloured cones, and set up a row of cones across the pitch to mark the final third on either side. The ball used can be a football, netball or volleyball.

The rules of the game are a mix between hockey and netball. Once a player has the ball, that player cannot move with it, and he or she can only score from within the final third of the pitch. The ball must be passed on the floor or ground, and the opponents must defend from at least one metre away. A team cannot score a goal until all members of the team have touched the ball at least twice.

Post-game reflection

In sport, it is easy to “lose” players or “hide” people on a pitch during games; this resembles life. Ask the players to reflect on the benefits of having to use all players in a game.

Facilitate activities that reward fair play behaviour

ACTIVITY 3: FAIR PLAY POINTS

In this activity, which can be integrated and practised in a variety of team sports, teams get extra points for displaying good sporting and positive social skills towards opponents. Another variation of this activity is to give the team that displays the most positive behaviour a coloured card that is worth bonus points as the game goes on. Teams “compete” to receive the card through positive behaviours.

Post-game reflection

Have the participants decide on behaviours that should be rewarded through the fair play point system. This will encourage discussions about desirable behaviours and their advantages.
ZONE 2

SOCIAL INCLUSION

ZONE SUMMARY

Definition: Social inclusion can be defined as the process of improving participation in society. It may also refer to a process of encouraging social interaction between people with different attributes and opening up access to participation in all spheres of social life.

Objective and outcomes: Reinforcing a sense of community and positive peer group interactions to build defences against recruitment to violent extremism.

Reflection points for facilitators

• Have I created opportunities for positive interactions between participants?
• Do I have a good understanding of the participants’ cultural and contextual environment?
• Have I worked to develop participants’ soft skills, such as communication, respect and active listening?

Design a poster

→ Have participants in groups of four design posters to be put up in a corner of the room.
→ The participants in each group should work together to create posters with images of social inclusion practices and their associated meanings.
→ They may cut images out of magazines, take photos or create their own drawings.
→ Stimulate a discussion based on the images chosen in the posters. What does social inclusion mean to them? What is needed to ensure social inclusion?
CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

ZONE 2

→ Youth leaders and coaches need to be able to recognize exclusion and discuss strategic measures to prevent it. The culture of the project should aim to create new ideas of individual and group identity.

→ Perpetrators of violent extremism can threaten the space and disrupt social inclusion.

→ Coaches need to be aware of the potential for separate networks to be formed and should use youth leaders to prevent association with networks that are linked to violent extremist groups and/or views.

Things to look out for

→ Subgroups or social hierarchies may form among participants.
→ Exclusion in and of itself can be difficult to identify.
→ The competitive nature of sport can challenge the inclusion goals of the programme.
→ The impact can be limited to sport spaces, and youth at risk of violent extremism may return to other external pressures in their day-to-day lives.

Risks to mitigate

→ Youth leaders and coaches need to be able to recognize exclusion and discuss strategic measures to prevent it. The culture of the project should aim to create new ideas of individual and group identity.

→ Perpetrators of violent extremism can threaten the space and disrupt social inclusion.

→ Coaches need to be aware of the potential for separate networks to be formed and should use youth leaders to prevent association with networks that are linked to violent extremist groups and/or views.

FIGURE 16. SUMMARY INFOGRAPHIC FOR THE SOCIAL INCLUSION ZONE

WHAT IS IT?
Social inclusion means making everybody feel equal and included, regardless of their background, gender, beliefs, physical appearance or differences.

WHAT IS NEEDED?
- Team games with frequent opportunities to talk
- Development of group listening skills
- Delivering positive messages of respect, fair play and equality
- Strong encouragement by facilitators to increase confidence

SOCIAL INCLUSION

HOW DOES IT HELP?
Social inclusion through sport allows participants to make friends and to feel confident taking part in group activities. Feeling socially included gives youth a purpose within the programme.

GOALS
To create a friendly environment where all participants feel safe, included and encouraged to contribute to group discussions and activities. To build a sense of community.
**SOCIAL INCLUSION: SUMMARY**

Session evaluation template for the safe spaces zone

Date of session: .............................................

Name of facilitator: ...........................................

Topic or session objective: ....................................

*Complete the evaluation for today's training session.*

<table>
<thead>
<tr>
<th>KEY THEMES</th>
<th>CRITERIA</th>
<th>RATING FROM STRONGLY DISAGREE (1) TO STRONGLY AGREE (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased sense of belonging and participation</td>
<td>Participants felt included in the programme</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants willingly took part in the group activities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants grasped how we can promote inclusion in our everyday lives</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Positive approaches to teamwork</td>
<td>Participants interacted with each other instead of remaining in separate groups</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>The number of negative incidents or conflicts experienced on the field has decreased</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Use of positive conflict resolution strategies</td>
<td>Conflicts have been resolved in positive ways</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants have taken initiative and demonstrated peer-led conflict resolution</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Follow-up activity for facilitators**

Reflect on why you have given these ratings and how they can be improved in the future. What can be learned and improved?
This zone provides the link to the formation of new ideas, identities and perspectives in order to equip youth with new information and skills as they begin to develop new pathways towards feeling empowered and valued in society. This is done firstly through the continued practical use of sport to create spaces for personal growth and critical thinking, and secondly through interactions with key stakeholders inside and outside the project space.

In sport interventions, it is critical that the educational environment, instruction and good practices complement each other. Learning opportunities may arise throughout the programme, whether within formal training workshops or through sport’s informal “teachable moments”. Ultimately, the goal of sport programmes targeting the prevention of violent extremism is to help participants learn and put new skills and values gained within programmes into action in their communities and daily lives.

Figure 17 shows the priority development areas to be worked on in the education zone. Games and activities in this zone will thus focus on those dimensions.

"Teachable moments" are events or experiences that present good opportunities to learn more about a particular aspect of life. Sport practices and activities on the sports field can offer many such learning opportunities.
CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

ZONE 3

Insights

→ Educational experiences may be spontaneous and may not follow a curriculum, making it more difficult to plan and standardize a programme experience.

→ When educational opportunities are not integrated into sporting activities and throughout the programme, participants will not benefit from teachable moments and may miss valuable learning outcomes.

Prevention factors checklist

☐ Facilitators need to encourage positive programme experiences without focusing too heavily on sport or non-sport components.

☐ It is useful to use a "train the trainers" approach to building skills and other educational activities. It is also advisable to use peer-to-peer bonding in order to facilitate participants acting as role models.

☐ Partnering with experts and community leaders helps to create pathways for participants towards improving their livelihoods.

☐ Programmes can be used to disseminate accurate information about religions, cultures and ideologies and to counter false perceptions.

☐ Life skills such as negotiation, listening, teamwork, critical thinking and communication should be emphasized just as much as formal qualifications.

☐ Formal qualifications and vocational training opportunities should be provided through programmes. This can also be achieved through partnerships with relevant educational institutions.

☐ Programme activities should be used to expand educators’ and participants’ knowledge through peer-to-peer learning.

Practical guidelines

→ Facilitate activities that focus on certain learning outcomes.

→ Play games that encourage communication and social skills.

→ Invite partners and internal staff members to speak about their experiences, and invite external speakers relevant to a particular learning topic.

→ Connect participants with opportunities to earn formal educational qualifications.

→ Simulate mentorship opportunities and apprenticeships.

→ Encourage shared learning experiences and team bonding to strengthen the participants’ sense of belonging.

→ Be mindful of the teachable moments and lessons provided on the playing field and ensure that participants have time to reflect on those moments in order to optimize learning outcomes.
ACTIVITIES

Facilitate pathways towards gaining qualifications and vocational training

ACTIVITY 1: GET QUALIFIED

Work with participants and community stakeholders to offer relevant vocational training courses that offer qualifications to participants when they complete the course. The qualifications must be relevant to the participants and the wider community. Vocational training courses may include, but should not be limited to, professions and qualifications linked to the sport sector.

Reflection

Are there courses that would interest the participants but are not available? Are the qualifications relevant to the community and job market? Work with participants to improve the courses in terms of their approach and scheduling in order to make them more attractive and to encourage increased enrolment and interaction.

Facilitate interest in learning and introduce different learning environments

ACTIVITY 2: PLAYMAKERS

Split the group into smaller groups. Each group then has a set time period in which their only instruction is to create an original sports game. They are given a method of recording the rules they come up with. After the time is up, the groups are paired up and given time to set up and introduce the other team to their game.

Reflection

A “flipped classroom” in which students are asked to think about leading a session and educating people about a new concept gives them an appreciation for the challenges that surround education and educating others. Once the teams have both had a chance to deliver their sessions, ask each team to share positive feedback about the game they have been shown with the larger group.
CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

Facilitate opportunities for practical training

ACTIVITY 3: VOLUNTEERING

Form relationships with community business owners and arrange opportunities for participants to volunteer for job training. Invite selected owners to speak to the participants at training sessions. Such arrangements should always be in line with applicable legal requirements, and the rights and safety of participants must always be ensured in order to prevent any type of exploitation, including labour exploitation.

Reflection

Were the participants aware of the business before the training session? Did they like the idea of volunteering or doing internships for job skills training? Does the business have other social initiatives that can benefit participants?

Facilitate mentoring opportunities

ACTIVITY 4: MENTORSHIP PROGRAMME

Encourage exceptional participants who complete the programme or are distinguished senior members of the programme to sign up as mentors for new participants. This will help to expand social networks and facilitate the sharing of experiences and feelings.

Reflection

How do participants feel about the mentorship programme? Are they encouraged to eventually become mentors themselves? What have they gained from the programme?

GUIDING QUESTIONS FOR FACILITATORS

- Have participants learned new skill sets?
- Have participants obtained any formal qualifications as a result of the programme?
- Have “teachable moments” been utilized as learning opportunities?
Within the programme space, set up a bulletin board where vocational training and apprenticeship opportunities can be posted that participants can apply for, and key contact numbers included.

Make sure the board is visible to participants as they enter and exit the space.

Discuss the opportunities posted with participants at the beginning or end of each session.

**EDUCATION ZONE SUMMARY**

**Definition:** The education zone refers to the values that can be learned through sport participation, such as fairness, team-building, equality, discipline, inclusion, perseverance and respect, in addition to formal learning opportunities for capacity-building and qualifications.

**Objective and outcomes:** In sport for development and peace interventions, in particular those aimed at preventing violent extremism, the key is in encouraging positive educational experiences – both formal and informal. Ultimately, the goal is to help participants transfer the skills learned and values gained and put them into action in their communities and lifestyles.

**Reflection points for facilitators**

- Have I committed to being trustworthy and dependable for participants?
- Have I furthered the participants’ understanding of a subject and their skill sets?
- Have any participants taken training courses for formal qualifications?
- Have I identified possible role models and mentors?
ZONE 3

Experts need to be vetted before being invited into the programme to interact with participants. Educators who are not aware of the participants' background may unintentionally offend or exclude certain participants. Practitioners must be adequately trained. A lack of training may lead to a diminished sense of trust among participants who have come to know and depend on the facilitators.

Participants with weaker educational backgrounds or weaker skills may feel excluded. The participants’ desire to play sport may not be enough motivation for them to join educational classes. Be watchful of any conflicts or deviant behaviours. In the event of a conflict, it is necessary to have rules and regulations that the staff can turn to and remind the participants of their commitments.

Things to look out for

Risks to mitigate
**EDUCATION: SUMMARY**

**Session evaluation template for the education zone**

Date of session: .................................................

Name of facilitator: ...........................................

Topic or session objective: .................................

*Complete the evaluation for today’s training session.*

<table>
<thead>
<tr>
<th>KEY THEMES</th>
<th>CRITERIA</th>
<th>RATING FROM STRONGLY DISAGREE (1) TO STRONGLY AGREE (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating learning opportunities within programme setting</td>
<td>Participants are engaged in formal and informal learning activities</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Demonstrating increased knowledge and skill attainment</td>
<td>Participants can demonstrate capacities that have been developed through the programme</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Furthering understanding of concepts related to the prevention of violent extremism</td>
<td>Participants can identify extreme ideological, religious, political messages and effective ways to deal with them</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

**Follow-up activity for facilitators**

Reflect on why you have given these ratings and how they can be improved in the future. What can be learned and improved?
Zone 4: Resilience

Resilience-based strategies strengthen local communities and limit instances of violence based on the ability to manage and overcome hardships in a non-violent manner.¹³

Programmes should be geared towards increasing resilience skills and building the participants’ capacity to navigate and negotiate their way to the mental, social, cultural and physical principles that lead to good decision-making.

Sport presents itself as a complement to resilience-building efforts. Sport and in-game action can be used as a real-world simulation of the pressures encountered by young people. In addition, sport can be used to foster positive collective experiences and help individuals to recognize their strengths.

Figure 19 shows the priority development areas to be worked on in the resilience zone. Games and activities in this zone will thus focus on those dimensions.

Dealing with loss is a part of sport and can be turned into a teachable moment for the participants.

Sport clubs can be utilized as safe spaces where participants can simulate moments of adversity (through sport) in a controlled setting.

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CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

ZONE 4

→ Encourage critical thinking.
→ Expand the participant support network.
→ Manage conflicts; do not let them escalate to violence.
→ Build understanding and recognition of difference to foster tolerance.
→ Use sport as an opportunity to showcase hardships, loss and adversity in a controlled setting.
→ Encourage reflection to foster empathy and tolerance.
→ Use reinforcing language that builds self-determination in participants.
→ Engage the community in efforts to build society-level resilience through partnerships and outreach programmes and by involving the community through stakeholder engagement and articulating local needs.

Prevention factors checklist

Controlled adversity games can facilitate better understanding and encourage empathy.

Building relationships with authority figures and official organizations establishes links for strengthening youth resilience and awareness of the resources available.

Coaches need to facilitate games that are attuned to the normalization of violence in the everyday lives of participants in order to manage conflict escalation.

Coaches should identify participants’ attitudes towards violence and incorporate games that suggest positive ways in which youth can address the drivers of violent extremism, which includes building their ability to manage and overcome hardships in a non-violent manner by drawing on their inner strength and their interpersonal and community connections.

Sport clubs can be used as sites of socialization that decrease the polarization of society.

Positive engagement with other groups will help to create bridging capital and decrease feelings of marginalization and discrimination.

Participants should be given opportunities and access to various resources within their communities that help to expand their networks and support systems.

In project activities, the role of family should be highlighted as a vital component that protects participants and sustains their resilience.

>>TIP

Athletes may serve as positive role models of the “resilient individual”. Their ability to overcome injuries, keep their composure in the face of adversity and deal with loss, and their discipline in training make athletes ideal role models for resilience.

Practical guidelines

Controlled adversity games can facilitate better understanding and encourage empathy.

Building relationships with authority figures and official organizations establishes links for strengthening youth resilience and awareness of the resources available.

Coaches need to facilitate games that are attuned to the normalization of violence in the everyday lives of participants in order to manage conflict escalation.

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Participants should be given opportunities and access to various resources within their communities that help to expand their networks and support systems.

In project activities, the role of family should be highlighted as a vital component that protects participants and sustains their resilience.
ACTIVITIES

Facilitate activities that purposefully simulate unfair situations

ACTIVITY 1: LEFT-HAND BASKETBALL/LEFT-FOOT FOOTBALL

Choose a team-based sport, such as football or basketball, and instruct one team to play an entire match with their left hand or left foot only. Make it clear to those participants that points will not count if they score using their right hand or foot. In contrast, the opposing team is free to use both hands or feet.

Post-game reflection

Allow discussions on how the team dealt with the unfair situation. Did they manage to overcome their disadvantage? How did the situation make them feel? Ask the group if they would like to challenge the other team and play again.

Facilitate activities that encourage reflection and decision-making

ACTIVITY 2: BE THE REFEREE

This activity can be integrated and practised in a variety of team sports. Select a participant (or participants) to act as a referee, umpire or official during a game. Secretly instruct one player from each team to disagree or argue with the referee’s decisions. Monitor how individuals and groups respond to the challenges against the referee.

Post-game reflection

Have a group discussion either after the activity or during the activity if it is being too disrupted because the referee is unable to control the game. The key questions are as follows: Did the referee stay calm? Did he or she change any decisions? Did the other players defend the referee or try to discipline the player who questioned the referee? Did any players join the argument with the referee?
Facilitate activities that help participants seek and negotiate to obtain creative resources

**ACTIVITY 3: BUILD A PITCH**

Hide tools and materials in the playing area. Encourage the teams to build their own mini-pitches using whatever resources they can find. Award extra points if participants negotiate successfully to obtain resources from another team.

**Post-game reflection**

Have the team that successfully negotiated the most resources share their strategies. What worked? What did not work? Stimulate a discussion about creative resources and about repurposing objects.

Goal: to encourage resource-seeking and allow participants to search for useful resources

Facilitate activities that engage the community through high-profile events

**ACTIVITY 4: COMMUNITY TOURNAMENT**

Create a monthly tournament in which participants in the programme engage with and play in front of community stakeholders. Encourage attendance by community members and facilitate interactions through fun skills-challenge games on the side. Encourage good behaviour at the events by making the end-of-month tournament something participants look forward to.

**Post-game reflection**

Who attended the event? Did the participants meet new people? What were the reactions of the community members?

Goal: to help participants expand their networks and to strengthen community engagement

**GUIDING QUESTIONS FOR FACILITATORS**

- Are participants more aware of the community resources available to them?
- Have the participants demonstrated better conflict management attitudes and behaviours?
- Do participant interactions reflect increased empathy and appreciation for diversity?
Zone 4

Definition: Resilience refers to the capacity to "bounce back" from setbacks and personal difficulties. It acknowledges the tragedy and loss faced by individuals or communities.

Objective and outcomes: Participants should build skills that can help them to overcome hardships and crises. In turn, this will help them to resist being swept into violent extremist ideologies and environments.

Reflection points for facilitators
- Do I understand participants’ attitudes towards violence?
- Have I used sport to challenge and prepare youth for the pressures they experience in their communities?
- Have I helped participants recognize their strengths?
- Have I turned the experience of dealing with loss in sport into a “teachable moment”?

Design a poster
→ Have participants in groups of four design posters to be put up in a corner of the room.
→ The participants in each group should work together to create posters with images of what resilience means to them.
→ They may cut images out of magazines, take photos or create their own drawings.
→ Stimulate a discussion based on the images chosen in the posters. What does resilience mean to them and how do they understand the concept? What is needed to build resilience at the individual and community levels?
CHAPTER IV. FIVE ZONES FOR PREVENTING VIOLENT EXTREMISM THROUGH SPORT

ZONE 4

Things to look out for

→ Resilience is not a fixed trait; it needs to be built up constantly.
→ Isolating some participants based on a lack of talent or skill will adversely affect the process.
→ Adversity games may lead to “us versus them” mentalities if not accompanied by dialogue.
→ Coaches may be unprepared and/or unable to deal with the emotions or trauma felt by participants.

Risks to mitigate

→ Activities must not be deemed too difficult by participants, as too much hardship and adversity may lead to an increase in drop-out rates.
→ Emotions may be highly charged during sessions and may exacerbate conflicts if not controlled.
→ Radicalization may occur through groups that target sports participants because of their desired physical ability.
→ Experts, including mental health experts and specialized services, must be linked to and work in close cooperation with sport programmes.

FIGURE 20. SUMMARY INFOGRAPHIC FOR THE RESILIENCE ZONE

WHAT IS IT?
Resilience is the ability to “bounce back” from setbacks, challenges and personal difficulties. Resilient individuals never give up and always keep going, even when things are hard.

WHAT IS NEEDED?
Use sport to challenge decision-making and manage emotions
Use sport to show challenges and loss in order to develop greater perseverance
Reflect on and discuss the principles of tolerance, understanding of others and perseverance

HOW DOES IT HELP?
Being resilient enables participants to make good decisions even when they face challenges in their communities. It also enables youth to manage and overcome hardships in a non-violent manner.

GOALS
Programmes should aim to increase resilience skills and the ability of young people to understand and manage themselves in times of difficulty. The goals should be to build skills to help participants overcome hardships and challenges and make good decisions.
RESILIENCE: SUMMARY

Session evaluation template for the resilience zone

Date of session: .............................................

Name of facilitator:  ..........................................

Topic or session objective:  ....................................

Complete the evaluation for today’s training session.

<table>
<thead>
<tr>
<th>KEY THEMES</th>
<th>CRITERIA</th>
<th>RATING FROM STRONGLY DISAGREE (1) TO STRONGLY AGREE (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating the ability to see things from different perspectives</td>
<td>Participants are more aware of how people are different and see difference as a positive aspect</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Demonstrating positive conflict resolution strategies</td>
<td>Participants can identify extreme ideological, religious and political messages and ways to deal with them</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Demonstrating positive approaches to teamwork</td>
<td>The number of positive interactions based on skills participants have learned through the programme has increased</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

Follow-up activity for facilitators

Reflect on why you have given these ratings and how they can be improved in the future.
What can be learned and improved?
ZONE 5: EMPOWERMENT

In the present guide, it is recognized that the term “empowerment” is understood, interpreted and experienced differently across cultural and religious contexts, and practitioners should remain aware of those differences as they co-create approaches towards empowerment with the youth in their communities. In this context, youth empowerment can be understood as a philosophy and approach that proactively identifies and encourages the use of youth’s assets and potential. Empowerment serves to better equip youth in the face of victimization or recruitment to violent extremism.

It is worth recognizing that the mere process of playing sport can be empowering at times. Providing the opportunity to participate in sport and to be part of a positive environment can have a lasting impact on the development of youth participants.

Sport can also contribute to the empowerment of women and girls by enabling them to challenge gender stereotypes and social norms, act as inspiring role models and show the capabilities of women and girls in sport.

Figure 21 shows the priority development areas to be worked on in the empowerment zone. Games and activities in this zone will thus focus on those dimensions.

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Sport may not always be the preference of youth or even encouraged by their families. Certain sports can also ostracize participants. It is therefore important for programmes to apply a broader definition of sport that includes physical play, recreation, dance, online sports and competitive, traditional and indigenous sports and games in their diverse forms in order to encourage the engagement of those who do not enjoy traditional sports.

Avoid the use of stigmatizing language, especially in areas facing heightened levels of radicalization and violent extremism.

Apprenticeship opportunities with different stakeholder organizations introduced in the education zone should lead to increased responsibility and new pathways to empowerment.

- Establish a strategy for the next steps for participants so that they are empowered to continue their development after the programme.
- A referral mechanism should be established for those in need of support and/or specialized services.
- Commit to framing the language and lessons on empowerment through sport taught to participants so that they remain respectful of their cultural environments.
- Ensure that the space and timing of the programme are gender-friendly and accommodative of parents’ and guardians’ requests in order to encourage young women and girls to participate in the programme.
- Be aware of the need to design a programme that is operational and relevant to the local community.
- Encourage buy-in among the community and local stakeholders regarding the need for such a programme in order to strengthen the reach for funding and to show ownership, which will translate into sustainability.
- Use the values and power of sport to increase the leadership and independence of youth who will be finishing their learning in the programme.
- Play games and develop activities that encourage participants to recognize the positive social outcomes of being empowered.
→ Carefully teach participants to be responsible with their new knowledge and to avoid overconfidence.
→ Engage youth participants in the implementation of the project by assigning them different roles.
→ Encourage participants to reflect on what empowerment looks like to them. What does it mean to them and their community?
→ Encourage youth to voice their localized solutions through sport.
→ Achieve community buy-in to extend the reach and influence of the programme beyond the sports grounds.
→ Reinforce positive community connections to help youth continue their empowered paths outside of the programme.
→ Foster social encounters that encourage the realization of ideas such as social enterprise, and advocate collective agency.
→ Encourage youth participants to exercise good decision-making grounded in the positive values of sport (i.e., teamwork, fairness, respect and discipline).
ACTIVITIES

Facilitate activities that expand post-programme opportunities

ACTIVITY 1: COMMUNITY DAY

Invite stakeholders and organizations within the community to take part in mixed teams during a community tournament. Encourage programme participants to lead each team and learn more about the organizations represented at the tournament.

Post-game reflection

Have each participant share what they have learned about the community organizations and what those organizations do. This will help participants expand their network and reach and offer opportunities for connections after the tournament.

Facilitate activities that encourage reflection and decision-making

ACTIVITY 2: COACH THE COACHES

Tell participants that they will be leading the next session. You should select a theme for their session (e.g., social inclusion, equality, peace, fair play or respect). They will need to plan warm-up activities and games and activities for the session. They will also need to think of creative ways to reflect on the session at the end.

Reflection

Coaches and participants should sit together on the same level. The key questions are as follows: Did the participants manage the session well? What did they learn? What makes a good leader in sport and in life? What leaders do they look up to?
Facilitate activities that encourage participants to take responsibility

ACTIVITY 3: SELF-DIRECTED LEARNING

Encourage participants to design their own games. Each session can be led by a group of four who are tasked with coming up with a lesson plan and directing the overall group’s activities for the day. This experience will encourage self-confidence, responsibility and good decision-making skills.

Post-game reflection

Discuss how the directing group felt as lesson leaders for the day. What difficulties did they encounter? What did they enjoy? Did the overall group interact with the lesson?

Facilitate activities that help participants believe in their capabilities

ACTIVITY 4: THE PROTECTOR

In dodgeball or a similar game, assign the status of “protector” to certain participants, whose role is to protect another participant from getting hit. This exercise encourages them to take responsibility, engage in group work and look beyond self-interests. Participants should alternate roles.

Post-game reflection

How did the participants feel acting as protectors? Did they come up with a strategy such as moving in unison? Did they enjoy being the protectors or the ones being protected?

GUIDING QUESTIONS FOR FACILITATORS

- Have the participants shown increased initiative as they progress through the programme?
- Have some of the participants emerged as leaders or possible mentors for other participants?
- Do the participants have post-programme plans and goals?
Have participants in groups of four design posters to be put up in a corner of the room.

The participants in each group should work together to create posters with images of empowerment and its associated meanings.

They may cut images out of magazines, take photos or create their own drawings. Stimulate a discussion based on the images chosen in the posters. How is empowerment understood and what does it mean to them as a group and as individuals? What is needed in order to empower young people?

**EMPOWERMENT ZONE SUMMARY**

**Definition:** The phrase “youth empowerment” represents an attitude towards youth as well as a structural and cultural process by which youth gain power and leadership opportunities to implement change in their lives and in the lives of others in their communities and wider society.

**Objective and outcomes:** To support youth in confidently voicing their ideas and in making good decisions, to increase their empathy towards people and to develop their goal-setting skills. These experiences will help create youth leaders within their communities.

**Reflection points for facilitators**

- Have I encouraged participants to reflect on what empowerment means to them?
- Have I encouraged youth to voice localized solutions and take initiative?
- Have I encouraged participants to be responsible with their new-found knowledge and skills?
Zone 5

**Risks to mitigate**

→ Empowered children and youth can easily become overconfident and speak out in high-risk zones of radicalization and extremism or in spaces where people are not prepared to accept their positive growth, which may expose them to risks.

→ It is critical to plan adequately for continuity after the programme, as inadequate planning can weaken the impacts of the intervention and create disappointment.

→ Facilitators need to commit to framing the language and lessons on empowerment through sport taught to their participants so that they remain respectful of their cultural environments.

→ If a young person is not "welcomed" back from the programme after graduating and there is no other support framework, it could be hard for them to adjust and can make them susceptible to recruitment by violent extremist groups. Relevant pathways for employment and opportunities will therefore need to be explored as participants reach the end of the programme.

**Figures 22. Summary Infographic for the Empowerment Zone**
RESILIENCE: SUMMARY

Session evaluation template for the empowerment zone

Date of session: 

Name of facilitator: 

Topic or session objective: 

Complete the evaluation for today’s training session.

<table>
<thead>
<tr>
<th>KEY THEMES</th>
<th>CRITERIA</th>
<th>RATING FROM STRONGLY DISAGREE (1) TO STRONGLY AGREE (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced self-confidence</td>
<td>Participants are confident in voicing their ideas and thoughts</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants are confident in making decisions</td>
<td></td>
</tr>
<tr>
<td>Enhanced critical thinking</td>
<td>Participants are leading exercises and activities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Participants are acting as peer leaders for one another</td>
<td></td>
</tr>
</tbody>
</table>

Follow-up activity for facilitators

Reflect on why you have given these ratings and how they can be improved in the future. What can be learned and improved?
CHAPTER 5.
MONITORING, EVALUATION AND LEARNING
5. MONITORING, EVALUATION AND LEARNING

How do we know whether sport is working?

MONITORING: ARE WE DOING THE THINGS WE SAY WE ARE DOING?
Monitoring involves the regular collection of and reflection on information related to sports sessions. This is an ongoing activity and can be used to adapt and change parts of sessions or plans to achieve certain outcomes.

EVALUATION: HAVE WE REACHED OUR OBJECTIVES? IF NOT, WHY?
The evaluation process requires ongoing assessment and monitoring of information to understand how and why outcomes have been achieved or not.

LEARNING: ARE WE REFLECTING ON THE LESSONS LEARNED?
This is the process of reflecting on information gathered during monitoring and evaluation activities. Any learning outcomes should be used to influence changes in sport-based activities in the future.

What have we learned? Why did certain things happen? Why did certain things not happen? What can I do to improve next time?

Understanding the impact of a project is crucial. Monitoring, evaluation and learning are important because expected results may not be achieved even though a sport-based activity may be aimed at empowering children and youth and building their resilience to prevent victimization and/or recruitment by violent extremism groups. The expected results and anticipated impact need to be questioned, measured, proven and understood.

In this context, facilitators play a central role and can contribute to collecting information from youth and the community, reflecting on the outcomes of sport sessions and documenting the results. They also see first-hand any individual or group changes in behaviour and attitudes. Coaches, sports leaders and volunteers often build positive relationships with participants. Therefore, they can speak with individual participants and groups to better understand whether, how and why participants are enjoying the project and what they are learning. That information can contribute to changes in how and what activities are delivered in sessions.

The results of good monitoring, evaluation and learning practices include the following:

- Increased capacity and sustainability and improved project impacts
- Greater participant ownership and empowerment within the project
- Improved self-reflection and critical thinking skills
To effectively participate in and contribute to the monitoring, evaluation and learning process, coaches should have a sound knowledge and understanding of the following:

- How is violent extremism defined in the local context?
- What are the main root causes of violent extremism?
- What facilities and resources are available, and has a risk assessment been conducted?
- What group or groups are targeted by the project?
- What are the aims and objectives of the project?
- What is the theory of change underlying the project and how is sport part of it?
- How are concerns or risks reported?
- What is the monitoring, evaluation and learning strategy of the project and how are coaches expected to contribute?
- What strategies are in place to protect staff and participants during monitoring activities?

A theory of change should explain how programme activities and interventions are expected to contribute to a chain of results that produce the intended and/or actual impacts.

It defines the aims and key change objectives of a programme and maps the necessary changes that must take place in reaching the expected outcomes. It is the basis for understanding the participants’ progress through the stages of change towards the intended results and the final stage.
The basic premise of monitoring, evaluation and learning activities is to better understand the impact of sport and sport-based activities. This can be achieved by continuously reflecting on and finding activities that address the three key questions shown in figure 23.

**Reflection**

After each session, coaches should reflect on the activities, what they did, how they did it and what the outcomes were. By doing so, they can understand the outcomes of the session, the experiences of the participants and reflect on their own experiences and learning opportunities to take forward to the next session.

**Additional guiding questions for facilitators are provided in annex II to the present guide.** Those questions can be used for self-reflection or posed to participants in order to monitor learning and youth experiences. It is essential for coaches to reflect on what they and the youth participants have learned, why and how, and on what they and the other project staff and managers can do to improve the intended outcomes.
In prevention of violent extremism settings, it is vital that any sport or communication activities with participants follow the safeguarding, welfare and child rights principles discussed in chapter 3. Coaches should recognize the complexity of violent extremism and the specific sensitivities surrounding the local context in which the programme is implemented, and they should be guided at all times by the “do no harm” principle. To that end, when working with participants to monitor project activities, coaches and other project staff should always keep the checklist below in mind.

Checklist for coaches when engaged in monitoring, evaluation and learning

- Make the participants feel safe.
- Respect their right not to participate.
- Promote equality and inclusion principles.
- Identify any forms of exclusion and try to better understand why it is happening and how to integrate excluded participants.
- Do not share or misuse the personal information of participants.
- Follow the guidance given by programme managers.

A guiding philosophy in the present guide is the coaches’ commitment to working with youth participants and the local community, including youth and sport leaders. Coaches should apply a collaborative approach with sports leaders and youth participants and should include them in reflection activities.

Coaches should also be creative and think of different ways to find out what participants enjoyed, what they did not enjoy and what kinds of skills and knowledge they are developing. They should also consider ways to start group discussions and ways for participants to show how they are feeling, for example by asking them to design a poster or to act as sports reporters on a project.
Concluding remarks

Figure 25 provides a visual summary of the intended impacts for our programme participant after going through all of the zones. It is important to note, however, that sport has the power to support prevention aims, but it is not a magical solution, nor is it a stand-alone project. The approach developed through the present guide is intended as a complementary framework to be integrated into wider efforts to prevent violent extremism.
ANNEXES
ANNEX I. TERMINOLOGY

Countering violent extremism: Proactive, non-coercive actions to counter efforts by violent extremists to radicalize, recruit and mobilize followers to violence, and to address specific factors that facilitate and enable violent extremist recruitment and radicalization to violence.¹

Counter-terrorism: Actions and activities to prevent, deter and disrupt terrorist acts and to weaken terrorist organizations and networks.

Deradicalization: The process of changing one's belief system, rejecting extremist ideology and embracing mainstream values. Deradicalization refers primarily to a cognitive rejection of certain values, attitudes and views – in other words, a change in mindset. It implies a cognitive shift, that is, a fundamental change in understanding resulting from activities intended to help individuals to renounce radical or extreme ideas, beliefs and groups.²

Disengagement: The social and psychological process whereby an individual’s commitment to, and involvement in, violent extremism is reduced to the extent that the person is no longer at risk of involvement and engagement in violent activity. Disengagement from using, or supporting the use of, violence does not necessarily mean a change in an individual’s commitment to a radical or extremist cause. Disengagement involves a change in behaviour (renouncing the use of violence) rather than a change in fundamental beliefs.³

Facilitator: For the purposes of the present guide, the term “facilitator” (or “coach”) is used to describe all types of qualified practitioners who deliver or implement sport-based interventions and/or programmes. Facilitators should possess professional, social and methodological competencies to instil positive values and convey life skills to their participants through sports. Sport coaches, workers at non-governmental organizations, teachers and/or other community workers might act as facilitators in sport-based interventions for the prevention of violence and crime, including violent extremism.

Gender: “A concept that refers to the social differences, as opposed to the biological ones, between women and men that have been learned, are changeable over time and have wide variations both within and between cultures”.⁴ Gender-based roles and other attributes therefore change over time and vary in different cultural contexts.

³ Ibid.
Human rights approach: A conceptual framework that integrates the norms, standards and principles of the international human rights system into the policies, programmes and processes of development and humanitarian actions. It therefore focuses on both procedures and outcomes.5

Prevention of violent extremism: Efforts to influence individual and/or environmental factors that are believed to create the conditions in which violent extremism can flourish, using social or educative rather than security-driven measures.6

Radicalization: A dynamic process whereby an individual may adopt ever more extreme ideas and goals. The reasons behind the process can be ideological, political, religious, social, economic and/or personal. A radical may seek to bring about a system-transforming radical solution for government and society through violent or non-violent means (e.g., democratic means using persuasion and reform).7 There are several phases in the radicalization process to take into consideration, such as activism, extremism, violent extremism and terrorism, each constituting different levels of growing radicalization.8 In the present guide, radicalization is acknowledged as a process leading into violent extremism, and the importance of preventing that process, including through sport and sport-based interventions, is also acknowledged in the context of primary prevention.

Safeguarding: Protecting people's health, well-being and human rights and enabling them to live free from harm, abuse and neglect.9 For the purposes of the present guide, safeguarding is used to refer to the responsibility that organizations, programmes and individuals have to ensure that operations, programmes and actions do no harm to participants and beneficiaries, including children, meaning that they do not expose them to the risk of harm and abuse and that any concerns the organization has about the safety and protection of participants are reported to the appropriate authorities.

“Do no harm” is a principle that has been used in the humanitarian sector but can equally be applied to the development field. It refers to organizations’ responsibility to minimize the harm they may do inadvertently as a result of their activities.

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Sport: Unless specified otherwise in the present guide, the term “sport” is used as a generic term, comprising sport for all, physical play, recreation, dance and organized, casual, competitive, traditional and indigenous sports and games in their diverse forms.10

Sport-based approaches: The utilization of sport as a key component of policies, programming or interventions aimed at achieving economic, human or social development outcomes.

Sport for development and peace: The intentional use of sport to coherently and systematically establish partnerships and build bridges between individuals and across communities. Since 2000, the United Nations has encouraged the use of sport to attain health, education, development and peace objectives.11

Terrorism: Although there is no universally agreed definition, terrorism can be broadly understood as a method of coercion that utilizes or threatens to utilize violence in order to spread fear and thereby attain political or ideological goals.12

Violent extremism: There is no universally agreed definition of violent extremism. However, it is used to refer to the beliefs and actions of someone who promotes, supports, facilitates or commits acts of violence to achieve ideological, religious or political goals,13 which can encompass terrorism and other forms of politically motivated violence.14 Typically, violent extremism also identifies an enemy, or enemies, who are the object of hatred and violence.15 General Assembly resolution 70/291 on the United Nations Global Counter-Terrorism Strategy Review contains references to “terrorism and violent extremism as and when conducive to terrorism” and “terrorism and violent extremism conducive to terrorism”. In line with that resolution, the terms “violent extremist” and “violent extremism” in the present guide should always be regarded as referring to “violent extremism as and when conducive to terrorism”.

Youth: There is no universally agreed definition of the term “youth”. For statistical purposes, the United Nations defines “youth” as persons between the ages of 15 and 24 years. It is also recognized that Member States use other definitions of the term. The Secretary-General recognizes that, apart from that statistical definition, the meaning of the term “youth” varies in different societies around the world. However, age is the easiest way to define this group, particularly in relation to education and employment, because “youth” is often used to refer to a person between the ages of leaving compulsory education and finding their first job.16 For the

10 Kazan Action Plan, adopted at the sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, held in Kazan, Russian Federation, in July 2017.
11 Right to Play, Harnessing the Power of Sport for Development and Peace: Recommendations to Governments (Toronto, Canada, Sport for Development and Peace Working Group, 2008).
15 Ibid.
16 United Nations, Department of Economic and Social Affairs, “Definition of youth”. 
purposes of the present guide, the term “youth” is used to refer to persons between 15 and 24 years of age. At the same time, it is noted that, as defined in article 1 of the Convention on the Rights of the Child, all persons under the age of 18 years are “children” and enjoy specific rights and safeguards under international law.

Youth engagement: The meaningful inclusion of young people in all stages of developing, implementing, monitoring and evaluating programmes, policies and investments of resources, as well as in decision-making that affects them and others.17

Youth violence: Violence is broadly defined as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”.18 Youth violence is defined as violence that occurs among individuals aged 10–29 who are unrelated and who may or may not know each other, and that generally takes place outside of the home.19

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ANNEX II. PRACTICAL TOOLS FOR PLANNING, MONITORING AND LEARNING REFLECTION

1. SESSION PLANNING TEMPLATE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ORGANIZATION: EQUIPMENT AND PARTICIPANTS</th>
<th>LEARNING POINTS/MESSAGES</th>
<th>PARTICIPANT FEEDBACK AND FACILITATOR OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drills and games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool-down</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FACILITATOR REFLECTIONS, OUTCOMES AND LEARNING
2. TEMPLATE FOR FAIR PLAY RUBRIC

Coaches can use the template below as a guide to identify how well participants are interacting, respecting the rules and demonstrating good values within the project.

<table>
<thead>
<tr>
<th>Respect for rules</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Still learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Displays an excellent understanding of the rules.</td>
<td>• Shows a very good understanding of the rules. Follows the rules most of the time.</td>
<td>• Has a good understanding of the rules but can forget them at times.</td>
<td>• Struggles to control emotions when he or she does not agree with a decision.</td>
<td>• Never argues with the referee.</td>
</tr>
<tr>
<td>• Always follows the rules and encourages teammates to respect them, too.</td>
<td></td>
<td>• Is very good at following the rules but can forget them when feeling overly competitive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Never argues with the referee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction with peers</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Still learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has positive interaction with peers.</td>
<td>• Interacts well with teammates.</td>
<td>• Works well with teammates but not all project participants.</td>
<td>• Is often shy or nervous to communicate.</td>
<td>• Demonstrates excellent communication and listening skills.</td>
</tr>
<tr>
<td>• Demonstrates excellent communication and listening skills.</td>
<td>• A great addition to group/team activities.</td>
<td>• A good teammate when comfortable with friends, but sometimes needs encouragement to communicate and listen appropriately.</td>
<td>• Does not make friends easily.</td>
<td>• Always treats people fairly and ensures that everyone is included.</td>
</tr>
<tr>
<td>• Always treats people fairly and ensures that everyone is included.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Still learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strong moral principles, which include being caring, kind, truthful and encouraging of others.</td>
<td>• Has a very good understanding of the values and principles of the project.</td>
<td>• Shows values of honesty, kindness and good sportsmanship most of the time, but sometimes needs reminding.</td>
<td>• Finds it difficult to play by the rules.</td>
<td>• Shows a “champion” mentality and never gives up.</td>
</tr>
<tr>
<td>• Shows a “champion” mentality and never gives up.</td>
<td>• Occasionally has to be reminded of the rules or the key messages behind activities.</td>
<td>• Sometimes needs reminding.</td>
<td>• Gives up easily when challenged.</td>
<td>• Is always honest.</td>
</tr>
</tbody>
</table>
### 3. SPORT AND PLANNING FOR OUTCOMES IN THE PREVENTION OF VIOLENT EXTREMISM

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Sport and activity considerations</th>
</tr>
</thead>
</table>
| Reduced youth violence          | • Longer-term programmes are better suited for this purpose.  
• Mentorship and role models play a major role in adding support systems for disadvantaged youth and helping them to envision positive future directions.  
• Certain sports have been found to increase participants’ sense of belonging to violent representations and forms (e.g., judo, karate, soccer and basketball), while others do not involve violent physical behaviour (e.g., swimming, tennis, table tennis and volleyball). |
| Increased participation of women | • Safe spaces, ease of access and mitigating the risk of injury are key considerations.  
• It is important to avoid unsafe environments (e.g., road running) and injury-prone sports or those that are not commonly accepted within gender norms.  
• Evidence suggests that girls are more likely to practise individual sports than team sports and more leisurely physical activities than competitive sports. However, this is not always the case. |
| Social cohesion among members of different factions or divided groups | • Consider non-contact sporting activities or those with lower chances of physical violence (e.g., volleyball).  
• Team sports are to be used with safeguarding in place to minimize violent confrontations.  
• Owing to the nature of the activities involved, individual sports are less likely to foster positive interaction opportunities compared with team sports, which facilitate increased interaction and communication. However, some individual sports, such as running, swimming and boxing, can be used with a prosocial/team mindset. |
| Migrant integration             | • Programmes can help facilitate better learning about the local culture and increased interaction opportunities with community members.  
• Learning about national sporting practices and fandom helps migrants socialize and promotes a shared identity. |
| Strengthened prosocial behaviours | • By encouraging greater self-control and discipline and teaching participants how to deal with difficult situations, programmes in this area can reduce anti-social behaviour that may lead to violent extremism.  
• Activities need to integrate reflective, collaborative group sessions to help participants develop communication skills and greater respect for each other.  
• Programmes are more impactful when used within wider developmental efforts in education and support (e.g., integrated mentoring, training, volunteering and work experience programmes). |
| Reduced gang violence            | • Having a strong support network and connecting participants with mentors greatly increases the chances of impact.  
• Sporting activities are often complemented by employability workshops on writing curricula vitae or building skills to help participants transition out of gang environments. |
4. KEY GUIDING QUESTIONS TO MONITOR AND REFLECT ON SPORTING ACTIVITIES AND LEARNING

<table>
<thead>
<tr>
<th>Key guiding questions for coaches, volunteers and sports leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sport-based activities</strong></td>
</tr>
<tr>
<td>• Describe a successful project activity.</td>
</tr>
<tr>
<td>• Describe an activity that brought about a negative response or unintended consequence or behavioural response.</td>
</tr>
<tr>
<td>• Describe how you responded to negative impacts and the effect of that response. What was your key learning?</td>
</tr>
<tr>
<td>• Describe measures taken to ensure gender equality and inclusive practices.</td>
</tr>
<tr>
<td>• Describe steps taken to ensure that the sport space is safe for youth and children.</td>
</tr>
<tr>
<td>• Describe how you responded to managing challenges with participants and explain what those challenges are.</td>
</tr>
<tr>
<td>• How can those responses be improved?</td>
</tr>
<tr>
<td><strong>Prevention of violent extremism changes in the programme context</strong></td>
</tr>
<tr>
<td>• What primary risks of violent extremism were identified at the start of the programme? Are they still relevant? Are they still important? Do they need to be reviewed?</td>
</tr>
<tr>
<td>• How are those risks experienced differently by women and men?</td>
</tr>
<tr>
<td>• How are changes over time being monitored and recorded? Is that process effective and embedded in the standard practices of the programme?</td>
</tr>
<tr>
<td>• How would you describe changes in the frequency or intensity of violence risks? Have participants communicated any changes?</td>
</tr>
<tr>
<td>• Have there been any notable successes or challenges since the last reflection meeting?</td>
</tr>
<tr>
<td><strong>Other changes</strong></td>
</tr>
<tr>
<td>• Have there been any specific events or social/political changes in the area since the last meeting?</td>
</tr>
<tr>
<td>• Have there been any environmental changes or local challenges that may affect the future delivery of sessions?</td>
</tr>
<tr>
<td>• Has there been any engagement with community members, partners or stakeholders?</td>
</tr>
</tbody>
</table>

5. SELF-ASSESSMENT: GENERAL KNOWLEDGE QUIZ FOR COACHES

1. How would you define violent extremism?

2. Can you think of any examples of violent extremism in your country or region?

3. What are the main causes of violent extremism for children and youth in your community?

4. Why do you think children and youth are at risk in your community?

5. What role can sport play in tackling violent extremism?

6. Can you identify the five zones for tackling violent extremism through sport?

7. How can you make sport spaces safe?

8. How can you make sure that all participants feel included?

9. How can you promote gender equality?

10. How can you encourage participants to become leaders during your sessions?

11. How can you safely educate children and youth about extreme beliefs?

12. How can you create opportunities to discuss serious issues related to beliefs on violence?

13. How do you reflect and learn from your coaching sessions?
6. SELF-REFLECTION ACTIVITY FOR COACHES

**ACTIVITY AND REFLECTION**

Can you identify where the various causes and drivers of violent extremism fit into the zones presented in this guide?
ANNEX III. ADDITIONAL RESOURCES

1. VIOLENT EXTREMISM: PUSH AND PULL FACTORS AND THE ROLE OF SPORT-BASED PROGRAMMES

Below is a non-exhaustive list of push and pull factors towards violent extremism that could be addressed through sports programmes:

<table>
<thead>
<tr>
<th>PUSH FACTORS (conditions conducive to violent extremism)</th>
<th>SPORT can provide increased opportunities for income generation through the development of life skills and increased identity and purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of socioeconomic opportunities (poverty, unemployment, corruption)</td>
<td></td>
</tr>
<tr>
<td>Marginalization and exclusion</td>
<td>Sport provides an opportunity to foster social inclusion and a sense of belonging.</td>
</tr>
<tr>
<td>Violations of human rights and the rule of law; lack of means to make voices heard or to vent frustrations</td>
<td>Sport allows the voices of young people to be heard through sport intervention programming, utilizing a collaborative approach within activities and responding flexibly to the needs of participants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PULL FACTORS (individual motivations)</th>
<th>Sport has been proven to break down barriers between ethnicities and individual backgrounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual backgrounds (search for identity and purpose, boredom, sense of mission and heroism, promise of adventure and power, attraction to violence)</td>
<td>Sport can provide a sense of purpose, belonging and empowerment.</td>
</tr>
<tr>
<td>Identification with narratives of victimization that provoke powerful emotional reactions, which can be manipulated by charismatic leaders</td>
<td>Sport sets the scene for excitement, the creation of new heroes from professional athletes, captains and coaches, and recognition for good performance.</td>
</tr>
<tr>
<td>Distortion and misuse of beliefs, political ideologies and ethnic and cultural differences (“us versus them” mentality)</td>
<td>Sport programmes can help to create safe spaces to challenge negative notions of identity. Critical thinking skills can be enhanced through sport-based initiatives, which helps to build resilience against manipulation and empowers young people to make good decisions.</td>
</tr>
<tr>
<td>Attraction of charismatic leadership and social communities and networks (e.g., a charismatic recruiter providing access to money and power, a sense of belonging to a powerful group or community)</td>
<td>Sport can create new, positive social groups that safely challenge notions of difference.</td>
</tr>
<tr>
<td></td>
<td>Sport can form new, positive and charismatic leaders, such as youth leaders and captains, and can inspire active youth engagement.</td>
</tr>
</tbody>
</table>
2. OBSERVING BEHAVIOURS OF CONCERN

As coaches, you need to be able to identify changes in behaviour that may be of concern or indicate that a participant is at higher risk of violent extremism. The figure below provides examples of such changes in behaviour.

If you see any changes in behaviour, overhear any comments about beliefs or extreme views, you should speak with the participants in a friendly way. Try to ask them questions about what you have seen or heard and see if you can educate them through sport to challenge those behaviours and beliefs. You should also speak to the project manager and staff.
3. USEFUL RESOURCES


Elsemann, Katrin and others. Monitoring and evaluation in sport for development. N.p.: Street Football World, n.d.


__________. Preventing violent extremism through promotion inclusive development, tolerance and respect for diversity: a development response to addressing radicalization and violent extremism. New York, 2016.


__________. Key principles and recommendations for the management of violent extremist prisoners and the prevention of radicalization to violence in prisons. Available at www.unodc.org.


United Nations Youth Strategy, entitled “Youth 2030: Working with and for Young People”.

United Nations, Department of Economic and Social Affairs. World Programme of Action for Youth.
