



COunter
Radicalization
PLAY sport

04 – 2.1 Analysis of learning needs

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FORWARD NOTE

The need analysis ensure that learning/training are targeting the right targets, the correct skills and competences in respect to the main project scope (inclusion, prevention of radicalization and countering extremism through sport).

The analysis will answer for example the following questions: what learning/training are needed and why? Who need training/learning?

The analysis will match desired outcomes of learning and coaches, educators and sport managers behaviour in the context of the project, thus to better identify the area of interest for learning.

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PROJECT REFERENCE

CORPLAY–Counter Radicalization Play Sport

Erasmus + Programme of the European Union

Lead Partner

KEAN – NGO, Greece

Partners

USMA – Sport Association, Italy

Rosto Solidario – NGO, Portugal

Municipality of Evrotas – European Town of Sport, Greece

Hacettepe University – University, Turkey

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Abstract

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Introduction

This “need analysis” is based on the Literary Review (Report O1), the Stories (Report O2) and Report O3 “*Sport Skills for Societal challenges and Community Resilience*”.

From the Literary review we consider the different phenomena related to “violent radicalization”, the critical assessment of existing programmes using sport as a means of inclusion and crime/violence prevention and finally the existing approaches in investigating radicalization and in promoting de-radicalization.

The Stories have been used in two ways:

- First, to detect what is recognized as violent radicalization at national and local level. What kind of phenomena has been identified? What challenges to inclusion and cohesion are considered at local level?
- Second, to investigate the learning needs declared by coaches, managers, PA teachers and also by athletes and parent.

Report O3 (“*Sport Skills for Societal challenges and Community Resilience*”) offers a brief analysis of the main problems related to violent radicalization in the five countries involved. Its results have been assumed to determine the main areas of interest for leaning needs and also as reference for the CORPLAY guidelines regarding the training methodology and strategy.



1. Learning from Stories, Interviews and Literary Review

The Stories have detected a strong demand for training/learning, considering that most (82% on 28 cases) of the coaches, referees, sport managers, physical activity teachers and grassroots sport organizations have declared to feel not to have the skills to manage situations related to radicalization in sport (Cfr Report O2).

The training should take in account that radicalization processes and discrimination could be enacted by many different kinds of actors: members of the majority/minority, athletes/players/peers, parents, fans, coaches, managers. In the Stories the most visible episode of discrimination is happening among peers (young kids).

Although CORPLAY non formal and informal learning courses are designed specifically for “coaches, sport organizations and physical education teachers at schools”, in order “to improve their understanding and capacity to deal with youth at risk of radicalization” and “to improve their awareness about sport as a tool for societal challenges”, from the Stories and from the Literary Review we have detected a training demand also by athletes and some parents who have felt to be alone and not skilled to actively intervene when facing troubling situations.

In fact, we have collected learning/training demands from all the kinds of actors involved in Sport activities, although some ask how to personally face difficult situations (for example when victim of discrimination) and other ask for pedagogic tools to manage intercultural groups, gender relations, “broken” boys/girls, etc.

Moreover, all the actors involved in Sport can be considered beneficiaries of the activities related to awareness raising. Given that, the strategic target group remains that of coaches, sport managers, PE teachers and educators.

The Literary Review (Report O1) has highlight also how the “sports-based social inclusion’ programs can face various difficulties in achieving their goals. The most relevant, regarding CORPLAY, are related to the capacity of this programs (and in this case of the training/learning provided) to reach and include the most challenging youth groups. Another challenge is related to the capacity to overcome the mistrust of young people particularly when unsupervised in “crime reduction” programs. As a result, in many cases only a minority access education, training and employment opportunities, and in many cases people who were already engaged and aware of the problems addressed by the program.

The Analysis of the training/learning needs takes in account those criticisms, in order to design the training/learning modules considering a heterogeneous target group of beneficiaries.



In the next Table, we report some examples taken from the Stories and the Interviews that show how learning and training is requested, specifically in order to: a) detect sign of personal or collective violent radicalization; b) to manage tensions and conflicts in intercultural contexts; c) to raise awareness among peers (athletes, coaches, managers, referees and also parents) and create sensitive network able to intervene in difficult situations.

TABLE 1. Radicalization and areas of interest: learning from the Stories

TYPE OF RADICALIZATION AND LEARNING/TRAINING NEED	EXTRACTS FROM STORIES/INTERVIEWS
<p><i>Gender exclusion</i></p> <ul style="list-style-type: none"> ✓ Lack of collective awareness 	<p>“I feel that local clubs are now trying harder to be inclusive and to integrate girls in their teams and also maybe girls are now searching more for places to play” (Team Manager, 38 years old, Male, Portugal)</p>
<p><i>Gender exclusion</i></p> <ul style="list-style-type: none"> ✓ Lack of personal and collective awareness ✓ Lack of shared engagement 	<p>“In those years, I never questioned why this happened, and I couldn’t even realize that gender discrimination was made” (ex-Professional Swimmer, 65 years old, Female, Turkey)</p>
<p><i>Racism among children</i></p> <ul style="list-style-type: none"> ✓ How to deal with it ✓ How to explain it to children 	<p>“The hardest part was explaining to my son what racism was” (Mother of a 7 years old child, Italy)</p>
<p><i>Religious violent radicalization among kids</i></p> <ul style="list-style-type: none"> ✓ Knowledge about the phenomenon ✓ How to recognize this kind of radicalization ✓ How to deal with it 	<p>“I definitely have not got enough skills to deal with such situations. So far, I have not been trained on this topic and I have reacted by intuition. I’m not sure if this is the right way, and I think the result is temporary, limited to the specific case. All colleagues have been involved in the case, but they also do not feel confident about this” (Teacher, 50 years old, Female, Bulgaria)</p>



<p>Ethnic violent radicalization</p> <ul style="list-style-type: none"> ✓ How to recognize it ✓ How to deal with it ✓ Specific training for coaches 	<p>“As a coach I have the skills to work with children, to unite them and to teach them to work together and be a team. Now that we've talked about radicalization, I think I'm not well aware of it and maybe I need to get more information on how to recognize the signs and work with children at risk. It would be good if I have the opportunity to participate in a training course on the topic” (Football Coach, 42 years old, Male, Bulgaria)</p>
<p>Ethnic violent radicalization</p> <ul style="list-style-type: none"> ✓ How to recognize it ✓ How to deal with it ✓ Specific training for coaches ✓ Pedagogic tools to manage intercultural groups/teams 	<p>“I remember one case in which I have faced radical racism or rather ethnic discrimination. In fact I do not know how to define it and which is the proper definition." HOW DO DEAL WITH IT? We, as coaches, feel that we are not prepared to deal with such situations. It was difficult for me to cope with it. It will be nice to see how other coaches overcome such problems. In our society there are people of different ethnic groups and religions. Children are becoming increasingly aggressive and provoking conflicts. I think we need to learn how to work with them” (Handball Coach, 40 years old, Female, Bulgaria)</p>
<p>Ethnic discrimination</p> <ul style="list-style-type: none"> ✓ How to recognize (and not minimize) it ✓ How to manage it in a group ✓ How to fight racism among young kids 	<p>At the given moment I felt frightened that I did not know how to deal with the situation or why it happened. Only after the conversation with Vanya I realized that I had not noticed that she had been more vulnerable and that she had been harassed because of her Roma origin. There might have been signs of this, but I had no skills to see them” (PE Teacher, 47 years old, Female, Bulgaria)</p>
<p>Ethnic violent radicalization</p> <ul style="list-style-type: none"> ✓ How to recognize radicalization (also of the Majority) ✓ How to manage an intercultural group ✓ How to manage tense situations ✓ Specific training for coaches 	<p>“I am not totally aware of radicalization, how to identify signs and how to contribute to the prevention of the phenomenon, but during the two last years I am witnessing situations which from my personal point of view and experience may be the start of radicalization; Unfortunately, neither I nor our coaches have been prepared to face and overcome such cases and the hardest part is to restore the balance and reunite our team as among the values of all sports in general are cooperation, teamwork and team spirit” (Amateur Football Player, 41 years old, Male, Greece)</p>



<p>Political Violent Radicalization</p> <ul style="list-style-type: none"> ✓ Specific knowledge for coaches ✓ How to deal with radicalized kids <ul style="list-style-type: none"> ✓ How to recognize it ✓ How to talk about it ✓ How to deal with it 	<p>“I felt and I feel that I lack of the skills and knowledge needed to manage those kinds of situations. The most difficult part was when I had to speak with her mother as I did not know what I would be dealing with” (Volleyball Coach, 30 years old, Female, Greece)</p>
<p>Ethnic discrimination</p> <ul style="list-style-type: none"> ✓ Anti-racism pedagogy <ul style="list-style-type: none"> ✓ Practical tools for intervention ✓ How to manage intercultural groups 	<p>"Personally, I felt unskilled and unable to manage the situation. Despite the fact that during my studies I had also attended courses in pedagogy nothing had prepared me for dealing with such issues” (PE Teacher, 46 years old, female, Greece)</p>

2. Training/learning needs analysis synthetic results

Considering the results of the Stories analysis and literary review, and considering also the strategic guidelines created by CORPLAY, the training/learning should include two main pedagogic actions:

1. **Awareness raising**, focused on the dissemination of the European recommendations regarding social cohesion, mutual respect, integration among cultures, etc. This action must accompany and/or precede the training. This first strategic action is focused on the normative level, and must be assumed as a prerequisite to implement an efficient training against radicalization;
2. **Training tools**, focused on giving the beneficiaries pragmatic tools to detect and react in an effective way to violent radicalization promoting paths to personal and collective de-radicalization.

The choice to include activities related to “awareness raising” among the learning needs is due to the fact that from the stories and the interview we know that many forms of radicalization are attributed to the “majority” and are often perceived as normalized, that is, part of everyday practices (cfr. Report O3). As stated by one of the interviewed, a grassroots football team manager (38 years, Male, Portugal) trying to face a situation of everyday racism, “making a decision against it can be seen by other as very radical”.



An effective action against radicalization can't be implemented without facing the political and cultural issues with respect to which CORPLAY want to offer training.

Moreover, singular actors can do little if the values of mutual respect and equality are not shared by groups, teams, grassroots organizations.

A specific part, still related to **awareness raising** should be dedicated to promoting a coherent and sustainable pedagogy of sport specifically designed for intercultural contexts. Moreover, some of the interviewed have detected everyday violent/abusing practices (mainly in terms of gender, but not only) legitimized in some cases as “normal” sport discipline.

The **training tools** represent the core of CORPLAY strategic actions. Is should be organizes in two main parts: the first, dedicated to providing basic knowledge and practical tools to detect radicalization processes in sport environments; the second, providing pedagogic, cultural and social tools to counteract radicalization (both individual and collective) and promote inclusion, cohesion and de-radicalization processes.

TABLE 2 - “Awareness raising”: sharing values and pedagogic tools

Promoting a sustainable pedagogy of sport	Sport ethics, mutual respect and fair play
How to recognize xenophobia?	What kind of effects can xenophobia produce on its victims?
How to recognize sexism?	What kind of effects can sexism produce on its victims?
How to recognize homophobia?	What kind of effects can homophobia produce on its victims?
How to reach and include the most “difficult” young people	Anti-discrimination and beyond: promoting de-radicalization and inclusion



TABLE 3. Learning tools and strategies

LEARNING NEED	RELATED TOPICS	TRAINING STRATEGY
How to recognize/give a name to “violent radicalization” phenomena	<ul style="list-style-type: none"> a) Typologies, phenomena (related to local, regional, national and European level); 	<ul style="list-style-type: none"> b) Focus on how sport can prevent radicalization or promote de-radicalization; c) Valorisation of coaches, managers and teachers role in detecting radicalization in society.
How to detect radicalization in everyday practices	<ul style="list-style-type: none"> a) Minority and majority radicalizations; b) Institutionalization of violent radicalization (proselytism, violent fandom); c) Normalized racism, sexism, homophobia and abusing sport practices. 	<ul style="list-style-type: none"> a) Reference to everyday experience, exchange of good practices; b) Use of the stories as pedagogic tool to show what usually get unnoticed, and give different views to everyday life situations.
How to cope with radicalization and promote de-radicalization?	<ul style="list-style-type: none"> a) Approaches/policies for de-radicalization in Europe: what has been done so far? b) What can (or can’t) be done by coaches, managers, PE teachers, athletes and parents. c) How to create networks and action plans to counter violent radicalization and discrimination in sport. 	<ul style="list-style-type: none"> a) Peer-to-peer learning, by role playing, interactive learning; b) Anti-discrimination is not enough! How to promote inclusion and de-radicalization; c) Practical pedagogic tools for the group management, promoting inclusion, cohesion and anti-discrimination.