



COunter
Radicalization
PLAY sport

O2 - 1.2 STORIES / CORPLAY FRAMEWORK

A collection of stories and interviews about de-radicalization and radicalization in sport contexts – CORPLAY framework founded on practice-based evidence



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Project Reference

CORPLAY – Counter Radicalization Play Sport

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CREDITS AND DISCLAIMER

This document is the collective effort of many individuals and the partner organisations working on behalf of the project “CORPLAY – Counter Radicalization Play Sport” and every attempt has been made to ensure that the contained information is true and accurate.

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FORWARD NOTE

Sport represents an ideal platform to build communities, to raise mutual respect, and to combat racism, discrimination and exclusion. However, the effects of racism can be found at grassroots level, not only at professional, and the concern is that at amateur level the awareness about the impacts that intolerance can produce on youth is quite low, since coaches and referees are not trained to monitor youth at risk of deviation and to take the right measures to prevent or counter radicalization processes.

So even if sport is one of the most suitable places for social integration, the lack of coaches' competences in building communities and countering intolerance remains the major constrains to tackle discrimination and reduce risk of radicalization.

The ultimate goal of the CORPLAY Project is to enhance the role of sport in preventing youth radicalization, by developing a sport grassroots innovative approach to tackle intolerance, xenophobia and discrimination leading to extremism, while increasing youth participation in sport. Hence, the project aims at understanding the role of sports in both radicalization and de-radicalization processes and at arranging learning and awareness tools for grassroots coaches, referees sport managers, physical activity teachers and various stakeholders, while developing a CORPLAY perspective for policy recommendations.

In this context and in order to develop a CORPLAY Framework of good practices and a basis of reference and the knowledge foundation of the project, stories-narratives (set out below) have been collected and analysed. This framework can serve as a behavioural guideline and support coaches, sport managers and all those who are actively involved in the field of sports, to exercise professional judgement within the organisational context, as well as help them develop specific



programs at sport clubs to prevent radicalization processes and improve their capacities in dealing with such societal challenges.

In total, 31 stories have been directly gathered by the partners using the method of narrative interviewing and constitute real life experiences of ordinary citizens of Greece, Italy, Bulgaria, Turkey and Portugal (Stories from Greece, Stories from Italy, Stories from Bulgaria, Stories from Turkey and Stories from Portugal).

The reader may find in these pages relevant information concerning the way the stories were collected (*section: Behind the stories*), the narrators (*section: The people behind the stories*) and the leading actors of the collected stories, their age, origin, roles (*section: The stories behind the people*).

What is more, the reader may find the whole stories-narratives (*Stories from Greece, Stories from Italy, Stories from Bulgaria, Stories from Turkey and Stories from Portugal*) and be guided through each different story collected and through the analysis of the stories-narratives (*sections: "Most important findings" & "Considerations"*), as well as a relevant brief glossary.

These stories, also published and available online in the project website (<https://www.corplay.eu/>), aim to highlight both best approaches and practices and gaps, to prevent and counter extremism in sport and through sport at grassroots level and inspire stakeholders and grassroots organization.

ACKNOWLEDGEMENTS

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- To all the individuals, who shared either their personal stories or situations and cases which they had witnessed or experienced.
- To all the partner organisations and working teams, that contributed to the collection of the narratives and provided their feedback on the first version of this document.



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Introduction

The Stories, set out below, together with the Literature Review have been collected and analysed in order to develop a CORPLAY Framework of good practices and constitute the basis of reference and the knowledge foundation of the project.

The collected papers tell stories about sport, its inclusive dimension and its potential to prevent any form of radicalization, but also stories that present difficult problems to be faced without adequate support systems.

These stories, also published and available online in the project website (<https://www.corplay.eu/>), aim to highlight both best approaches and practices and gaps and to prevent and counter extremism in sport and through sport at grassroots level. They constitute the basis to create tools to inspire stakeholders and grassroots organization to develop specific programmes at sport clubs, aiming at preventing radicalization, as well as stimulating coaches to improve their capacities in dealing with such societal challenges.

Behind the stories

At an initial stage, a common template for the interviews was defined, developed and published on the project website; subsequently a call for papers-stories was launched at transnational level by all partners in multiplier events and published on the web by institutional websites or social media.

The call for papers-stories was targeting and inviting grassroots sport clubs and associations, federations, youth organisations, educational and training organisations in sport, schools, coaches, referees, managers, educators, physical education teachers, educators, school teachers, professional trainers working with children or young adults both at amateur and professional level, sport managers, sport stakeholders, young people or even local authorities and youth and sport departments of municipalities to share situations or/and cases of radicalization which they personally witnessed or experienced.

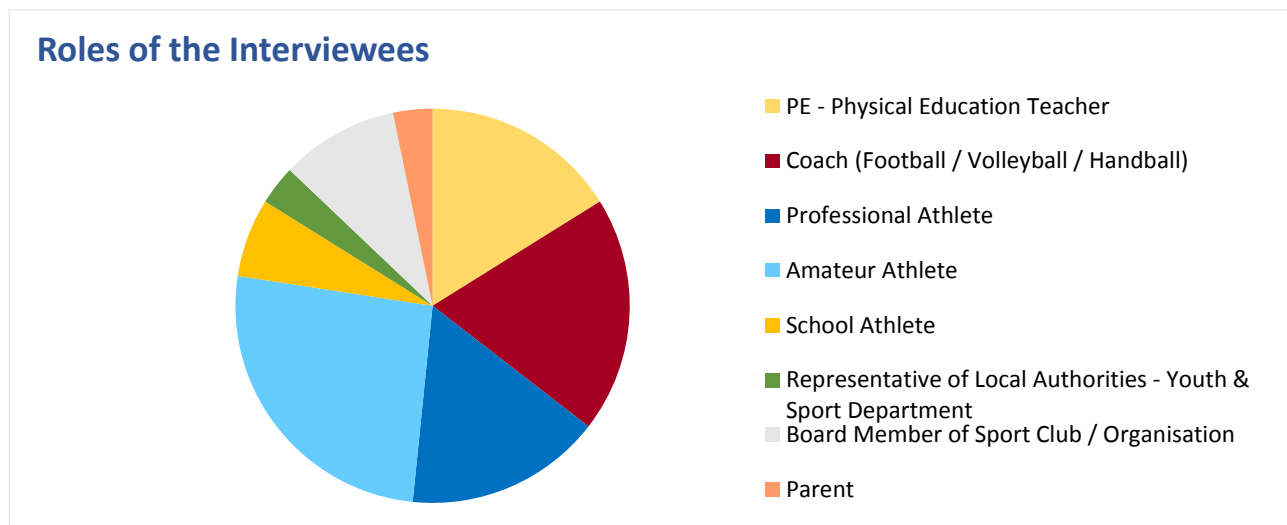
The stories were directly gathered by the partners using the method of narrative interviewing, as a form of social interaction and constitute life stories of ordinary citizens of Greece, Italy, Bulgaria, Turkey and Portugal. These interviews were not just a means for collecting data but a means for producing data and the stories collected are as diverse as the people behind them.



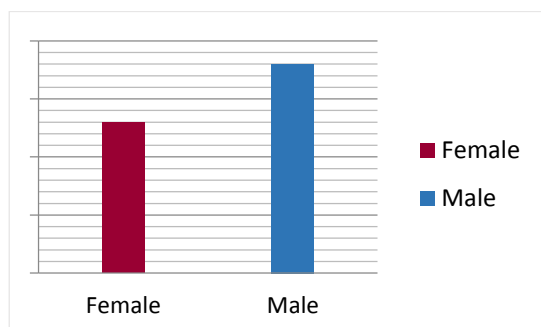
The people behind the stories

In total 31 people, including coaches, physical education teachers, professional, amateur and school athletes, representatives of local authorities and board members of sport clubs and organisations, as well as parents, of all age groups, were interviewed and shared either their personal stories or cases which they had experienced.

More specifically, 26% were amateur athletes, 19% were coaches in youth sports working with different age levels, from young children to adults and active either in the field of professional or in amateur coaching, 16% were professional athletes and 16% were physical education teachers mostly occupied in public and private schools. While 10% were Board Members of sport clubs and sport associations, 6% were school athletes, 3% were representatives of Local Authorities and in particular of the Departments of Youth & Sports and finally 3% were parents.

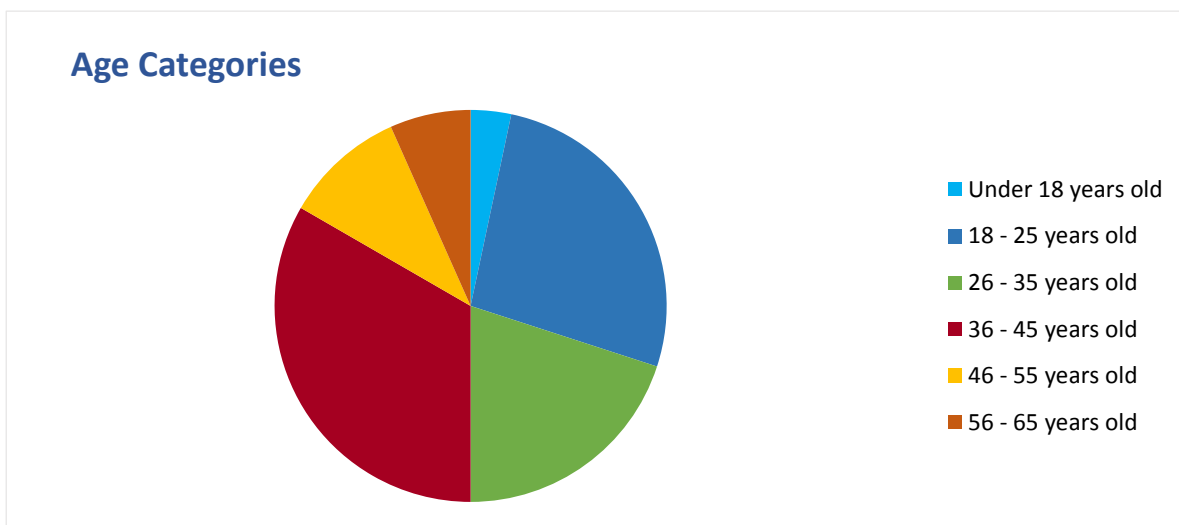


Out of the total of the 31 interviewees, 41.94% were female and 58.06% were male.





The average age of the interviewees was 33, with the oldest being 65 and the youngest 13. Specifically, 33% of the people were between the ages of 36 – 45, 27% were aged 18 – 25 years old and 20% of the interviewees were aged 26 – 35. Whilst a 10% of the interviewees was between the ages of 46 – 55, a 7% between 56 – 65 years old and only a 3% of the total number of interviewees was under the age of 18 years old.

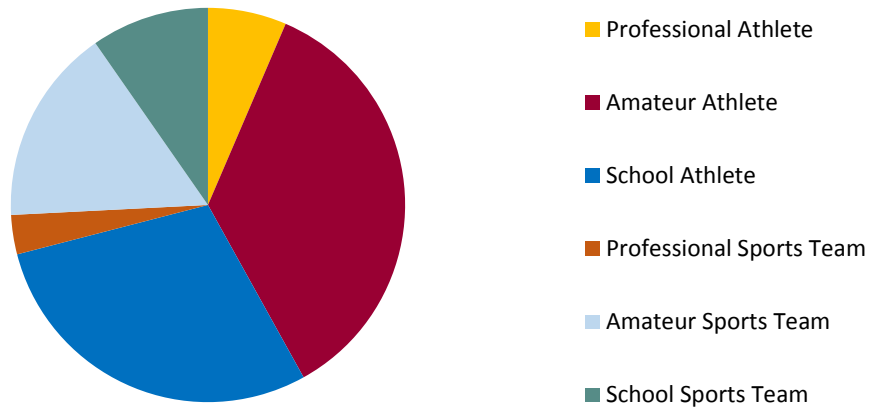


The stories behind the people

The stories and experiences include both cases of radicalization in sport contexts and cases in which there was early detection of warning signs of radicalization and measures for prevention and control of the process were applied, while they were narrated either by observers who were indirectly involved or shared by the protagonists - leading actors of the incidents themselves, who were directly involved and affected.

The majority of the narrative incidents and cases occurred, involve not only individual athletes practicing sports at an amateur level (35%), at school level (29%), as well as at professional level (6%), but also amateur sports teams (16%), school sports teams (10%) and professional sports teams (3%).

The leading actors of the stories

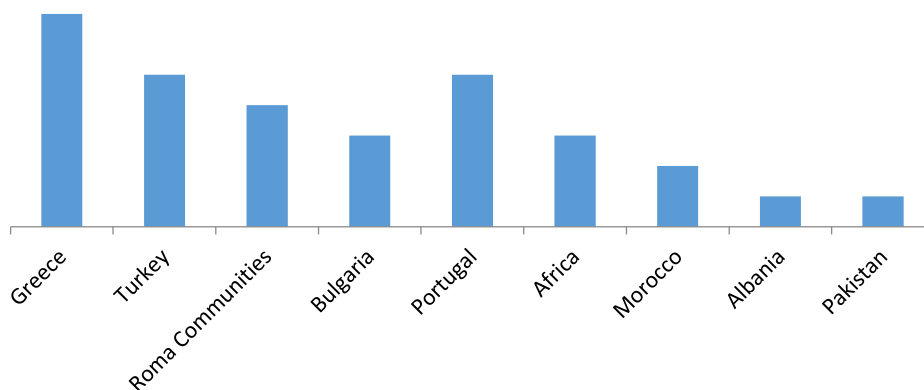


The greater part of the leading actors-protagonists of the stories is young people before the age of 30 and mostly youth with a migrant background or who are coming from a socioeconomically disadvantaged background (living in disadvantaged areas or in bad conditions, low-income families, single parent family, etc.).

Age Categories

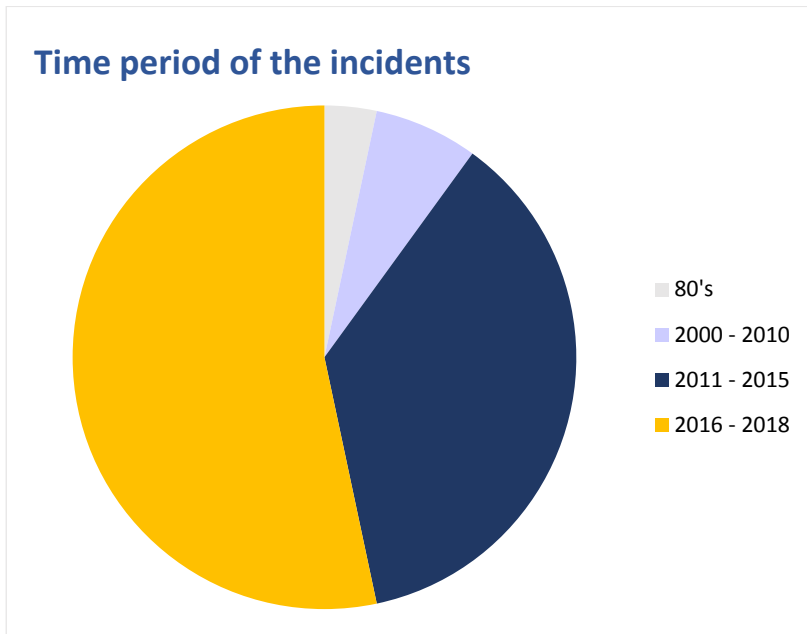


Origin





What is more, the larger part of the narrated incidents occurred during the last decade, between the years 2011 - 2018.





Stories from Greece

KEAN – Cell of Alternative Youth Activities

1. Face isolation with sport

Details of the interview

Role of the Interviewed: amateur football player

Age: 41

Gender: male

Nationality: Greek

Type of radicalization: ethnic discrimination

Historical period collocation: 2016-2018

Date/Country of the Interview: 28/09/2018, Greece

Interviewer: KEAN – Cell of Alternative Youth Activities

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am 41 years old and I remember myself playing a lot of football from a very young age and since I was 20 years old until today I am playing in amateur teams and sport clubs. During all these years I had experienced different kind of incidents mostly with supporters playing a leading role and mainly when they were becoming passionate during our matches.

I am not totally aware of radicalization, how to identify signs and how to contribute to the prevention of the phenomenon, but during the 2 last years I am witnessing situations which from my personal point of view and experience may be the start of radicalization.

2. Telling your story. What has happened? How has the story started?

As we all know, during the last years Greece experienced huge refugee flows and a lot of these people were granted international protection and chose to live in Greece. They are trying to learn and get used to our habits, our culture and our daily routine and become part of our society but by also keeping their own culture and practicing their own customs; and this is proper and effective social integration and not forced assimilation.

Hence, they are also participating in sports teams and sport clubs. However, they are facing several discriminatory behaviours and incidents almost on a daily basis. In our team, we also have people coming from Afghanistan and Pakistan who a lot of times have become recipients of verbal



aggression and discriminatory behaviours, including comments about their nationality and their religion. Most of the time they are isolated even by teammates.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I have noticed that a lot of times, such as for instance during the breaks or after the training sessions or even the matches, they are only hanging with their peers and choose to sit in a different place, more isolated.

I do not know much about radicalization, thus I cannot precisely explain radicalization but counting on my previous knowledge and experience these incidents could lead to violent behaviours and acts of fanaticism, extremism and terrorism.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I approached our coach and talked with him about the situation and the existing conditions and together we were thinking about possible ideas and ways to create a common spirit and unite the whole team.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

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.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

Our coach tried to approach individually each player and have a discussion and introduced some brief intercultural activities and games for adults. However, slight progress has been achieved as there are still deep-rooted discriminatory beliefs.



2. Uneasiness and radicalization

Details of the interview

Role of the Interviewed: coach / amateur sports team / girls volleyball team

Age: 30

Gender: female

Nationality: Greek

Type of radicalization: social, political radicalization

Historical period collocation: 2017

Date/Country of the Interview: 26/09/2018, Greece

Interviewer: KEAN – Cell of Alternative Youth Activities

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am a volleyball coach in a local girls' volleyball team and I have been working as a volleyball coach in amateur sports teams the last 4 years. During these 4 years and depending on my little experience, I have only experienced one incident which I can say that it is pretty much related to radicalization.

2. Telling your story. What has happened? How has the story started?

The incident happened 1 year ago and concerns one of the girls of the team I was coaching, aged 17 years old and at the last grade of High School. She had been growing up in a single-parent household, raised by her mother since her parents divorced when she was very young and her father was visiting them only once per month. She was quite distant, finding it hard to make friends, she had tensions with her mother and kept saying that she is unfairly treated by everyone and has no future prospects.

She was not accepting any comments, admonitions or advice; on the contrary she was getting angry and aggressive and shouting that I am treating girls unfairly. Quite frequently she was referring to governments and that they keep lying and cannot do anything to change injustice in the societies.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

The rest of her teammates who were quite concerned about her, came at me and freely spoke to me and shared with me the fact that she was asking and searching about teams that act individually in order to defend people's rights, if such teams exist, where they exist, what they do exactly and how someone can be recruited. In the end they said to me that the more she was



reading and searching the more passionate and obsessed she was becoming. After the confession of the girls, I confirmed my deepest fears.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

As I felt that I do not have the skills and capacity to deal with that situation I called her mother and asked from her to meet me in order to discuss a very important issue. Her mother was quite shocked as she had not realized anything about her daughter's situation due to financial and other personal problems that she was facing. Despite that, she realized how critical the situation was and she asked for my cooperation and support.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

I felt and I feel that I lack of the skills and knowledge needed to manage those kind 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.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

After lots of conversations between the mother and the daughter (something I learned from her mother and not from her) she understood a lot of things that before were unclear and confusing into her mind, she felt much closer to her mother, started focusing on her lessons, graduation and future studies and completely forgot about all of these. She graduated high school and today she is studying at University in another city, where she also joined an amateur sports team.

3. Political radicalization behaviour

Details of the interview

Role of the Interviewed: professional football player

Age: 28

Gender: male

Nationality: Greek

Type of radicalization: political radicalization

Historical period collocation: 2016

Date/Country of the Interview: 20/09/2018, Greece

Interviewer: KEAN – Cell of Alternative Youth Activities



1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am a football player and I am playing in Gamma Ethniki (C National Amateur Division) which is a National Amateur Category - the 3rd highest football league in Greece. I would like to narrate a story to you that I witnessed about 2 years ago and is related to political radicalization. I have been in quite some teams until today and during this year I moved and joined another team.

2. Telling your story. What has happened? How has the story started?

My story concerns one of my teammates from the previous team in which I was playing for. We were at the same age and in the beginning we were spending a lot of time together not only during the training sessions but also after them. He always wanted to know and understand everything around him, about society but also humanity and he was searching through web, reading and discussing about social and political issues. At some point, I also realized through our conversations that he was coming from a nationalist family. Over time, he started to express a lot of enthusiasm about fascist movements and he was saying things like “People are killing the ideal of a free & strong nation”, “Our nation is unique, precious and superior, that is why we should fight for it and protect it”, etc. Gradually, he started being verbally violent towards others and especially towards people with different national backgrounds and people who were strongly disagreeing with his extreme points of view. When he understood that I was not sharing his views he stopped hanging around with me and the following period I noticed that almost none of his old friends was associating with him and only a few of our teammates were hanging out with him. Instead he had found new friends that seemed to have common opinions and perspectives.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

At first place, I started realizing what was going on when he stopped searching and reading and started insisting on “Fighting for the protection of our unique nation” and thereafter when he separated himself from everybody else, including teammates, friends and family. As far as I am concerned, I believe that radicalization occurs when someone expresses and adopts increasingly extreme social, political or religious beliefs and ideals leading to violence, terrorism or extremism. The truth is that I believe that this story spots early signs of radicalization but I do not consider myself expert in this and I do not know pretty much about the phenomenon of radicalization.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?



The way in which I tried to cope with this situation was by talking to him and trying to shift his mind set but unfortunately he cut me off.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

I think that I do not have the skills to handle a situation, a case like this one. The rest of our teammates also tried but with no success.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

Unfortunately, I do not know the end of this story or what he is doing today since I have changed team and I had lost contact since then.

4. Discrimination towards isolation

Details of the interview

Role of the Interviewed: amateur Football player

Age: 20

Gender: male

Nationality: Greek

Type of radicalization: ethnic discrimination

Historical period collocation: 2013

Date/Country of the Interview: 19/09/2018, Greece

Interviewer: KEAN – Cell of Alternative Youth Activities

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am coming from the Roma community and I will share with you an incident that I experienced when I was 15 years old. In the beginning I thought that it was just a racist incident but then I realized that things could have gone badly.

2. Telling your story. What has happened? How has the story started?

Sports are part of every school curriculum in Greece and school students are always playing sports at school. Every week and during gym classes I was playing football along with my classmates and since the majority of the boys in my school loved to play football we decided to play also after school hours. Therefore we gathered and formed 2 amateur teams and we were meeting and



playing football at least once every week. I am coming from a Roma community as well as a couple more boys from my school that also joined the amateur teams which we formed. When we were playing football during the school hours things were going very well and we did not have fights even if there were mistakes, problems or defeats. However, when we were playing after school hours and outside the school yard, our physical appearance and origin seemed to cause problems, as the rest of the children who were not coming from Roma communities were making racist comments, verbal attacks and were often using negative hand gestures during and after our amateur football matches. Therefore, I was mostly hanging out and had good relationships only with the children coming from Roma communities, since we were experiencing the same kind of discrimination and we were feeling the same towards the rest of the society. Our group was something like our 2nd family! We were isolated from everyone else and thinking and acting all together and we were relying on each other. In some parts we were also responding both with verbal and physical violence. The more they were behaving badly towards us the more our group was becoming stronger and stronger.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

In the beginning we thought that it was just a racist incident but then we realized that things could have gone badly. Consequently we stopped playing football after school and we were only playing during gym class and school hours, where all tension was transferred and was obvious both to the rest of the school students and the teachers. I realized that the situation was very serious when we started planning to do bad things to the children that were treating us like that, like stealing or beating them. We were planning to ambush the children and recover justice.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

The teachers started realizing that there is a problem and one of them approached me and we started discussing. The discussions became more often and I started realizing how serious the situation is. In the meantime the teacher had also discussions with all the involved children.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

I believe that we would not be able to cope with this situation if we did not have the support and guidance of our teacher, whose advice was significant and useful.



6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

The teacher helped a lot in recovering the balance and relationships between us and over time both sides perceived our mistakes. I would like to say that we should always accept and respect differences and search for the common reference points that will bind us together even with those that are completely different than us.

5. Inclusion against radicalization

Details of the interview

Role of the Interviewed: amateur football player

Age: 22

Gender: male

Nationality: Albanian

Type of radicalization: ethnic discrimination, social radicalization

Historical period collocation: 2014

Date/Country of the Interview: 14/09/2018, Greece

Interviewer: KEAN – Cell of Alternative Youth Activities

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am coming from Albania and I have been living in Greece for ten years. My parents migrated from Albania to Greece and settled in Athens when I was 12 years old. At the age of 18, while I was at the 3rd and last grade of High School, I had a couple of bad experiences that made me feel marginalized and discriminated against in the country that I was expected to be integrated into its culture and society. Now I can tell that, back then these bad experiences along with the feelings of discrimination and marginalization made me adopt increasingly extreme social ideals and aspirations and it became too difficult for me to find any other beliefs reasonable.

2. Telling your story. What has happened? How has the story started?

When I was at the age of 18 and in the beginning of the school year, about to attend the 3rd and last grade of High School, my father got a new job so we had to move in another region, municipality of Athens. Consequently, I was also enrolled in another school. At my old school, I had never encountered any problem or difficulty, I had never been discriminated and I have the fondest memories. However, the first period in my new school proved to be completely different and difficult. The majority of my classmates were acting indifferent towards me, only talking to me during the lessons and when they were required to do so and never hanging with me during the breaks or after school. I was hanging out only with one guy from the boys in my class and two girls. These three out of my 26 classmates were the only ones who treated me like a friend and not



differently from everyone else. They were obviously avoiding me, rarely replying to me when I was speaking or asking something, never choosing me as partner in school assignments, never inviting me in their birthday parties, they were always calling me using my ethnicity “Albanian” and not my name, keep making nasty comments about my ethnicity and that I was not belonging to Greece and I had to go back to my country and so many other things that I would prefer not to mention. This lasted for a long time.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I started feeling discriminated, marginalized, isolated, not fitting in this school and in the Greek society, not belonging anywhere and that no one could understand me. I started having an aggressive behaviour and avoiding almost everyone. I started thinking that it would be better to just hang out with people having the same migrant background like me, as they were the only ones who could understand me. Since in my school there weren't a lot of kids coming from the same country as me, I started searching for communities and groups in order for me to get integrated. I met by chance a group of boys, older than me, who had graduated from high school and had the same origin as me. We were spending lots of time together; I had learned all about their families, their background, their secrets and we had long talks about the racist incidents they had also experienced. At some point, they told me that they will deliver justice and put them in their place, as no one had done this and that I just needed to say the names of the children. Despite the fact that they were planning mean, harmful things like attacking those children, I felt very good because I thought I was having people with common background, feelings and ideas, willing and ready to defend me.

In the meantime, our physical education teacher at school, during one of our gym classes, noticed – as he told me – my skills in football and told me that he found out that I am quite talented and good at playing football, so he proposed to me to join the school football team. I immediately accepted his offer but unfortunately the first day, the day of my introduction to the team, I realized that the team was composed by the majority of my classmates who were treating me badly. I still did not say anything but I also did not want to quit the team as I like very much football and I had always dreamt of belonging to a football team. By the time I entered the team their behaviour began to change. They were treating me like a teammate and as a valuable player for the team. One day, I decided to make a conversation with them and clarify everything. They apologized to me for their behaviour and bad comments and said that they hadn't realized how badly they had hurt me.

I was feeling again that I belong somewhere but I couldn't enjoy that as all I had on my mind was cutting off myself from this bad and dangerous group that I was engaged in my attempt to face discrimination and injustice. When I was bringing to my mind their words, I was feeling scared and that all these were wrong and nobody should get harmed. I sensed that the entire situation was getting out of control.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?



At first, I had the sense that nobody would understand my thoughts and feelings; I was feeling like a stranger so I did not want to discuss this issue with my teachers and the headmaster. I also did not say anything to my family or these 3 classmates with whom I used to hang out with. I was pretending that everything was fine and that I have no problem. But after, as I was too scared to face this group, I started gradually avoiding them in order not to have worrying incidents. At the same time, I also decided to speak to my family, say everything and ask for their advice.

After all this time, I am reconsidering whether I should have spoken with someone a lot earlier, before getting involved into that nasty group and explain the facts and ask for help and advice.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Of course I did not have the skills to manage a situation like that, and I feel grateful for my parents, who supported me more than enough when they found out what was going on. The most difficult part for me was when I realized that someone could have been seriously harmed in such a situation; it was the part that I decided to ask for my parents' help. One also very difficult moment was when I had to narrate and explain everything to my parents. My introduction to the school's football team was also a form of support for me, as I reconsidered the facts and I started feeling again included.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

I followed my parents' advice and thankfully I managed to step away from that group of older kids who I strongly believe that are a bad influence. First of all, I learned that when we are not able to cope with a situation, the most right thing to do is to talk and ask for advice. I also learned that violence isn't the way or the solution to fight against racism, discrimination and injustice. Last but not least, I experienced how sports contribute to inclusion and help people accept diversity and cultivate mutual respect. In my case football had worked as a common factor and united me with my classmates.

Nowadays, I am studying at University and I am still playing football with my fellow-students.

Municipality of Evrotas

6. Face prejudice and discrimination by talking

Details of the interview

Role of the Interviewed: football coach

Age: 37

Gender: male

Nationality: Greek

Type of radicalization: ethnic discrimination



Historical period collocation: 2017

Date/Country of the Interview: 20/09/2018, Greece

Interviewer: Municipality of Evrotas

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am a Football Coach and I have worked in many sport clubs and amateur football associations. Last year, while working in an amateur local football association and I was training teams of children aged between 10-15 years old, I experienced incidents of racism among the children of one of the teams.

2. Telling your story. What has happened? How has the story started?

This amateur local football association is located in a quite small town, however the town is inhabited by many immigrants as it is mostly a rural area with huge areas of crops where they are usually employed. So, every year, a lot of children with migration background are enrolled in the association and take part in the training sessions. Last year, in one of the teams which I was coaching, one kid with migration background was enrolled in the middle of the year and was the only new member.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

In the beginning, everything seemed to be going well, all the kids were hanging together both during the workouts and the matches and after, they were cooperating and they were also having fun. Unfortunately, at some point, I noticed that this had stopped and on the contrary the kid with the migration background was isolated, was sitting alone and during the workout the other kids were making unpleasant comments, targeting his background and origin.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

Firstly, as a human being but also as a football coach, who should be fair, give equal opportunities and promote cooperation, teamwork and fair play, I decided to intervene. So at first place, I arranged a meeting with all the parents of the kids and in cooperation with other coaches from the association we conducted speeches and a general talk, including parents' opinions and thoughts, about the learning values that someone can acquire through sports, but also about deviant behaviors among kids and how they can be managed. The group meeting was followed by individual meetings with the parents of the kids who presented aggressive behavior, but also with



the parents of the child that was isolated. Unfortunately, no one of the parents had realized what was going on, but they were definitely committed to begin open and ongoing conversations with their children about differences, diversity and discrimination, as we proposed.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

In the beginning, I was very disappointed as these discriminatory incidents and the isolation of the child were escalating and I felt that I was not prepared or trained to handle a situation like that, but I was feeling that I had to solve this problem. So I started researching on the web, reading studies and ways approaching those kinds of situations, as well as practices in order not also to stop the incidents but to prevent future cases. The most difficult part was at the beginning of this situation, when I understood what was going on and I was feeling unable to help the child and solve the problem.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

Fortunately, all parents willingly cooperated with us and week by week the situation got a lot better until everything went back to normal. All the kids were hanging together during the workouts, the matches and after, they were cooperating and they were also having fun.

After this experience, I strongly believe that discussing discrimination and facing such situations can be hard enough even for adults. Talking to kids about the subject can be especially challenging, however diversity and discrimination are subjects that shouldn't be ignored. Parents but also coaches and teachers are playing a very important and critical role both in facing and preventing discrimination that is why they should often talk to kids about the evils of prejudice and discrimination and the value of diversity.

7. Teach respect against prejudices of racism

Details of the interview

Role of the Interviewed: PE Teacher

Age: 46

Gender: female

Nationality: Greek

Type of radicalization: ethnic discrimination

Historical period collocation: 2016

Date/Country of the Interview: 24/09/2018, Greece

Interviewer: Municipality of Evrotas



1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am a physical education teacher and I have been working at the same school for the last 16 years. A lot of children with a migrant background have been enrolled in our school the last years and we had never experienced discrimination cases till 2 years ago. Before having this interview, I had never thought of the incident I am going to describe, that way, but now that we are talking I believe that it could be strongly related with radicalization process.

2. Telling your story. What has happened? How has the story started?

The incident concerns a former student of mine and more specifically a young girl with migrant background, aged 13 years old. She was an excellent student, with consistency, always smiling, very kind and shy and a willing girl who was always trying to help her classmates and always cooperating with everyone.

Apparently, a lot of incidents had probably happened but she had never told anything to anyone, neither to her school teachers, nor to her parents. One day, it was too rainy to do outdoor sport activities so I decided to have a theoretical session with the students about sports played in ancient times. When we reached the classroom, I remembered that I had forgotten to bring the projector, so I kindly requested from the children to stay quiet in the classroom, until I come back with the projector and continue our theoretical session.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

When I was reaching the classroom, I heard through the half-opened door a group of kids screaming nicknames and a lot of unpleasant comments, all targeting the girl and especially her origin and her skin color. The girl was not talking and not responding back to any of the comments. I couldn't stand anymore to hear these things, so I opened the door and entered the classroom, I looked the girl and she seemed quiet and a bit sad. I started talking about this with the kids and I asked them to explain to me the reason of all these comments and behavior. After that we had a long talk with the kids about values such as diversity, tolerance and respect.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

It's strange but somehow, I decided from that day and especially after this conversation, to watch this class and the behavior of this group of children towards the girl and see if the comments and



the maltreatment will go on. Unfortunately my fears came true. The situation kept going on, so I decided to do something about it. I had a meeting with all the school teachers and the headmaster, where I described the incidents and I explained to them the situation and the isolation of the girl. We decided to work with the children with some classroom activities and interactive games focusing on exploring prejudices, stereotypes, racism, exclusion, equality and diversity with the aim to fight the phenomenon. Furthermore, the headmaster arranged a meeting with parents in order to provide information but also to offer advice on the topic. Unfortunately very few parents showed up and attended the meeting. In the meantime, during my lesson with this class, I formed an amateur basketball team including all the girls where I was coaching girls' basketball. Since then, every time during my class, the girls were practicing basketball and playing mini tournaments.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

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. Thankfully, I had the support both of the rest of the school teachers and of the school principal who paid attention to the case and were immediately engaged in facing the problem. Sadly, I did not have the support I expected from the parents. The most difficult parts were the indifference of the parents and the fact that I was witnessing the maltreatment of the girl and the change in her behavior, withdrawing into herself and isolated from the other students.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

The girl with the migrant background was proved to be a great and talented basketball player and this was something that the rest of her classmates noticed and started respecting and admiring. Gradually, things became normal over time and the girl had the best relationship with her classmates. This incident made me experience in practice that sport has the power to break down barriers and unite people.

8. Discrimination, isolation and risk of radicalization

Details of the interview

Role of the Interviewed: amateur football player

Age: 32

Gender: male

Nationality: Pakistani



Type of radicalization: ethnic discrimination, social radicalization

Historical period collocation: 2013

Date/Country of the Interview: 27/09/2018, Greece

Interviewer: Municipality of Evrotas

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am coming from Pakistan and I legally entered Greece and reside for almost 6 years. Since then I am employed as a worker in farms and crops. I am living in a very small village where we all know each other and the majority of the inhabitants is Greek and has been born here. Especially in the beginning of my stay, I faced and experienced lots of racist incidents and exclusion due to my nationality and skin color and because I was not born in this region and I could not speak the language.

2. Telling your story. What has happened? How has the story started?

During the first period of my stay, I was living alone here and I had only my job and some friends that I made at work, who are also coming from other countries. The village has very few things-activities to do at your spare time and only a few places to visit such as recreational facilities. I had plenty of free time after work, so I decided to enroll in a sports club where adults but also children learn how to play amateur football and which organizes amateur tournaments. They placed me in one of the adult teams and I started practicing with the support and guidance of an experienced football coach. Our coach was treating every player, including me, with respect and equally and fairly, however, I was not treated the same by my teammates. All my teammates were behaving formally towards me, especially when the coach was present and when he was absent, most often, they were not even talking to me. During and after break time, the trainings and the tournaments they were always hanging all together but never with me and they were obviously ignoring and avoiding me. Despite the fact that according to our coach I was very good and hardworking football player, they were having a hard time to accept it and cooperate with me. I did not want either to push forward the issue to our coach or to try to approach them and settle things with them.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I felt that I was completely in the wrong place in the world and different from other people, not accepted as I am. I started having questions about myself, about the other people, my teammates, the society. I felt that I was not a member neither of this team, nor of this society. So I was



desperately starting seeking to meet people who will have the same thoughts, beliefs and questions. During this period, I just happened to meet the friends of one of the guys I used to work with and we started hanging out and spend our free time together. As time passed, we were having in-depth conversations where I realized that we were sharing the same thoughts, beliefs and feelings. I started feeling that I belong somewhere and that there were people who understand me. They were having and expressing extreme beliefs, thoughts and ideas and they presenting an aggressive behavior towards the rest of the people and society. At some point I also realized that things were going a little weird, so I started discreetly to avoid hanging and going out with them. Back then I did not exactly realize what was going on and I was just thinking that eventually we were not matching, but now that you explained to me about radicalization and we are doing this interview, I realize that I was entering the process of radicalization and how much more they were. I have no experience or knowledge on the topic of radicalization.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I just stopped hanging out with them when I realized that something was going wrong. I don't know if this was the proper thing to do, or if I should have talked to someone about it. I did not involve anyone else, not even the guy who introduced me to them and with whom I was working with.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

When I realized that something was going wrong with that group, I did not know what exactly to do. The only solution I had was to start discreetly avoiding them without commenting on their attitude and beliefs, as I was afraid of them and their aggressive behavior. The most difficult part was that I was afraid that they were going to harm me because I left their group.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

I learned a lesson from this experience and I realized that everyone should think clearly and rationally and don't get influenced by anyone. Now I know how to get the others' respect and I regret that I was involved in that group and situation.



9. Reacting to social discrimination

Details of the interview

Role of the Interviewed: student / high school volleyball player (at the time of the narrated story)

Age: 19

Gender: female

Nationality: Greek

Type of radicalization: racism, social radicalization

Historical period collocation: 2015

Date/Country of the Interview: 03/10/2018, Greece

Interviewer: Municipality of Evrotas

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I will share with you one bad experience as I want my voice to be heard and maybe help other girls who may be in my shoes. The story, I am going to narrate, happened 3 years ago, when I was 16 years old and in the 1st class of High School. Today that I have become more mature, I consider that I started following the pathway to radicalization.

2. Telling your story. What has happened? How has the story started?

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

My grandmother is the one who raised me and my brother since I had never met my father and I have no information on him and when I was 8 years old and my brother 10 years old, our mother abandoned us and got married to someone, who we had seen only once just before she left us. Both me and my brother we were hurt and we are still hurting by our mother's abandonment but thankfully our grandmother, this lovely, admirable and caring woman, is the biggest blessing in our life, she has been both the best mother and father to us. Unfortunately, she is quite old and she is just receiving her pension. Especially, when me and my brother were younger and still at school and we could not work, we barely had enough money for our basic needs. As far as I am concerned, I have always been an active and restless youngster, always trying to understand and help others and contribute to my school community and to the society in general. I am humble, honest, and shy, but not always low-profile and I adore truth and justice. It all started 3 years ago, when I was at the age of 16 years old. During a gym class, our physical education teacher proposed to all of the girls of my classroom to form 2 teams and play volleyball. Our teacher explained to all of us the basic volleyball rules and terminology and we got started. That day I had the best



experience in my life, as I enjoyed very much playing with my classmates with whom I had always the best relationship and I understood how much I loved to play volleyball. In the meantime, I knew that in our school we were having a high school girls' volleyball team, which was composed by schoolgirls of all of the three grades of high school. Therefore I decided that since I love and enjoy so much playing volleyball, I should talk with our physical education teacher and do whatever it takes to join the team. Our physical education teacher talked to me quite strict and negatively and seemed that she did not want me to join the volleyball team, something that still today I cannot understand and justify. She approved my participation in the team with great difficulty, while the rest of the girls on the team were extremely opposed to my introduction to the team. The first day of my appearance in the team, the majority of the girls instead of welcoming me, indicated their dissatisfaction by grimacing and demonstrated their upset. In short, from the very first moment, they were keep making insulting comments about my economic, social and family background, talking in front of me loudly and with emphasis about how warm family they have and how much they were loved by their parents and the gifts that they were buying to them and how they are spending their free time and weekends with their parents.

As a consequence, I felt sad and that I was treated unfairly, I got too angry both with my teammates and with the physical education teacher who was training us and was watching what was going on without any intention of interfering and putting them in their place and in the meantime I quit the team. There was no effort neither from my teammates nor from our teacher to bring me back to the team. That made me even angrier.

Thereafter, I was very frustrated and I had convinced myself that I have to take justice into my own hands. I started searching on the web and the more I was reading, more passionate I was becoming. At one point, I actually thought that it would be better if I also find some other young people, with similar experiences, that are willing to administer our own form of justice. So, I started searching in forums, where different people were expressing their opinions, beliefs and life experiences and I was chatting and aiming to meet face-to-face with whoever was matching this profile.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

Lucky for me, my brother who was 2 years older than me and always very mature, had noticed all the change in my behavior and had his eyes on me, so one day he sat down and discussed with me. I told him everything; I described every single incident with great detail, as well as the



behavior of my teammates and the attitude of our teacher. I also expressed to him my beliefs and that from now on I had to deliver justice since our teacher was not reacting. My brother advised me and made me see that this was not the right way to handle and control things. At the same time, as he was too worried about me, he also informed our grandmother about the situation, because as our guardian she should also acknowledge the facts. That period, my brother was constantly around me, hanging out and spending lots of free time with me, in order to make sure that I have left all these behind and I was thinking straight. If it weren't him, things would have gone and ended pretty badly, since usually anger urges to harm others or ourselves.

Today I am studying at University and in the meantime I am working and I have started thinking of finding and joining an amateur team and playing again volleyball, which I love so much. After all these I have learned that all people sometimes may be treated unfairly and get disappointed and maybe frustrated and sad but this doesn't mean that we have to overcome this situation in this way. There are many ways to cope with such issues without the use of violence and unwanted means.

10. Tackle racism in very young people

Details of the interview

Role of the Interviewed: physical education teacher

Age: 39

Gender: male

Nationality: Greek

Type of radicalization: racism, political radicalization, right-wing extremism

Historical period collocation: 2016

Date/Country of the Interview: 11/10/2018, Greece

Interviewer: Municipality of Evrotas

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

Unfortunately 2 years ago I experienced a situation of radicalization of a young boy, a student of mine.

2. Telling your story. What has happened? How has the story started?

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

Our town is a rural area with many crops and cultivations, inhabited also by many immigrants who are residing here with their families legally and permanently and are working in the farms.



Accordingly, their children attend school regularly. In the high school that I was teaching 2 years ago we had many students with a migrant background and we had never faced any racist incident before.

During my class, I was usually coaching the boys' football and the girls' basketball. At the start of the school year I hadn't faced any problem or racist incident. However, during the middle of the school year I noticed that during the football matches, one of my students and more particular a young boy was having a quite aggressive behavior towards to classmates who happened to have a migrant background. He was making fun of them, using nasty expressions and insults, making offensive comments, using verbal violence, sometimes followed by bad gestures and physical violence. The comments included expressions like "You are inferior", "You are a threat to the Greek nationality" and many other. Many of the rest of my students - his classmates came to me and said that he keeps attacking the children and repeating those words during school breaks and after school and that he is also talking to his friends about far right political parties and their ideology. I have limited experience on the topic of radicalization but based on my overall experience as a teacher, I can say that in this specific case, parents had influenced the radicalization process of this young boy.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

Every time that such comments or unacceptable behavior were brought to my attention I was disapproving his attitude, scolding him and maintaining order. But this wasn't enough. Many times I was inviting him to talk privately, where I was trying to explain many things to him, including issues such as violence, diversity, unacceptable behavior and other related topics. Despite my efforts, he continued misbehaving and causing trouble when I was not present. In the meantime, I had already informed all the teaching staff of the school as well as the principal about the incidents and the child's behavior.

I didn't give up; I continued trying to cope with the situation. The next step was to call his parents and discuss with them, as the situation was turning more serious. His parents never showed up in our meeting and when they were coming to school, either to pick up their child, or to get informed and receive his grades, we were trying to talk with them but they were always avoiding us by pretending that they are in a rush and that they have got some unfinished business to take care of.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

No, I didn't and I don't have the skills to cope with this kind of situation and I believe that this was and still is the most difficult part. I still fill that I didn't achieve anything. I couldn't manage to alter



his behavior. I had the support of the principal and of the teaching community but this proved to be inadequate.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

This situation had not been improved until the end of the school year and during the period that I was teaching there. The next year I was transferred to a new school. I strongly believe that we also needed the support of his parents and of course of a specialist, as none of us were qualified to cope with something like that.

Stories from Italy

USMA – Maria Ausiliatrice Sports Union

1. Facing multiple discrimination

Details of the interview

Role of the Interviewed: Athlete

Age: 23

Gender: male

Nationality: Moldavian

Type of radicalization: disability and racism

Historical period collocation: 2011

Date/Country of the Interview: 02/08/2018, Italy

Interviewer: USMA

Story collected by: Anthony Civolani

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

My name is Denis and I have Moldavian roots. I emigrated with my mother to Italy when I was 14 years old. After I arrived, to feel part of the community, I decided to participate in school sports. The radicalization that I felt immediately concerns two aspects of my life: my disability and racism for my origins.



2. Telling your story. What has happened? How has the story started?

I suffer from a disability since birth. I have a limb that has not developed due to the radiation from Chernobyl because I come from a city that is not far from where the nuclear explosion happened in 1986, Soroka. I never thought it was a problem because in Moldova nobody ever made fun of me. I have always done everything and drive the car since I was 16 years old. Even my features have created situations of racism because here I am exchanged for a Moroccan. In order not to feel excluded, I decided to practice the sport that I like, and I dedicated myself to running with the school's athletics team.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

Like any teenage boy, I was interested and looked at the girls. During athletic training I approached a group of girls who were training. Among them there was a girl that I liked a lot, so I tried to approach her while we ran but she in front of her group of friends she told me: "How disgusting you are with that arm!! do you really think I can like it? Get out Grebo!" ("Grebo" is an appellation often used offensively against people of Maghreb origins).

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I felt bad, all my certainties were canceled. I had never felt disabled, but that girl managed to make me feel a nobody. I did not want to be part of the athletics team anymore. So, at the end of the school year I informed the coach that I had decided to give up. At that point I explained to the coach what had happened and although he wanted to convince me, I stopped.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

I was not able to handle that situation. I looked for support in friends, I still spoke bad Italian, so I turned to my family to feel accepted.

From there I started to practice another sport and despite my disability I gave excellent results. I took all my anger and I turned it into a skill and I succeeded. I became a one-handed volleyball player. My teammates did not believe I could play well but I did.



6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

Today, a lot of time has passed. I no longer play volleyball; I play in an amateur football team made up of almost all foreigners. There are few Italians, we are all friends and we make fun of each other. Surely here there can be no episodes of racism because we understand each other. To anyone who happens to be discriminated, I say not to give up. Look for the sport that makes you feel good and continue.

7. Conclusions. Are there other relevant aspects related to (de)radicalizations that you want to highlight?

Today I am married and with my wife we have two young children. I think we need to start practicing sport from an early age because that is the only way we can eliminate racism. They do not see the differences we adults see and they can be better people.

2. Fighting prejudice

Details of the interview

Role of the Interviewed: mother of karateka amateur

Age of the child: 7

Gender: male

Nationality: Italo-Senegal

Type of radicalization: racism

Historical period collocation: 2013

Date/Country of the Interview: 02/08/2018 Italy

Interviewer: USMA

Story collected by: Anthony Civolani

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

My name is Franca. I'm Italian and I'm white. And I have two children from my former partner who is from Senegal origin, so he is black. I have witnessed discriminatory attitudes by bringing my son Ahmed to Karate.

2. Telling your story. What has happened? How has the story started?

I remember that during one of the workouts while I was on the steps of the gym, a mother joins me because she saw that I was inciting Ahmed during the fight. The woman approached me and



asked me: "Hi, but where did you get your son?" And I did not understand the question. " Sorry? In what sense where did I get him? ". The lady "Yes, in the sense, where does he come from, but is he yours?" Me: "Of course I am the mother! Where do you want him to come from if he's my son?". The Lady: "Ah I thought he was adopted".

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

That lady was upset that I had a coloured son, so from a black man, but I understood that her son had also received a racist education. He told me that the lady's son in the locker room told him that he did not want to fight with him because he is a "negro".

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I was very disappointed because there are children who are not born racist but who become because of the education received. So I decided to involve the Karate teacher, telling him about the episode to intervene to make this child understand that Ahmed is a boy like everyone else, and they can be friends.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

The hardest part was explaining to Ahmed what racism was, that he had not experienced until that day. In this I was helped by the teacher, but also by my family who made him feel loved and accepted as he is.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

The teacher understood that he had to intervene to unite the elements of the team, so he decided to do a lesson to explain how sport unites all the peoples of the world and showed the various champions of each race. In the end, the lady's son was isolated and they did not come to Karate anymore. After this experience I became stronger as a mother aware of how much ignorance there is in the world. I believe that we should not be touched by malice and try to instill more security in our own child.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?



I understood one fundamental thing that the sport practiced in the developmental age, is an instrument for the integration among the children that come from multi-ethnic families like mine. The boys realize that to win they must team up.

3. Producing marginalization and ghettoization

Details of the interview

Role of the Interviewed: amateur football player

Age: 18

Gender: male

Nationality: Nigerian

Type of radicalization: racial discrimination

Historical period collocation: 2018

Date/Country of the Interview: 08/11/2018 Italy

Interviewer: USMA

Story collected by: Igor Giammanco

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

Yes, I had experienced racism earlier this year (2018), when I started playing in a football team. Actually, I could only train, and not take part in official matches, for document-related problems. Nevertheless, I was involved in playing some “friendly” matches against other soccer teams. I have been part of my team only for three months, then I had to leave.

2. Telling your story. What has happened? How has the story started? How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

At the beginning, get integrated in the team was not easy. I was the only foreigner and I had some difficulties with the language, so that we could not understand each other very well. At first I did not believe they were racist towards me, despite some strange episodes. For example: once I passed a bottle of water to my teammates but they did not want to drink from it. I could not understand why, because they were used to drink from the same bottle and always passed the bottles one to another. And there was also someone who started mocking me, but as they were just few of them, I did not care much about that.

Then it happened that during a training match I had a game collision with one of my mates, and he reacted badly, telling me "son of a b****". So, I pushed him to the ground and I was starting to fight him. Our other companions intervened, not to separate us but attacking me. Fortunately, the



coach and another person stopped them. Since then, however, the situation has worsened. When I went to the training most of the teammates were against me, and I received many insults. For example, they told me that I stink, or they made fun of my skin or making fun of me by imitating a monkey.

3. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved? Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

It was hard to bear all this, but for a while I tried, because I was just interested in playing soccer. I thought they would eventually stop that. It was also difficult for me to find another team where to play. But it was not easy, because I had no one to talk with about this, and nobody who could help me. Only a few teammates were kind to me, they talked to me, but they were just few. They told me that with those people it is better to be quiet, because they are just ignorant. There were also other teammates that did not openly offend me, at the same time they kept laughing every time I was insulted. They did not even speak to me. Even the coach did not say anything, but sometimes I saw he laughing and saying bad things about me to other people. That's why I did not talk about the situation with him, because I knew he did not want to help me because he, also, is racist. Moreover, if he really wanted to help me, there was need to ask (as the situation was quite clear). I spoke with the other operators and also with the community manager. They said that I had to stay calm and not to react and that they would have solved the situation. But, at the end they never talked to the teammates or the coach.

4. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

It happened that the coach made a phone call to the community centre where I was living telling the manager that it was better if I no longer went to trainings. She told me to wait for a while, until the situation would get quieter, and later on she would talk to the coach in order to make me come back to play soccer. But she never did anything. And maybe it was better this way, because I did not want to go back to them. I did not want to see them anymore. It was a situation that made me feel bad. What I learned is not very good. First, I learned that it is difficult for me to play football here, just because I am not Italian. Still today, I can't play. That was my last time with a football team here in Italy. It's also difficult because there are problems with documents. I have other friends having the same difficulties about this. Besides that, I do not feel like playing any longer. Second, I saw that there are many Italians who are racists, and I do not like that. I realized that I do not want to be in a place where people think this way. Now, here in *** I feel better, because there are more Nigerians and Africans and we're fine with each other. Some friends I met helped me to find a job.



4. Education and anti-racism

Details of the interview

Role of the Interviewed: sport school teacher

Age: 56

Gender: female

Nationality: Italian

Type of radicalization: racial discrimination

Historical period collocation: 2018

Date/Country of the Interview: 08/11/2018 Italy

Interviewer: USMA

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I am a Professor of Sport Sciences and I have been teaching in a Secondary School attended by a number of students with migration backgrounds for several years. There are specific programs dedicated to young people with migratory background designed to promote a successful integration. Many of them regularly practice team sports in grassroots sport clubs and, in particular, soccer. During the training sessions for the Soccer Student Championships, I knew about the story of one of the participating students that highlights some aspects related to ethnic radicalization.

2. Telling your story. What has happened? How has the story started?

It is the story of a 15 years old boy with a migratory background. He was born in Italy from a family with North African origins. He began to practice soccer at the age of six and weekly he regularly runs 2/3 workouts plus the match in weekends. In the 2016/2017 season, after a game contrast during the match, he is invested by racial insults by a player of the other team.

It had never happened before but the reaction did not wait: the boy tackles the opponent and is warned with a yellow card by the referee. Despite the warning, he continues to play in a foul manner. He feels anger grow inside him because he thinks to be victim of an injustice. In his view his reaction was proportional to the offense and did not deserve a warning (the yellow card). He decided to face the opponent outside the locker room and, approaching him, asked him for explanations. There were no explanations. This caused him an irrepressible movement of anger that led into physical violence. The other teammates intervened to hold him back. The referee assisted to the scene and the day after informed the sport club of having banned the player for three matches for incitement to the fight.



3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

The story was collected thanks to my solicitation after having observed during the activity in class that the student appeared submissive in the attitude and detached from the other teammates.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

The situation was managed by the coach who, according to the story told of the student, before the training following the episode analysed the dynamics of the episode, stressing the fact that the insult received by the player was to be considered only as a provocation intended to unnerve and distract him. He invited the boy not to give importance to such episodes and words.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

My intervention with the student could simply result in an examination of what happened, in order to understand what kind of consequences this episode might have produced on him and, possibly, intervene in the most appropriate way at the educational level. The boy is aware of being wrong and realizes that he has to work on himself, learning to control his disproportionate reactions because, as he himself states, he must show not be "inferior" (to the provocations). At the same time he knows that he is not willing to tolerate these forms of violence and asks for respect for his person and his origins: the same respect he affirms to show towards others.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

The student's soccer team has broken up and he is waiting to continue to practice soccer in a new club. Meanwhile, he has enrolled to participate in the Student Championships.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

The episode narrated and the way in which it has been managed gives rise to ethical, social and pedagogical reflections. The approach of grassroots sport clubs is different from that of the scholastic community, and reveals a need for cultural change that could help in boosting the role of sport in promoting individual and collective well-beings. Sport should also promote the values of tolerance, equality and social inclusion, in particular with respect to the so-called "second generations".



As sports federations are involved in the fight against ethnic discrimination, by designing regulations and punishments against discriminatory behaviours in the field or among fans, at the same time they should become promoters of specific training programs aimed at those operating in the competitive world, starting from the grassroots sport clubs, in order to fully carry out their social and educational role.

5. Rejected body

Details of the interview

Role of the Interviewed: dance student

Age: 13 (at the time of the narrated episode)

Gender: female

Nationality: Italian

Type of radicalization: diversity, discrimination, gender

Historical period collocation: 2008

Date/Country of the Interview: 09/11/2018 Italy

Interviewer: USMA

Story collected by: Alice Scurti

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I witnessed a kind of “radicalization experience” in my classical and modern dance group at the age of 12. The excluded person, however, was not me, but a Romanian girl, J., who was living by many years in Italy, that from one year was part of our dancing group. She gave up precisely because she encountered hard difficulties in the dance activity, both with the other students as well as with our dance teacher.

2. Telling your story. What has happened? How has the story started?

During the pre-adolescent period, J. decided to try a new experience enrolling in a dance course. She probably knew that she did not have the “typical” physical characteristics of a dancer and that she was maybe already too old to join an already formed group of dancers. But she was looking for something new, after practicing other sports attended mostly by boys. In those activities she could not find what she was looking for in a sport.

This girl appeared different from the others of the group: her body was bursting and robust, with “masculine” characteristics that distinguished her from the typical “female” dancer. Her attitude was also not very delicate and light as commonly expected by ballet and modern dancers. Moreover, the country of origin of the girl also played an important role in increasing the distance



between this girl and the rest of the group. She is a Roma coming from Romania and although she had grown up in Italy, local people perceived her as having a “gypsy” look.

From the very beginning, J. was victim of insults because of her body shape and her ungraceful way of approaching the dance. That happened both during classes and in the locker room. She was attacked in particular by the group of the most talented girls, always ready to line up as a group in front of her and laugh at the difficulties she encountered in the discipline. In many occasions, they were discussing about her gender and sexual appearance in presence of J., talking as if she was not there. In particular they could not understand how she could be the way she was, having the body she had. Also J’s mother was targeted, when, like all the other mothers, accompanied her daughter to classes. In fact, the mothers’ group never tried to include the “gypsy-looking” mother of J. J. and her mother came to the gym avoiding looks and comments, and used to leave in the same way. Often the comments and laughter were fed by the teacher herself, who never avoided talking in very negative terms about the girl, even when she was not attending class. The most difficult and inexplicable episodes occurred at a certain moment of a lesson, when an exercise of “jumps” aroused a lot of anger in the teacher that, observing the girl's little capacity in the exercise, began to insult her and compared her to an elephant, accompanied by the background of laughter of the other students. What bothered the teacher was J’s lack of harmony. Objectively, J. was often a bit out of time. However, insults, lack of experience in the dance and the difficulties she encountered to integrate into the group worsened the situation.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

J. has found a hostile environment starting from the very first class. She was looked at and criticized for her different appearance. Her way of dancing was not appreciated both by the students and by the teacher. No one, in this context, has ever tried to interact with her or to know her better, going beyond the way she showed herself and danced. The sport environment in this case was the first excluding the girl. Pupils and teacher were united in excluding the outsider in every single lesson. The questionable and unprofessional behaviour of the teacher made easier, for the other girls, to feel comfortable with their behaviour also outside the classroom, in the dressing room. We should remember that the age of the students ranged from 10 to 13 years old: their behaviours can at least in part be justified only by their young age and little experience in dealing with people which seem different from them in various aspects. They probably were not completely able to understand the consequences of their actions on J.. Much less justifiable is the teacher’s approach. She was supposed to transmit the values of wellbeing in the group, promoting the mutual help among the pupils and of the passion for dance usually shared by pupils. Instead, she reacted with anger and aggressiveness against the little girl.



4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

Me and two other girls were by choice not part of this group of girls who teased J.. We often talked among each other about this situation. We did not like it, we felt guilty, we felt that J. was suffering despite appearing always indifferent to everything. But despite this, we never talked to anyone, we were not able to find a solution. In fact, we were scared by the idea of talking about that with the teacher and the other girls, so that they could acknowledge their bad behaviour and reflect about the consequences of their actions.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Personally, I did not feel to have the capacity to react to this situation, to find a way to help J.. I was very young, shy, closed and not “revolutionary” at all. I also was afraid of the teacher and the other girls. These aspects of my personality, that I was not able to control, put me in a very hard situation, where I could only witness what was happening without being able to intervene. I was blocked by very negative emotions that continued to accompany me even outside the gym. Despite this, I always avoided to look for help, or simply to find someone to talk with about this.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

For one year, the girl in question had the strength to remain indifferent, at least apparently, to all of this, until she decided to quit dance classes. That happened probably because of the final dance recital, when she was mistreated more than usual. In fact, the dance teacher was having personal and job-related problems and she was used to throw the stress on her pupils, and especially on her, who seemed appeared the weakest.

Personally, from this experience on, when I found myself in similar situations, I always tried to find possible solutions and put them into action as soon as possible. I do not want to fell again as not being able to react and do something. Therefore, to those who are faced with these situations, I would advise to reveal the problems of the group, talking with the other teammates and the teacher, and look for a greater support also in the family.

To people who live in situations similar as J. I would like to suggest finding a way to fell strong and react. Of course, sometimes indifference could work, but it is important to show emotions and who we are to remind these people, of questionable sensitivity, that we are all human beings and that these actions and words provoke negative feelings that are able to destroy the person who suffers and to ruin the group wellbeing.



6. Overcoming prejudice

Details of the interview

Role of the Interviewed: soccer player

Age: 20

Gender: male

Nationality: Moroccan-Italian

Type of radicalization: religion and racism

Historical period collocation: 2015

Date/Country of the Interview: 10/11/2018 Italy

Interviewer: USMA

Story collected by: Alice Scurti

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

During soccer trainings I always felt being an integral part of the group. At least initially, I am sure that my skills in the role I played have helped me in building relationships. But in post-matches and after trainings, religion or the different ideas I had compared to the rest of the group, made me often feel often excluded. Moreover, I received racist insults in the pitch during matches.

2. Telling your story. What has happened? How has the story started?

Out of the pitch, in the locker rooms, for long I had difficulties in integrating with my team. In post-matches or during trainings I found myself confronting with misunderstandings regarding the acceptance of my religion. That happened also in moments and spaces dedicated to sharing ideas within the group. My faith and my education was mocked. For example, I was criticized because I did not drink alcohol and therefore I was not considered part of the group. I felt judged and excluded for something I consider of little importance for our task and goals as a soccer team. When my mates used to go out after trainings, there was a period in which I was not even invited. They thought that, as I was not going to drink, I would not be able to have fun. They were wrong! This separation from the group in some aspects of our life was visible also in the different behaviours most of my mates was assuming when they were with me, one by one or in group. As individuals, they showed respect and comprehension towards my life-style, whereas when we were in group, they were transported by the collective feelings making me feel diverse and out of the team. During matches, instead, it happened that I was victim of racist insults, coming from my mates and also by the fans when I did some mistakes. At the beginning I felt attacked and judged. Then, having got used to it, I preferred to think that they were caught in anger, lacking lucidity.



3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I detected some signals of what was happening in their jokes, in the usual insults in the changing room and in the exclusion from team parties. Their incapacity to understand someone having different ideas from theirs was also a sign of exclusion. I think they could react in a different way about our different cultures. In this case “radicalization” was due to indifference and little maturity of my mates. For a while, they could not accept the small divergences existing between me and them.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I have always tried to solve single situations directly face-to-face with my mates, without looking for help from trainers or sport directors. I believed that these kind of problems were not related to the sport environment, but rather to social difficulties persons sharing a group. I think I was pretty strong to react always with indifference to the insults in the pitch and also to the difficulties in the changing room. When possible, I tried to talk to the people I had problems with, in order to solve these problems, at least in the short run. But similar episodes continued to happen time to time.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

I think I managed this situation as better as I could, keeping knowing my mates despite these little problems and non-becoming closed to other people. I tried to explain more and more times that our different life-style and our different religions should not become obstacles for the team. Anyone had the chance to get in touch with something different, another culture. This was the most difficult part, but training after training, things have started to change.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

My teammates started to be more and more open and available to establish a relationship with me going beyond life-style differences that were apparently opposing us. They have tried to respect me more and be more correct towards me and my religion, and they finally included me in the activities I was previously excluded.



The advice I can give to people that are living similar situations is to believe in themselves even when facing other people incapacity to understand cultural differences. Do not stop in front of prejudice, superficial and limited. We are the only ones that can overcome and cancel them completely with our attitude and behaviour towards other people.

Stories from Bulgaria

OPA – Opportunity and Protection Association

1. Identifying discriminatory behaviours

Details of the interview

Role of the Interviewed: gymnastics coach/ PE teacher

Age: 47

Gender: female

Nationality: Bulgarian

Type of radicalization: ethnic discrimination

Historical period collocation: 2016

Date/Country of the Interview: 05/09/2018, Bulgaria

Interviewer: Sdruzhenie "Shans i zakrila" - Opportunity and Protection Association (OPA)

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I do not know if it was radicalization in the case I think of, but I will tell you a story in which there were extreme manifestations of violence among children.

2. Telling your story. What has happened? How has the story started?

It happened a few years ago. I was then a teacher in physical education in a primary school. We had a school handball team for girls. The team participated in a regional tournament and ranked first. We had to play in another city with the other regional winners.

On the day of the competition we went to the sports hall. The match started. The girls were playing well. Before the end of the first half of the match one of my girls - Vanya was fouled by a player from the other team, but the foul was not registered by the referees. The tension in the match apparently had an impact on Vanya, and she pushed the other girl roughly. There was a penalty and Vanya had to leave the game for 2 minutes. She did not agree with the referee's decision and started shouting that they did not considered the foul against her but only her



behaviour was punished because she was Roma. The match was stopped. I had to do something because I saw that things would go out of control. It was hard for me to get Vanya out, as she continued screaming and did not want to come out of the handball field.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

Vanya's words that she was a Roma, and therefore she was treated unfairly made me think that she had probably been discriminated before, and this triggered this aggression in her.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I was trying to calm her, but she did not want to hear me. After the match was over, the other girls also wanted to talk to her but she did not want to listen. The crisis lasted a long time. The next day I talked to her about what had happened. She said that many times she was treated unfairly only because she was of Roma origin and was even insulted. In the handball team she felt she was well accepted and did not expect a discriminatory attitude. She herself was confused.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

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.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

There was no other such situation while Vanya was in the team. It made me more alert to the children with whom I work and to observe their behaviour more thoroughly. This careful observation is helping me stop intolerant or discriminative attitude at the very beginning.



2. Against gender-based violence

Details of the interview

Role of the Interviewed: football coach/ PE teacher

Age: 36

Gender: male

Nationality: Bulgarian

Type of radicalization: gender based violence

Historical period collocation: May 2018

Date/Country of the Interview: 14/09/2018, Bulgaria

Interviewer: Sdruzhenie "Shans i zakrila" - Opportunity and Protection Association (OPA)

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I'm a coach of a school football team of girls. I will tell you a story I experienced during the last tournament a few months ago. It is related to causing of psychological violence to my players by boys from the audience.

2. Telling your story. What has happened? How has the story started?

As you know, football is perceived as a game for men but more women are starting to play as well. Every year there is an inter-school football tournament in our town. In the last two years we have also included girls' teams. Both boys' and girls' matches were running at the same time. My team qualified for the final. During our final match, boys from another team in the tournament started to insult rudely the players on the field. They were shouting, "You are very funny, you cannot do anything, football is not a female game, shame and disgrace for football, go taking pictures for Instagram and do not deal with men's things." Their coach did not react. The tension on the field was great; after all it was the final. These insults further exasperated the girls. I tried to calm them down, but the boys did not stop offending them. Then one of my players kicked the ball strongly against these guys and hit them. The boys jumped, ready to respond with violence. The referee showed the player a red card and she was out of the match.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

Since the beginning of the match the boys laughed loudly and then started to offend the girls roughly. If we, the coaches, had not intervened the situation might have escalated to a fight.



4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I was angry with this offensive behaviour of the boys. I think that sport should unite, not discriminate. Unfortunately, many people think that football is for men and women are not good enough in this sport.

I talked to my colleague, the coach of these guys, that we should not allow such behaviour and aggression, but to teach them to be tolerant and good-natured to the rivals. He, of course, agreed with me, gathered the boys into the dressing room and went to talk to them. I also spoke with my team and told them that although they were provoked they should not resolve their conflicts with violence.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

I have always tried to teach the children that I train that the athletic achievements are as much important as the character of the athlete and his/her behaviour to others. I teach them to be tolerant and responsible people. I think that attitude is most important. If you are good to people and show respect they will respond in the same way. This is the way to cope with violent incidents in sport and in life as well.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

We won the match and got the cup. All the girls were happy. I hope the girls' tournaments will get more popular and having the chance to play the girls will become better and will be considered as equal to the boys in this sport.

3. Tournaments against separation

Details of the interview

Role of the Interviewed: teacher

Age: 50

Gender: female

Nationality: Bulgarian

Type of radicalization: ethnic discrimination

Historical period collocation: 2017/2018 school year

Date/Country of the Interview: 03/07/2018, Bulgaria

Interviewer: Sdruzhenie "Shans i zakrila" - Opportunity and Protection Association (OPA)



1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

So far I have not thought that the case I'm going to tell you is a radical event. Now that you have explained to me more about radicalization, I think that it is actually a serious case. I think the problem is on a religious basis.

2. Telling your story. What has happened? How has the story started?

I am a teacher in a school where there are children of Roma origin only. The students love football very much and prefer it in the lessons in physical education. They once asked whether they could play another game. I allowed them to play the game and only watched them. I was even glad that the initiative was theirs. I was surprised at what happened. They split into two groups. The boys in the first group were pretending to shoot against the others who were falling on the ground - "killed." Those who shot were shouting loudly "Allahu Akbar" (meaning Allah (God) is the greatest). At that moment I was startled and remembered something I had noticed before, but I did not pay attention to it. I had seen the same guys wrap checked scarves like turbans on their heads. At that time I thought it was fashion. I stopped the game and called the children to sit around me. I asked them from where they knew this game and who told it to them. They said they play this game because they are Muslims, Islam is the only right religion, and Christians are unbelievers. They also added that it's an honour for everybody to defend his faith. We have talked for a long time. I tried to explain to them that the world is diverse and there are people of different races, religions and ethnicities. They are all important and equal. I told them that I am a Christian and asked them if this makes me worse than them. They looked at me in astonishment - until now they had not thought what my religion was, and were confused that we got along well although I am a Christian.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I have been working in the school for many years, and I notice that this community is becoming more and more closed and living in isolation. In the recent years, the mothers of some children have started to come to school veiled and this had not happened before. Some of the students say that in the neighbourhood there are places where people gather and talk about Islam.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?



The case disturbed me and I shared it with my colleagues. It became clear that they had noticed similar signs. We decided that it is good to let our students communicate with peers from other schools and ethnicities with the aim of getting to know each other and understand that religion is not a reason for separation. We involved our students in school-run football tournaments organized in the city.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

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.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

Over the time, the interest in this game has subsided, but I do not think we have fully coped with the problem. It is not enough just to work on this topic at school as children are in school for only some time and in the environment they live they are subject to various influences.

4. Building tolerance relationships

Details of the interview

Role of the Interviewed: football/coach

Age: 42

Gender: male

Nationality: Bulgarian

Type of radicalization: ethnic discrimination

Historical period collocation: 2017

Date/Country of the Interview: 06/07/2018, Bulgaria

Interviewer: Sdruzhenie "Shans i zakrila" - Opportunity and Protection Association (OPA)

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I'm a football coach and an ex-football player. Last year I trained children in the Registration and Acceptance Centre for refugees in the town of Harmanli, Bulgaria. I was a volunteer in the project



“Football and Fun: HEPA for Refugees to Bulgaria”, implemented by “Sports management Bulgaria”. The aims of the project were: improving the health status of the participants, developing personal qualities and establishing tolerant relations between different nationalities and ethnicities. The activities of the project were implemented in the four Registration and Acceptance centres for refugees in Bulgaria and more than 300 children and youth were involved. The centre in Harmanli is the biggest in our country. I do not think I noticed radicalization, but between the people of different nationalities in the centre there was intolerance and hostility.

2. Telling your story. What has happened? How has the story started?

When I went to the centre there were about three thousand people there from several nationalities - Syrians, Afghans, Iraqi, Iranians, Kurds. It was difficult to communicate with them because they did not speak other than their mother tongue. I had to get the consent of the parents to train the kids. At first they did not trust me. With the help of a translator, they finally agreed to let their children play football with me.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I noticed that the people from the different nationalities did not communicate with each other, especially the Syrians and the Afghans and I understood that they had often come into conflicts and violence. They were divided into separate groups and even the children did not play together. The team I was gathering was with children aged 10-12, but gradually I involved smaller children because they also wanted to play and finally all the boys were playing football. I stayed up late to be able to play with all of them.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

My communication with the children was difficult, but from the very beginning I managed to impose strict rules and showed them that they had to be disciplined and that I did not allow conflicts in the team. I was very impressed by the fact that the children of these communities were very respectful of adults and teachers. I understood that the children were not bad, and they just perceived the behaviour of the community in which they lived. Then it came to my mind to include the fathers in the game as well. I trained them in the evening. The children I worked with were progressing very fast. There were no conflicts during the game. The children started to achieve success. After just three months of work, we went to the European Street Football Championship for children at risk and we reached the third place. I contacted the coach of the football team in the town Harmanli and with him we decided to organize a town football tournament with the



participation of the children from the centre. We wanted to show the community in the town, who were not tolerant to the immigrants, that they are children like everyone else and must be accepted regardless of their nationality or religion. We were pleased to see that during the tournament there were no racist insults and remarks that we had been worried about. Even on the contrary, everyone was having fun. Two of my boys continue to train football in the team of Harmanli.

In addition to the football training, we tried to help children learn Bulgarian in order to communicate with us and even with each other. My colleagues and I provided a Suggestopedia course to them, which is a way of learning through games. I can say that children advanced in learning Bulgarian and we could help them progress not only in sport but in communication as well.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

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.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

I am very happy to say that through sport for nine months of work in the camp, we succeeded in bringing together people from different ethnic groups and making them more tolerant to each other.

5. Accepting diversity

Details of the interview

Role of the Interviewed: handball/coach

Age: 40

Gender: female

Nationality: Bulgarian

Type of radicalization: racism/ethnic discrimination

Historical period collocation: a year ago

Date/Country of the Interview: 12/06/2018, Bulgaria

Interviewer: Sdruzhenie "Shans i zakrila" - Opportunity and Protection Association (OPA)



1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I'm a handball coach. I work with girls aged 9-16 years old. 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...

2. Telling your story. What has happened? How has the story started?

Handball is a team sport where there are many athletes of different age, different religions and different ethnic groups. A girl came to the team - Iva, who I later learned was brought up to hate Roma people, to escape contact with them, and believed that all Roma are bad. Four-five Roma girls trained in the same team. In the beginning, Iva was silent and avoided these girls, but then she began to express hostility towards them. If someone had to give her the ball or touch her, she was getting angry and called them "dirty gypsies," "do not touch me, I do not want to be in a team with you". The Roma girls did not cause these reactions, but she started to get worse with them and even hit and beat them.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

The first thing I noticed was that Iva avoided the Roma girls, staring at them with hatred, then started to harshly offend them and even attack them. I talked with her that they were a team and that they had to play together, but she maintained her opinion that she was irreconcilable with the representatives of this ethnic group. She explained that her parents had told her so and did not want to listen to anyone else. Probably, since she was a child her parents have told her to hate people of this ethnicity and that they have been bad and criminals.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

My colleagues and I have told her many times that Roma are part of society, that there are good and bad people from every ethnicity, being Roma does not make you a bad person and she has to judge people according to their actions. While practicing sport and also in life, she will meet with different people whom she has to accept and respect. We have explained to her that no one can choose their family and where to be born and Roma children do nothing to provoke her. Roma girls began to complain about her attitude. They shared with me that they were afraid of



her as she was rough and quarrelled with them in the dressing room. The other Bulgarian girls, following her, began to isolate them as well. I talked a lot with Iva and the other girls explaining to them that they are a team and should get used to rely on and to support each other and that we as coaches will not allow such rude attitude. Iva shared our conversation with her parents and they advised her to stop training. She came and returned the team outfit. I talked to her again and told her she was very good at this sport and asked her not to take such extreme decision. I suggested that she rest for a while, consider her behaviour, and told her that I would be very happy if she decided to return to the team again.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

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 is a team sport, in which many different children play and we have to teach them to respect and accept each other, to become a team. They can succeed only together.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

The team continued to prepare for the competitions. Roma girls did not understand why Iva was gone. In her absence, the team united. One day Iva came to the sports hall and said she wanted to train again. I agreed, provided she changed her attitude towards Roma girls. I warned her that if she allowed herself to offend them again, we would remove her from the team. At first she was staying away from them, but she no longer insulted them. She gradually became acquainted with them and got used to play with them. The atmosphere in the team improved. Iva is still training and she does not have a bad attitude towards the girls of Roma origin. Most likely, her parents have overcome their attitude towards this ethnicity as well.

I could advise my colleagues in such cases not to accept such racist behaviour, to talk to the children about equality regardless of their ethnicity, to try to teach children to work together and accept diversity.



Stories from Turkey

Hacettepe University

1. Focus on sport to exclude the violence

Details of the interview

Role of the Interviewed: volleyball player, professional

Age: 21

Gender: female

Nationality: Turkish

Type of radicalization: violence (psychological)

Historical period collocation: 2015

Date/Country of the Interview: 11/12/2018, Turkey

Interviewer: Hacettepe University

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I'm a 21-year-old female volleyball player. I want to talk about the bad moments we had in the volleyball match. We had a match with the women's volleyball team of one of the most famous clubs in our city. This club had many fanatic fans. When they went to a football match, there was a fight. These fanatic fans, mostly men, have likewise tried to make trouble in our match. However, they failed. Our team ignored them and focused on the game and won the match. The words they told us during the match were always swearing and degrading words.

2. Telling your story. What has happened? How has the story started?

We had the match with the team we mentioned above. We predicted rival fans would fight. We know these fans fought and said bad words to the other teams in other games. At the beginning of this match, rival fans only support their teams. They encouraged and supported their team by playing drums and singing the songs. When we won the first two sets, they started to tell us bad words from the beginning of the third set. They cursed us and shouted. They tried to mislead the referee. We ignored their bad words and concentrated on our game and managed to win the match.



3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

They came there with the drums before the match, and they were quite crowded. All of this was a sign for us. The other matches had done before also gave us an idea about the fans.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

As a team, we tried to deal with this situation. Meetings before the match, the support of our coach during the match, our focus on winning the match prevented us from being adversely affected.

I think that the number of police and security guards can be increased in the matches which have high risk. The referee can stop the match or alert the fans through the captain. However, none of this was done in our match.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Yes, I felt. I played many times against the crowd. The only bad thing here was the bad words that were told to us. I tried not to hear these bad words by focusing on the match and the task in the match.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

We won the game. After the match, the opponents continued to say bad words to us. When we didn't react to them, they blew out the stands and went out. This experience taught me that when you focus on what you're going to do, nothing else can affect you. I suggest that people who live in the same situation as me will ignore that audiences think that they play in an empty field and focus on their duties.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

Violence, discrimination, and intolerance should not have a place in our lives as they should be in our lives. Sports should not include them. On the contrary, sport supports social inclusion.



2. Education against violence and inequality

Details of the interview

Role of the Interviewed: professional volley player

Age: 36

Gender: female

Nationality: Turkish

Type of radicalization: violence, inequality of opportunity

Historical period collocation: between 90's and at the beginning of 2000

Date/Country of the Interview: 08/12/2018, Turkey

Interviewer: Hacettepe University

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I was a volleyball player. None of those mentioned above types of radicalization were evident, and it was hard to notice for all of us at that time. Now, when I think of the inequality of opportunity, implicit physical and emotional violence is experienced intensively in those years. In those years, this was normal for us. I was able to describe our experiences only when I started reading about these topics. Because we were taught that the most important rule of being a professional athlete at the time was submission to everything and working hard. The coach was the biggest and the only power. We had to do what he said. We should've bowed down what he did. Otherwise, we believed we could not be athletes.

2. Telling your story. What has happened? How has the story started?

It's hard to tell a single example and a specific story. I think it would be more appropriate to define the general situation. Opportunity inequality, emotional and physical violence was a constant situation, and it was very typical for us. The talented and good athletes would play. Others had to wait mostly on the bench. I was vaguely exposed to emotional violence. Because I was both talented, hard-working and a good player, but what I witnessed is sad. As I have written before, at that time, I was never aware of them, but now that I think of what happened in the past, I realize that it's really sad. If I have to make a general statement about what happened in those days; I played on four different teams during my sports career, and the situation was the same in all teams.

Inequality of opportunity was experienced as follows; we were really excited to play volleyball when we were little children. However, in the training and matches, only the children who were thought to have the ability were given a chance, the others were not much interested.



In the grassroots level, especially in training, children who were not thought to be talented do not work with other children and almost never participated in the basic drills. They were not given a chance to show themselves. The athletes who were thought to be talented were not played in their favourite positions but were played in positions where they would be successful. For example, I always wanted to be a setter. I was talented. But players who were thought to be better setter than me were trained as a setter. I was trained as a spiker.

Physical violence was experienced as follows; heavy physical punishments were given after poorly played matches or mistakes made. Besides, a hundred pages would be written that we wouldn't make that mistake again. In the grassroots level, the coach hit the player's abdomen or forehead. There was no hit for a penalty after the grassroots level, but there were heavy physical penalties. Emotional violence was experienced as follows; heavy insults, humiliation, ignoring the player. All the athletes who made mistakes were exposed to the above. These kinds of problems were always present, but for the reasons I wrote above, these are not the problems I have experienced so much.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

As I mentioned above, I realized what was going on after I started making readings on these issues.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

Unfortunately, this situation was unnoticeable to us, and it was completely normal. None of this was seen as a problem and is still not recognized. I think that the only way to deal with these problems is to educate the children, their families and the athletes in the sports environment.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

As I said, I've almost never been exposed to these behaviours. None of us could get the support.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?



Unfortunately, the story still does not end in the sports environment. People who have similar situations can do nothing about it. Children, families and especially the coaches need to be trained. Everybody has to change their point of view.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

The only thing I can say about this is to understand the importance of education.

3. Win also gender discrimination

Details of the interview

Role of the Interviewed: professional swimmer

Age: 65

Gender: female

Nationality: Turkish

Type of radicalization: gender

Historical period collocation: between 1965 and the first half of the 80's

Date/Country of the Interview: 04/12/2018, Turkey

Interviewer: Hacettepe University

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I'm 63 years old now. I started doing sports, in 1965. Especially in those years, I had a lot of experience about gender and inequality of opportunity. I never asked myself why this happens at those times.

2. Telling your story. What has happened? How has the story started?

I have a brother. He is two years bigger than me. It was a great chance to be a child of an educated family in those years. But, in some issues, priority was given to my brother all the time. I loved sports and cycling. The first bike was bought to my brother. If he allowed me to use, I was using his bike. It was purchased to me when I was in 10th grade because I insisted on too much for a bike. I wanted to go the course to learn how to swim, but my family did not allow me, but my brother attended that course.

My parent let me go to the swimming course one year later. I was seven at the time. When I learned how to swim, I decided to be a professional swimmer. To become a swimmer, my family



mostly my dad supported me. On the other hand, our neighbours and relatives didn't want me to become a swimmer, and also they tried to affect my family especially my mom. At that time some people believe, if a women do the sport, she never has a baby, and she didn't get married. According to them, the girls didn't need to go to the other cities with a male coach for the competition. My mom got affected by others and wanted me to quit professional swimming, but my dad was always behind me.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I was participating in the swimming competition. Especially at that time, no other girl was swimming a marathon. At that time swimming competitions were doing in one classification, and there were no other classifications for girls. That's why I wasn't part of the top three, and I didn't get any medals. I wanted to get a medal so hard, and I was working hard for it. At the beginning of the 1980s, in a Swimming Marathon (15 kilometres), I competed against the boys, and I finished the swimming marathon in the first place. I was so happy because I was going to get the gold medal. Finally, my efforts were rewarded. But I was shocked as soon as I heard the announcement at the award ceremony. Even though I finished the race in the first place, I wasn't in the first place. There were the boys in the top three. According to my own experiences, radicalization is the decision of others to decide whether I deserve anything or not.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I asked why I didn't got the gold medal, and they said that the competition was between boys. This situation explained that I swam for nothing. Although that the competition was the official race, organized by swimming federation. Like everyone, I applied to the competition as a licensed swimmer and my application was accepted. The national newspapers wrote every day that I was wronged and that I could not get the trophy. So 15 days later, the swimming federation announced that I was the winner at that swimming marathon.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

For years, I've been subjected to similar gender discrimination. I always had to fight to get the things I deserved.



6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

In those years, I never questioned why this happened, and I couldn't even realize that gender discrimination was made.

4. Harassment and discrimination in sport

Details of the interview

Role of the Interviewed: football player, amateur

Age: 26

Gender: female

Nationality: Turkish

Type of radicalization: gender based violence

Historical period collocation: 2014

Date/Country of the Interview: 28/11/2018, Turkey

Interviewer: Hacettepe University

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I'm a 26-year-old woman. I played football in various amateur clubs for four years. During the four years I played football, I was aware of how difficult it was to be a woman in football which is a male-dominated sport. At that time, gender-based violence that happened to one of my teammates was very upsetting for all my teammates and me.

2. Telling your story. What has happened? How has the story started?

In 2014, my friend and I got transferred to the women's football team of an amateur sports club. In the beginning, everything was going very well. We were training five days a week to prepare for the league games that would start after a while. Although my friend is a very talented football player, she was seated at the bench mostly and almost never played. My friend was talented, and she deserved to play. The player who played in my friend's position was less talented than my friend, and her contribution to the team was less than that of my friend.

My friend went to our coach's office to talk about this. She was angry and upset when she came out of the coach's room. When I asked her what had happened, she started to cry and told me what had happened. She asked the coach why she didn't play. Coach went through various excuses. Then, the trainer had harassed my friend and said that if she wanted to play, she had to keep quiet. My friend had shouted at the coach and left the room. All players of the team were



deeply upset to see that a woman who was so talented and passionate about football had moved away from her ideals. As a team, we all told the club managers that we didn't want that coach. Then, the coach was fired. But my friend did not play football again because of the trauma.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

When my friend went out of the coach's office, I realized that there was a problem. I thought it was discrimination that the coach put a talented athlete on the bench. I never thought this could result in harassment. There had probably been other athletes exposed to abuse. Perhaps some players may have remained silent, and some may have had to quit football.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

I was really angry when my friend told me that the coach was harassing her. This behaviour was unacceptable. She shared this incidence with our teammates and, we were all united and reacted to the coach. As I mentioned above, as a team, we all told the club managers that we didn't want that coach. Club managers indicated that this behaviour could not be accepted. Then, the coach was fired.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

As a woman, I have already experienced the difficulties of doing a male-dominated sport. This ugly incident deeply upset all of us. Instead of giving up the work we love, it was a better way to try to remove those who misbehaved. The coach was fired because of the prudence of managers.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

My friend quit her football career, which she loved and succeeded very much. But, she did not stay silent about this incident and she attracted the attention of all of us. We've all seen once again how hard it is to be a woman. We chose not to be silent. We moved together, and we did it. I suggest that women who are exposed to similar situations should not remain silent.



5. Prejudice and attitudes affect radicalization

Details of the interview

Role of the Interviewed: tennis, professional athlete

Age: 20

Gender: male

Nationality: Turkish

Type of radicalization: verbal violence and ethnic humiliation

Historical period collocation: 2013

Date/Country of the Interview: 28/01/2019, Turkey

Interviewer: Hacettepe University

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

Yes, I've experienced. It is about ethnicity. There are different ethnicities in our country. Each one has its language. Also, each ethnic group speaks Turkish with its specific accent.

2. Telling your story. What has happened? How has the story started?

In 2012, I attended a tennis tournament in Antalya. There were many tennis players from different cities. There were no problems during the first days. Then some of my teammates laughed at other athletes who were speaking with an accent. Worse still, the parents of my teammates also laughed at them, instead of warning their children for their misbehaviour.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

I saw some of my teammates staring and snickering at other players who were speaking with an accent. They also used verbally provocative words. Prejudice and attitudes affect radicalization.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

Yes, I tried to stop them. I talked to my teammates and told them that their behaviour was wrong. My teammates did not behave in the same way again. My words positively affected their behaviour. No one else was involved. Maybe they didn't notice the misbehaviour of the players.



5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Yes, I felt. I hesitated before talking to my friends. I couldn't guess whether they would accept their behaviour was wrong. I gathered my courage and spoke to them. What I said was useful, and they didn't act like that again. Actually, I expected to receive support from their parents. I did not receive any support from them.

In my opinion, it is the wrong behaviour to be ridiculed for appearance, speech, and ethnic identity. What bothers me is that parents approved the improper behaviour of their children. They laughed together with their children and condoned their behaviour.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

My teammates didn't repeat the same attitude but didn't apologize either. Peers can influence each other's behaviour positively or negatively. Feel free to warn your friends to any misbehaviour you have witnessed. I want to tell my peers not to be biased. I believe that if we accept people as they are, we can reduce discrimination and radicalization. I warned my friends and got positive results. I want to say that parents should be a positive example to their children and that they should not ignore their wrong behaviours.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

In my opinion, discrimination and radicalization can be prevented if prejudice decreases, and the education level increases.



Stories from Portugal

Rosto Solidario

1. Capacity building to exploit sport's potential

Details of the interview

Role of the Interviewed: Head of the Municipality Office for Youth and Sports

Age: 42

Gender: male

Nationality: Portuguese

Historical period collocation: N/A

Date/Country of the Interview: 26/09/2018, Portugal

Interviewer: Rosto Solidário

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

There are different kinds of discrimination, not only related with racial issues, which is not that frequent within our territory, fortunately. I'm talking about a very wide range of types of discrimination, based on social, religious, gender and ethnic background. And then we have discrimination based on disabilities or special needs.

2. Telling your story. What has happened? How has the story started?

In our municipality you can find a significant number of people with physical and psychological disabilities. The city council tries to ensure that these people access opportunities to play sports by proposing sports programs that match their skills. The same way we also foster sports within elderly people in a regular basis.

Back to social discrimination we need to acknowledge that in soccer is very usual seeing people mistreating referees and so, through homophobic comments and other kind of hate speech (related to family members, for example). Also race is still a trigger for hate speech especially at the higher levels of completion. But it is true that in our days is not as bad as it was back in the 80s. Our national team is currently including a lot of players that either were born in Lusophone countries and then came to play in Portugal and end it up getting Portuguese citizenship, either



others that are second generation immigrants from countries such as Angola, Cape Verde, Guinea-Bissau, etc.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

In my perspective people have a lot of prejudice towards others and particularly players who get a European country citizenship. I recall situations that supporters would throw bananas into the field relating black players with monkeys.

But as soon as they start getting good results in sports people tend to forget that. Some examples of that are: Pepe who came to Portugal to play in Porto and end up joining the national team or N'Golo Kanté who is currently playing in France.

Fortunately, UEFA is actively seeking to discourage this kind of behaviour through programs like “United Against Racism” that includes real penalties for those (players and supporters) who show any kind of discrimination.

When someone is watching a match, especially as a group, is common to use assumptions based in race, social group, religions and political values and ideologies to build prejudice and even as a way to speak about a certain player. Example: if a player is Muslim or originally from Middle East you would speak about his performance as “Mohamed this or that”, even if his name is not Mohamed. I think that to a certain point this happens everywhere.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

To ensure that vulnerable and marginalized groups are included and really practice exercise and sports the city council not only has its own programs, projects, initiatives but also seeks to support a paradigm shift in local clubs, teams towards social inclusion of those same groups at all levels. In addition to that, the city council has been working to raise the profile of adapted modalities such as wheel chair basketball, boccia, etc. Through these programs we also seek to fight discrimination.

Some other relevant initiatives:

- National Plan for Ethics in Sport – encouraging equality and ethical behaviour within sports.
- “Soccer for all”: Portuguese Football Federation program.

More than ever teams are open to host players from all backgrounds. Recently you can find some cases of teams hosting refugees. Nevertheless, supporters and communities can still be very suspicious at the beginning. I think is just because they fear the unknown. In our municipality you



would find this about players and board members from Nigeria. But as soon as they get to know the players and build trust in the team that starts to fade away.

Overall I find that our municipality is very welcoming of migrants. For example, regarding sports a group of immigrants from Venezuela recently joined to establish a baseball team. This was a great initiative to help with their integration. Of course we also faced some borderline situations with kids brought from other countries with a promise of a professional career and were deceived. This brings human trafficking to our minds and in those cases local authorities need to jump in and act immediately.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Sports managers and board members are lacking training. We can find evidences of that by, for example, the way that they deal with parents. Currently the connection with parents and the way they seek to engage in their kids' team is a very relevant challenge. Some parents claim for his or her child to play to all costs. Frequently the parents overcome coacher guidance and disrespect other team members. Most of the times staff doesn't have the skills to face and manage the situation. Discrimination really starts at home, at the bench.

We've come to a point were some clubs started to ban parents from watching the games, particularly in higher level of completion matches. We are in the right track because I do remember many episodes back in my childhood where supporters were violent physically and verbally towards teams and referees and club did nothing.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

Managers, coaches and local teams' board members are in a great position to map discrimination or vulnerability situations as they spend so much time with players and are contributing to their educational and learning path. Training and capacity building are crucial to take the most of sport's potential in fighting inequalities.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

It is important not only to raise awareness in the wider community, but also to support financially particularly smaller and local teams in order to be more inclusive. Of course policies need to follow the same trend and really foster inclusion and municipalities have a strong role to play in keeping



advocating for policies and following practices that can really bring inclusion into sports and to fight discrimination and foster (de)radicalization through sports.

2. Act immediately to stop radicalization

Details of the interview

Role of the Interviewed: Soccer coach

Age: 41

Gender: male

Nationality: Portuguese

Type of radicalization: social

Historical period collocation: 2016-2018

Date/Country of the Interview: 04/10/2018, Portugal

Interviewer: Rosto Solidário / Reply to Mapping Call

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

I've had an experience closer to radicalization that ended up been a lesson learnt to all team members. In my perspective the situation was related to social rivalries between social groups.

2. Telling your story. What has happened? How has the story started?

A group of players, led by a specific player, started to become violent towards other team players without a reason. During the practise that specific player yelled at others, calling them bad names and making fun of them every time they missed the ball or failed scoring, which led sometimes to physical confrontations. The violent behaviour kept happening throughout the sport year and the coach at that time did nothing. Up to today I'm not sure about what triggered the violent episodes.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

At that time I was the assistant coach and wasn't able to have a say in the way the coach dealt with the situation. Moreover, my reading of the situation was that if nothing was done the violence could keep raising and eventually we could lose control of it. Nevertheless, I couldn't question the coach before the team.



In my perspective radicalization has to do with losing control of a violent situation. In those cases, you don't even get to know what the triggers of such violence are.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

The sports year, after this situation, started, I became the head coach and started to deal with the situation my way. So what I did – with the support of the club board members – reached out for the players who were keeping been violent to others and ask them to either change behaviour or to leave the team. Unfortunately nothing changed and the person leading the violent episodes was expelled. After that the violence within the team ended.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

It was not easy to solve the situation because this kind of behaviour is kind of normalized over time. In additional to that, making a decision “against” it can be seen by other as very radical. Other challenge is to deal with family members when they do not understand the situation and eventually share the same violence triggers.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

In the end the team players were more close to each other. It looks like the person who was leading the violent situations has been trying to have a more positive behaviour. There's the need to deal with kind of situations with determination so that it is not considered to be normal and ordinary and also not to be out of control.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

It's crucial to act immediately and stop radicalization from rising. In addition to that, there's the need from the right competences to manage this situation so that all feel justice and not as there if it were victims and/or heroes.



3. Gender stereotype in youth sport

Details of the interview

Role of the Interviewed: Local team Board members (Soccer – Regional championship)

Age: 38

Gender: male

Nationality: Portuguese

Type of radicalization: gender

Historical period collocation: 2017-2018

Date/Country of the Interview: 30/10/2018, Portugal

Interviewer: Rosto Solidário

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

Currently my daughter is playing soccer in our village team in a gender mixed team. She first started to play last season after an invitation of the club president and I've joined the team as member of the board this year.

Despite the fact that it was previously a male team the Club itself has a long tradition of women's soccer. Back in the days, 30 years ago the Club hosted a Women's soccer team who won several competitions and ended up been well known at the region.

At the beginning the team didn't had enough players and they would lose most of the games. Losing the games didn't affect that much the team as the kids really liked to play and the players – boys and girls – were really close to each other.

However, the parents didn't felt the same way and some of them considered taking away their kids to other teams with better results.

Concerning radicalization situations, I would say that soccer is still a sport where you can see some shows of machismo. Within the younger teams in our club you can't feel it that much because people still see them as children but as they grow up the levels of competition rises and is more frequent to find some behaviour showing gender stereotypes. Nevertheless, in our team I don't think we see that so often. There are only two female players at the team and the entire group and the parents protect them.

2. Telling your story. What has happened? How has the story started?

I can share two situations. The first one was told by my daughter and concerns the gender dynamic at the school playground. She is at primary school. Frequently she was left aside in the playground every time she and the other female player asked to join the games the boys were



having at the soccer field they would say it was because “soccer is not a girls’ sports”. Also at schools some girls – knowing that she plays soccer – told her that she is a tomboy.

The second situation is related to our own club infrastructures. When she first started playing she couldn’t shower at the club because there was no separate space for girls. Currently the shower rooms are still not ready to host mixed teams in a sense that what we have as girls shower rooms is improvised and temporary. With winter things get even worst. I’ve been telling other board members that it should be a priority but not all share the same perspective.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

At the beginning it was also an exercise of acceptance on my side. When she first started to ask me to know and play soccer I wasn’t fully convinced it was the best sports for her to play. At the first matches I was really having second thoughts about her playing soccer as she seemed so lost. But in the end of the games she would tell me that she was waiting for the coach instructions. So step by step I started to realize that she really enjoyed what she was doing and the team colleagues and now she really is improving. In the last match she was the only player who played during all match.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

At school I felt she found herself a way to overcome the challenges. Back at the club as a parent and as a board member I feel I have a particular responsibility. I’m trying to advocate to equality between girls and boys as I feel that with time as they grow older and the matches get more and more competitive the issues about gender will rise and not in a gender balance direction. To play soccer under the national or district championship is very expensive and small club struggle to face all expenses. Still, at the club we do have a person who helps us with ensuring psychosocial support to players and team members related with frustration and so.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Since I took this position as a board member I’m always trying to read about related subject, learning from coaches and referees experiences across the country and also at the international level.

Currently as the kids are still so young the kind of comments I’m hearing are in a positive way. People are surprised and find it funny to see girls playing at the same level as boys. Overall, team



members and staff are not prepared to manage more complex situation related with discrimination. At our club we try to manage situations as they rise. We don't have a protocol that tells us exactly what to do.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

At the playground she found a way herself. Usually the soccer field is phased according with grades. After she was denied the right to play by her class mates a couple of times she decided to take her own soccer ball. After she came first and "won" the field and the other kids started to asked her to play she went ahead and negotiated that they could play but only if from now on they would also let her play when she was the one asking. It seems like her strategy worked as she never raised that issue at home again.

At the Club I strongly believe and hope we'll gently find ways to be more and more inclusive concerning gender.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

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. Nevertheless, we still have a long way to walk, from the infrastructures (a lot of clubs where we go to play still face the challenging of not having boys and girls/men and women shower rooms) to the opportunities to give girls in strongly men's world.

At the higher level championships not only in soccer you still find a lot signs of discrimination based on race, social and economic background.

4. Ignore the provocations against peer pressure

Details of the interview

Role of the Interviewed: Street soccer board member

Age: 33

Gender: male

Nationality: Portuguese

Type of radicalization: nationality based

Historical period collocation: 2016

Date/Country of the Interview: 15/02/2019, Portugal

Interviewer: Rosto Solidário



1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

Yes

2. Telling your story. What has happened? How has the story started?

In 2016, while we were participating in a sports competition in Glasgow - Scotland (at the same time that the Euro 2016 cup was being disputed and that Portugal end it up winning – which is relevant as a background for this story.

On our way from the accommodation to the venue where we were going to play, our group of 12 people, duly equipped and identified as being the Portuguese team was approached by a group of locals. Suddenly a group of locals started to be aggressive and to intimidate us as they spit on our youngsters and insult us saying, for example, that we were Europe's junk and demanding that we return to our country. Our youngsters became disoriented, frightened and later frustrated that they had been treated in this way. Staff took them from there as quickly as possible to avoid any further physical aggression by the locals.

Throughout this process and as a result of the extensive work of developing personal and social skills with these youngsters, they kept together and gave support to their peers encouraging them never to respond to any of the insults or taunts.

3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

Everything happened really fast and intensively so when we realized what was happening, it was already over. The intensity of the situation became clear when we saw fear in our youngsters face. I consider this an example of radicalization considering that the behaviour of the group of locals approaching us was a result of discrimination and prejudice against a nationality different from their own, triggered by the fact that our team was having a good performance in the event unlike the host team (who had been defeated by Portugal).

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

We took our youngsters from the place as soon as possible, fearing physical aggressions by the group of local inhabitants. The fact that our group did not react to the insults and provocations does not mean that it did not have an impact on group members, because in fact they were afraid,



frightened and in the end revolted by the situation that they had experienced. However, as a result of our work with them, the youngsters knew that the insults and provocations they suffered were due to the lack of information and knowledge of the attacking group. The youngsters were accompanied by the whole technical team. The situation was reported to the event organization members and local authorities who end it up underestimating it taking into consideration the context in those days (Brexit, Euro cup).

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Yes. We felt that our youngsters responded in the best way, not reacting to the provocations. Despite the frightening situation, we felt that it was a test on their personal development and their resilience, self-control and self-confidence (as well as the trust in the staff) were crucial.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

In fact, the situation was not resolved and the aggressors certainly kept having similar attitudes. However, as a group we have learned that despite the humiliating experience, particularly for those affected, the support of our youngster's peers was crucial to avoid that this bad experience has a greater (negative) impact on themselves and their self-esteem. In similar situations we believe that avoiding confrontation is the best. The fact that the aggressors were in a group galvanizes their behaviour and the confrontation can easily escalate to the physical aggression. Therefore, our position and recommendation is that in similar situations, if possible, contact should be avoided and the situation should be immediately reported to the authorities.

7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

Radicalization, particularly in sports, is often fuelled by peer pressure and a great lack of information/ ignorance. It is therefore essential to foster education for citizenship and to develop with our youngsters the ability to reflect.



5. Face the pressure of the dominant group

Details of the interview

Role of the Interviewed: Street soccer board member

Age: 33

Gender: male

Nationality: Portuguese

Type of radicalization: nationality based

Historical period collocation: 2013

Date/Country of the Interview: 15/02/2019, Portugal

Interviewer: Rosto Solidário

1. Have you witnessed or experienced personal situations of radicalization during your activity in sport organizations? What kind of radicalizations have you detected? (Gender, politics, religion, racism, crime, homophobia...)

Yes

2. Telling your story. What has happened? How has the story started?

In 2013, while my team was participating in a sports competition in Poznan - Poland. Anytime we go abroad to attend sports competitions we seek to give our young athletes the opportunity to experience other activities that might foster their personal development such as recreational, cultural or educational activities. In this sense we organized a walk with our team members through the historical centre of the city allowing them to get to know the historical sites. This was planned to be a normal tour of a group of 12 people, duly equipped and identified as the Portuguese team, waiting to explore a new city, considering that for most of the youngsters this was the first experience abroad.

During the tour we began to hear someone scream at our group. First in an unknown language for us (possibly Polish) and then in English. The group that approached us started by calling some of our youngsters "monkeys", later imitating the body language of the primates and then asked the youngsters if they wanted bananas. As our youngsters stood indifferent to this insults, the attackers raised the level of insults and started to shout that our group should leave their country, continuously stating that we were not welcome.

Throughout this process and as a result of the extensive work of developing personal and social skills with these youngsters, they stayed together, kept walking, looking straight ahead and never replying to any of the insults or taunts.



3. How did you realize what was going on? What kind of signals could you detect? How do you explain radicalization, referring to your experience?

Initially it was not clear what was happening because the insults were in a language that our group did not understand. When the insults were voiced in English and accompanied by gestures, it became clear what our group was experiencing.

I consider this an example of radicalization considering that the behaviour of the group attacking us was a result of discrimination and prejudice against a race and nationality different from their own, triggered by the fact that our team was having a good performance in the event unlike the host team.

4. Have you tried to cope with this situation? What was possible to do? What have you done? Have you involved other people/organizations? Who was involved?

At the moment we tried to manage the situation trying to stay as indifferent as possible, pretending to ignore the group that was insulting us and keeping the walk as planned seeking to avoid any kind of physical or verbal confrontation. The fact that the group did not react to insults and provocations at the time doesn't mean that had no impact over our group youngsters, especially those directly targeted by the insults.

However, as a result of our work with them, the youngsters knew that the insults and provocations they suffered were due to the lack of information and knowledge of the attacking group. The youngsters were accompanied by the whole technical team. The situation was reported to the event organization members and local authorities that did apologize but underestimated anyway the set of happenings.

5. Did you feel you had the skills to manage this kind of situations? Which was the most difficult part of it? Have you had any form of support?

Yes. We felt that our youngsters responded in the best way, ignoring provocations. Despite the frightening situation, we felt that it was a test on their personal development and their resilience, self-control and self-confidence (as well as the trust in the staff) were crucial.

6. End of the story. How did the story end up? What have you learned from this personal experience? What would you say to people who are living similar situations?

In fact, the situation has not solved per se. However, as a group we have learned that despite the humiliating experience, particularly for those affected, the support of our youngster's peers was crucial to avoid that this bad experience has a greater (negative) impact on themselves and their self-esteem. In similar situations we believe that avoiding confrontation is the best. The fact that



the aggressors were in a group galvanizes their behaviour and the confrontation can easily escalate to the physical aggression. Therefore, our position and recommendation is that in similar situations, if possible, contact should be avoided and the situation should be immediately reported to the authorities.

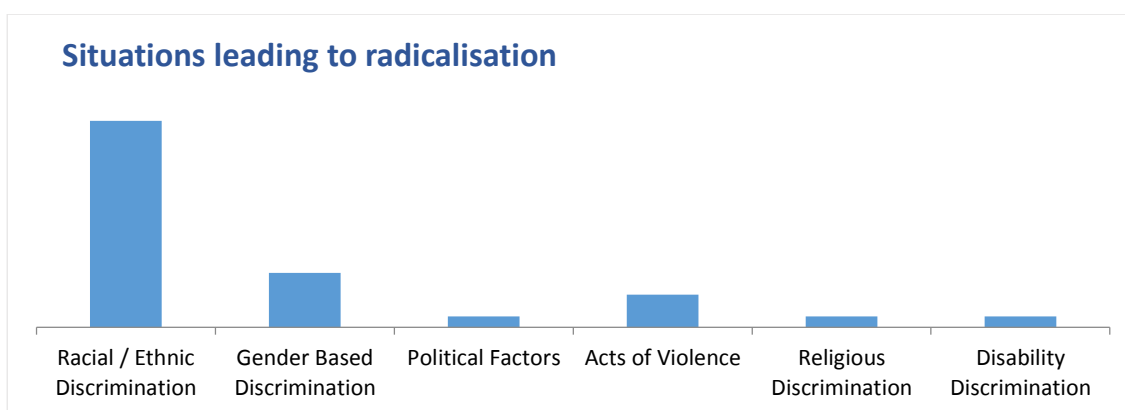
7. Conclusions. Are there other relevant aspects related to (de)radicalization that you want to highlight?

Radicalization, particularly in sports, is often fuelled by peer pressure and a great lack of information/ ignorance. It is therefore essential to foster education for citizenship and to develop with our youngsters the ability to reflect.

Most important findings

⇒ Children and youth from all kinds of backgrounds can become radicalised and there are different but also common factors which can increase the risk of a young person being drawn into radicalization and violent extremism and lead to the process of radicalization. There is no certain or obvious profile of a person likely to become radicalised or a single indicator of when a person might move to adopt violence in support of extremist ideas, and the process of radicalization is different for every individual.

According to the stories, struggling with a sense of identity, becoming excluded and isolated, experiencing racism or discrimination and being treated differently due to disability or because of factors such as age, gender, education, income, weight, race, ethnicity, culture, or religion, questioning their place in society, family issues, having friends or meeting people or/ and group of people who have increasingly extreme political, social or religious ideals and aspirations along with other factors contributed and led to the process of radicalization of these young people.



⇒ The evidence provided by the stories, indicate that the effects of racism and exclusion can be found at grassroots level, both at professional and at amateur level and that lack of awareness is presented about the impacts that intolerance can produce on youth.

⇒ Local actors like sport clubs, organizations and associations, federations and coaches are the people in direct contact with those most at risk of radicalization.

⇒ The majority of the interviewed people, when answering the question “Did you feel you had the skills to manage this kind of situation”, reported that they lack the necessary skills and



competences to counter racism, discrimination, intolerance, understand and detect signs and indicators of radicalization and face radicalization processes and cases. Moreover, they indicate that they haven't been trained to identify and monitor youth at risk of deviation or/and to take and apply the appropriate measures to prevent or counter radicalization processes.



⇒ Lack of specific tools to tackle radicalization and de-radicalization in sport, tailored for coaches, referees sport managers, physical activity teachers and grassroots sport organizations, is presented.

⇒ Among the stories presented, there are also cases in which those directly involved such as coaches, physical education teachers and educators, tried or managed to encounter the situation by teaching children and build on their understanding of cultural awareness, diversity, tolerance, mutual respect, equality and inclusion.

⇒ Several of the collected stories, present cases, in which the participation in a sport or sports activities resulted in the improvement of an individual's self-esteem, enhanced social bonds and provided young people at risk with a feeling of purpose. So even if sport is the most suitable place and tool for integration, the lack of coaches' competences in building communities and countering intolerance remains the major constrains to tackle discrimination and reduce risk of radicalization.

⇒ In some cases of people with migrant background and persons belonging to minorities, their participation in a sport or sports activities, proved to be a means for integration.



Considerations

- ✓ Youngsters and adolescents, who are in the process of developing a social identity, are among others vulnerable to influences from charismatic role models or peers. Therefore there is a critical need for early preventive and social instruments, to support vulnerable youngsters.

- ✓ Policy makers, grassroots sport clubs and associations, federations, youth organisations, educational and training organisations in sport, should explore, understand, reconsider and reprioritise which capacities and competences should be upgraded at grassroots level for a better use of sport in facing societal challenges.

- ✓ Coaches, referees, sport managers, physical activity teachers should comprehend what radicalization is and how it can happen at grassroots sport level and raise awareness about the role of sport in this.

- ✓ Coaches, referees, sport managers, physical activity teachers need to be trained and improve knowledge about the phenomena and skills and competences in order to be able to build communities, encounter intolerance, tackle discrimination, as well as monitor youth at risk of deviation and take the right measures to prevent or counter radicalization processes.

- ✓ It is much easier to develop positive measures and interventions to build resilience in the sport grounds, thanks to the positive and health values of sport themselves.



Conclusion

The concept of radicalization is difficult to grasp. Radicalization is a process developing through a combination of drivers risk factors on several levels. There isn't a certain or obvious profile of a person likely to become radicalised or a single indicator of when a person might move to adopt violence in support of extremist ideas, and the process of radicalization is different for every individual.

“Radicalization has been defined as the social and psychological process of increasing commitment to extremist political or religious ideology. Radicalization is thought to occur during adolescence or shortly afterwards among young adults who are impressionable and seek to resolve personal negotiations of identity...Typically adolescence is a period of maturation in which young people experiment with their identity, group relationships, political ideologies and their place in the world”¹

Sport represents an ideal platform to build communities, create an inclusive society, enhance social cohesion and achieve integration, to raise mutual respect, and to combat racism, discrimination and exclusion and has the potential to bring together people from diverse backgrounds, regardless of their gender, age, nationality or religion.

Sports interventions can provide young people with structure and social support. With explicit rules and an emphasis on fairness and sportsmanship, sport provides the ideal framework for personal achievement, consolidating knowledge and skills, with potential recognition for hard work.²

In the last decade, sports interventions have been identified as crucial in the rehabilitation of radicalised individuals, particularly those influenced by extremist Islamic rhetoric. Sport-based interventions are often used in conjunction with educational and vocational activities, aiding in the retention of participants. These programmes are often targeted at those who are searching for group belonging, and a sense of identity. Moreover, the introduction of sports-based programmes can be a useful way of engaging with and educating, young people detached from their communities and the schooling system.³

However, despite significant efforts and progress made, sport continues to face a number of challenges concerning the issues of racism and ethnic discrimination. Despite this fundamental role of sport in tackling radicalization, grassroots organizations are not well equipped to build young people's resilience to societal challenges, to monitor behaviours and to improve youth self-esteem, sense of belonging, mutual respect educational and career aspirations. Therefore, sport, can be “either a push or pull factor depending on the broader social and political environment as well as a situation-bound constellation of factors.

¹ *Psychological Process and Pathways to Radicalization* Kamaldeep Bhui¹, Sokratis Dinos¹ and Edgar Jones

² (Treagus, Cover, & Beasley, 2011).

³ Marsden, Knott, & Lewis, 2017



Glossary

This glossary defines some specific terms as we intend them to be interpreted within the context of this document & the CORPLAY project.

Radicalisation (or radicalization): The social and psychological process by which an individual, or group comes to adopt increasingly commitment to extreme political, social or religious ideology and aspirations.

Extremism: Literally, it is defined as "the quality or state of being extreme" or as "the advocacy of extreme measures or views". The term is primarily used in a political or religious sense, to refer to an ideology that is considered to be far outside the mainstream attitudes of society. Namely, when an individual or a group holds extreme political or religious views, and advocates illegal, violent, or other extreme action.

Violent extremism: The beliefs and actions of individuals or groups who support or use ideologically-motivated violence to further radical ideological, religious, or political aims. Violent extremist views can manifest in connection with a range of issues, including politics, religion and gender relations.

Terrorism: In a broadest sense, is the use of intentionally indiscriminate violence as a means to create terror among masses of people; or fear to achieve a religious or political aims.

De-radicalisation: Programmes that are generally directed against individuals who have become radical with the aim of re-integrating them into society or at least dissuading them from violence.

Counter-radicalisation: Policies and programmes (social, political, legal, educational and economic) aimed at addressing some of the conditions that may propel some individuals down the path of terrorism.