



STAR\_Sport & Training Against Radicalization Project, Task 1.1.

## **Best practices analysis on social exclusion and radicalisation**

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## INTRODUCTION

As widely noticed in the literature and in the scope of European Commission documents, **radicalisation** is a social complex phenomenon, which entails a process in which individuals embrace a radical ideology or belief and adopt anti-social attitudes and violent behaviours. In order to understand the causes that generate radicalisation, Richardson, Cameron and Berlouisc (2017) notice the prominence of the phenomenon within youngest individuals, especially in contexts of social frailty.

In particular, radicalisation is defined as a complex social process, entailing different phases. The adoption of radical ideas concerns a several stages structured on the ideological engagement, radicalisation and violent extremism (Muro 2017). Similarly, the four-stage model described by Borum (2003; 2011) identifies several incremental steps in which individuals' sense of grievance and injustice turns on target attribution and violent actions.

Whereas in the serious cases, the curative measures (Fig. 1) relate to the proposition of counter-narratives and require a design of complex social interventions, conversely prevention actions present generally fewer social costs. In order to implement effective preventive programmes on individuals-at-risk, they shall be properly nested on individuals life courses, considering the role of processes of socialisation.

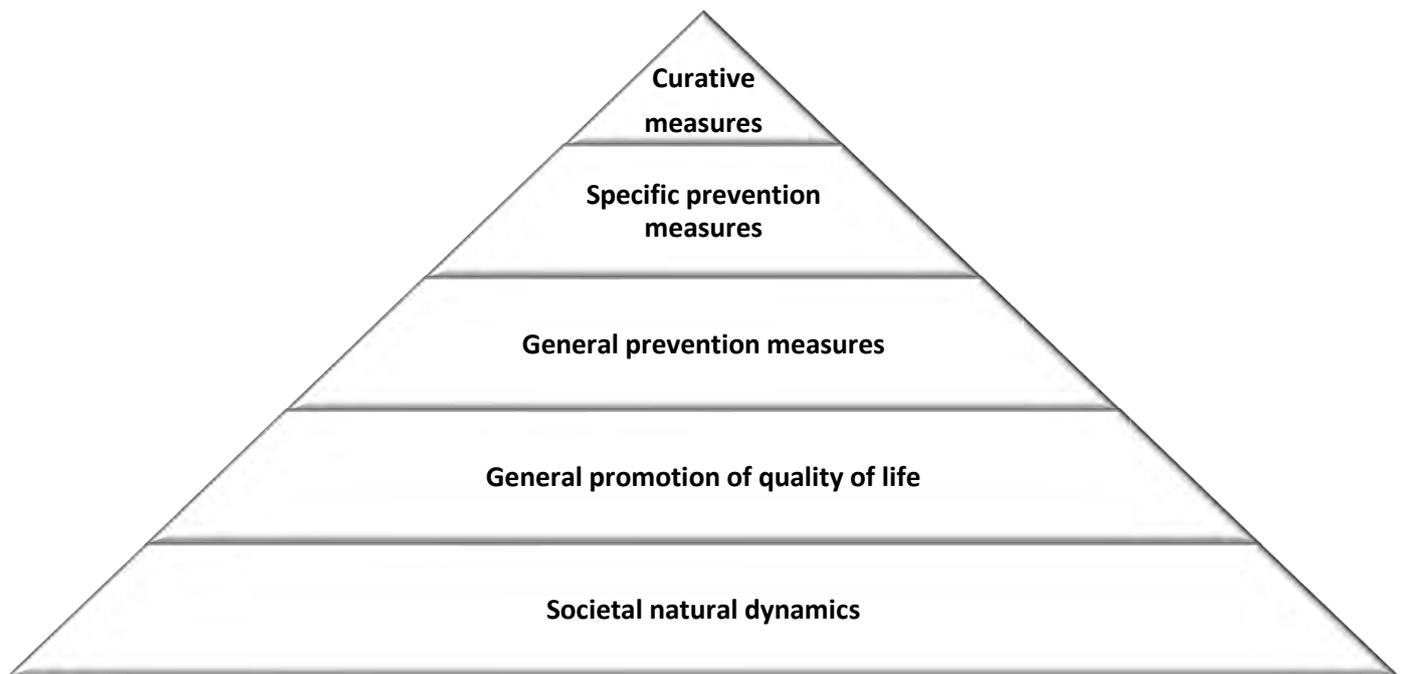
In fact, primary and secondary socialisation imply a process of learning around attitudes, values and social norms affecting behaviours, which refer to diverse social groups. While primary socialisation refers mainly to the learning process of very young individuals in the scope of family groups, the second one relates to the several social contexts, both formal and informal, in which individuals are exposed to learning process induced in diverse social groups.

On the other hand, **sport-based programmes** are considered very effective for fighting social exclusion, social groups' discrimination, violence and crimes. Radicalisation Awareness Network (2019) illustrated how sport-based programmes can play a crucial role in preventing the adoption of violent behaviours within youngsters inasmuch as sport can contribute to re-create social fabric for more isolated and frail young individuals. In fact, sport can affect violent attitudes and social exclusion, influencing positively the emotional status, which is associated with violent behaviours (Gentile et al. 2018). In fact, as shown in the mentioned contributions, sport may constitute a fundamental component to be included in those programmes intended to foster social inclusion and to contrast violence, extremist behaviours and radicalisation.

Overall, the intensity of the treatment and its complexity varies according with the typology of target beneficiaries (Fig. 1). In fact, sport-based programmes can vary the typology of implemented social actions, including peer-to-peer relationships enhancement, community-based interventions, individual-specific mentorships.



Figure 1 – Sports prevention pyramid



Source: Based on Declerck (2018)

Conversely, in the scope of preventive programmes, sport may give a sound contribution in addressing social exclusion and early violent behaviours and attitudes, as a medicine or remedy (RAN 2019). In Europe, there are many initiatives, intended to bring youngsters (having different backgrounds) together in sports, with the social objective of finding a common ground between the diverse social groups to reduce the associated risks of radicalisation (Richardson Cameron Berlouis 2017).

**OBJECTIVE OF THE ANALYSIS**

The best practices review carried out in this context aims to analyse diverse good practices, taking into consideration results achieved against implementation costs, with reference to methodology used for evaluating sport programmes’ impact and their rationale and design.

In the scope of **STAR Project**, the best practices report regards the development of a review about sport-based interventions, focused on **primary** and **secondary prevention**, in the field of radicalisation and violence prevention.

The analysis is preparatory to the actions carried out within the STAR project and aims to provide bases for subsequent research and activities. Indeed, according with the rationale of the project, the best practices report will be the baseline material on which several activities will be structured, such as training and capacity building.

**METHODOLOGICAL FRAMEWORK**

The identification of best practices was carried out by developing a desk analysis on web sources and open-source academic database (Google Scholar, Science Direct and the Erasmus+ Project Results Platform), based on criteria illustrated in Table 1. The web search entailed a collection of more than 20,000 results, then requiring the adoption of eligible criteria fitting the research needs of this report.



**Tab. 1 – Criteria of web search**

Database	Search terms
Google	"sport-based programme" youngsters inclusion randomised control trial "sport-based programme" against radicalisation
Google Scholar	sport for preventing youth exclusion randomised experiment sport-based programme social inclusion policy evaluation sport-based programme against radicalisation randomised control trial "sport-based programme" policy evaluation
Science Direct	sports-based programme for social inclusion and youngsters
Erasmus+ Project Results Platform	Keywords: "sport", "social inclusion", "radicalization"

Researchers paid attention to the relevance of projects and several programmes in the context of European and national dimensions. In particular, the intention was to illustrate a various set of sport-based programmes, addressing social exclusion and fostering pro-social behaviours in disadvantaged groups of young individuals, pertinent in preventing extremist and violent behaviours within youngsters, including radicalisation process. In order to embrace more aspects related to these phenomena, all initiatives considered in the report were focused on diverse fragile groups such as: youngsters at risks; highest risk young individuals and individuals with a migratory background. Moreover, the second eligibility criterion referred to the possibility to show already evaluated practices, with the aim to illustrate initiatives based on an evidence-based perspective with the respect of the related intervention’s costs. In this way, information about sport-based programmes’ effect and related costs were available for future practitioners.

Finally, the last criterion referred to the possibility to show the rationale of using different sports for tackling several degrees of social frailty.

As consequence, the selection regarded ten best practices respondent to the below-described quality requirements. In order to explore the wide diversity of practices implemented for addressing social issue by sport-based interventions, researchers refer to a various set of programmes, implemented at different geographical scales (local, regional, national and European levels) and concerning diverse evaluation approaches, such as: Logical Framework, Counterfactual Approach, Qualitative Approach.

In order to analyse properly this huge heterogeneity within our sample, the ten best practices were addressed by Strengths, Weaknesses, Opportunities and Threats - SWOT Analysis, whose matrix is below described.

**Fig. 1-SWOT Matrix**

	Positive impact	Negative impacts
Internal	<i>Strengths: attribution of the project helpful to achieving the objective</i>	<i>Weaknesses: attribution of the project, harmful to achieving the objective</i>
External	<i>Opportunities: external conditions helpful to achieving the objective</i>	<i>Threats: external conditions harmful to achieving the objective</i>



The SWOT analysis was carried out on desk, through the documents concerning evaluations and results of the initiatives taken into consideration.

**10 BEST PRACTICES**

<b>N01</b>	<b>PROJECT TITLE</b>	<i>Becoming a Man – BAM intervention</i>	<b>COUNTRY</b>	USA
<b>FINANCING SOURCE</b>		Private funds	<b>SCALE</b>	Local level
<b>TARGET BENEFICIARIES</b>		2,740 highest-risk male students, [1473 treatment group, 1267 control group]		
<b>DESCRIPTION</b>		<p>BAM Intervention was designed and implemented by two non-profit organizations, Youth Guidance (YG) and World Sport Chicago (WSC). The initiative aims to tackle social-costly and violent behaviours in deprived areas of Chicago, implying frail social conditions of main social groups, such as family. BAM foresees in-school and after-school programming, intended to expose youngsters to “pro-social” adults, implement aspects of what psychologists call cognitive behavioural therapy (CBT) and occupying them during the high-risk hours after school.</p> <p><u>In-school treatment (by YG).</u> It consists in a programme of weekly group sessions during the school day over the school year (assigned groups of no more than 15 youth and a realized average youth-to-adult ratio of 8:1).</p> <p><u>After-school programming (by WSC).</u> In order to reinforce the intervention, part of beneficiaries attended after-school sport, whose coaches were trained in BAM curriculum. WSC sessions, lasting one-to-two hours each, include non-traditional sports, such as archery, boxing, wrestling, weightlifting, handball, and martial arts, with the aim of improving the self-control, aggressive attitudes, and providing youngsters with opportunities about thinking on their automatic behaviour (Heller et al. 2013).</p>		
<b>COSTS</b>		\$1,100 per participant		
<b>RESULTS</b>		Reduction in violent crime arrests -44%		
<b>EVALUATION APPROACH</b>		RCT Counterfactual approach		

<b>Positive impacts</b>		<b>Negative impacts</b>
<b>Internal</b>	<i>Strengths</i>	<i>Weaknesses</i>
	<ul style="list-style-type: none"> <li>○ Cognitive Behavioural Therapy CBT)</li> <li>○ Youngsters’ elasticity towards the intervention</li> <li>○ Short duration intervention</li> <li>○ Sport based on physical contact</li> </ul>	<ul style="list-style-type: none"> <li>○ Difficulty to assure the attendance of beneficiaries to both programmes</li> </ul>
<b>External</b>	<i>Opportunities</i>	<i>Threats</i>
	<ul style="list-style-type: none"> <li>○ Peer to peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>○ Familiar social conditions</li> <li>○ Under-performing schools</li> </ul>



<b>N02</b>	<b>PROJECT TITLE</b>	<i>More than a Game Programme</i>	<b>COUNTRY</b>	Australia
<b>FINANCING SOURCE</b>		Public funds	<b>SCALE</b>	Local level
<b>TARGET BENEFICIARIES</b>		60 young male migrants		
<b>DESCRIPTION</b>		<p>“More than a Game” is a 12-month sport-based programme, involving young males, aged 15–25, having a migratory background, in Melbourne. The programme was designed and implemented by Western Bulldogs Football Club, which cooperated with government and community-related partners. “More than a Game” is a mentoring programme with the objective of using sport as instrument intended to promote pro-social values thanks to peer-to-peer activities.</p> <p>Basically, the programme is composed by several components referring to: (i) football-related activities, delivered over the duration of the programme, where participants assisted Western Bulldogs staff in delivering a football clinic to multi-faith schoolchildren from across Melbourne; (ii) a set of other sport activities such as cricket match, horse-riding, surfing, a multi-sport day and a ropes course; (iii) non-sports-focused activities focused on mentoring activities, based on the improvement of social skills and pro-social behaviours and attitudes, conflict management, cyber-bullying and counterterrorism, as well as a three-day youth leadership camp.</p>		
<b>COSTS</b>		\$5,000–200,000 per grant		
<b>RESULTS</b>		>40% improved attitudes towards other cultural groups		
<b>EVALUATION APPROACH</b>		Ex-post qual-quantitative approach		

<b>Positive impacts</b>		<b>Negative impacts</b>
<b>Internal</b>	<i>Strengths</i>	<i>Weaknesses</i>
	<ul style="list-style-type: none"> <li>○ Integration and equilibrium between sport-based activities and the other mentoring activities</li> <li>○ Youngsters’ elasticity towards the intervention</li> <li>○ Peer-to-peer mentoring</li> <li>○ Team sport</li> </ul>	<ul style="list-style-type: none"> <li>○ Risk of programme leavers in the case of more disadvantaged situations</li> </ul>
<b>External</b>	<i>Opportunities</i>	<i>Threats</i>
	<ul style="list-style-type: none"> <li>○ Familiar groups and empowered role of parents</li> <li>○ Local communities’ engagement</li> </ul>	<ul style="list-style-type: none"> <li>○ Risky aspect of inter-group conflict</li> </ul>



<b>N03</b>	<b>PROJECT TITLE</b>	<i>Football United Programme</i>	<b>COUNTRY</b>	Australia
<b>FINANCING SOURCE</b>		Public-private funds	<b>SCALE</b>	Regional level
<b>TARGET BENEFICIARIES</b>		>4,000 migrants		
<b>DESCRIPTION</b>		<p>Football United (FUn) is a national programme, implemented in New South Wales, in areas of Sydney, which notice a high presence of refugees. In particular, the programme pays attention to children and youngsters, favouring the accessibility to sport facilities and then reinforcing social inclusion and cohesion.</p> <p>FUn is a sport and school-based programme, whose treatment lasts 30 weeks (Nathan et al. 2013). The rationale of the programme identifies football as instrument able to promote individual wellbeing and social inclusion. Taking into consideration the multiple societal levels that affect social inclusion (that is the innovative aspect of the programme design), the FUn programme is implemented by several actors such as migrant support organisations, football associations, schools, corporate and community groups.</p> <p>The programme is structured on three main components: (i) football activities, consisting in regular Saturday and after school programmes, gala days and school holiday camps, focused on mentoring rationale; (ii) capacity building, where youngsters and family members from the communities have opportunities to participate in courses about pro-social attitudes and skills; (iii) promotion of collaboration between local football clubs and programme and partners.</p>		
<b>COSTS</b>		N.A.		
<b>RESULTS</b>		Pro-social behaviour increased within beneficiaries		
<b>EVALUATION APPROACH</b>		Quali-quantitative approach		

	<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Internal</b>	<p><i>Strengths</i></p> <ul style="list-style-type: none"> <li>○ Integration between school-related, sport and community-based activities</li> <li>○ Youngsters' elasticity towards the intervention</li> <li>○ Familiar groups empowerment</li> </ul>	<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> <li>○ Risk of programme leavers in the case of more disadvantaged situations</li> </ul>
<b>External</b>	<p><i>Opportunities</i></p> <ul style="list-style-type: none"> <li>○ Local communities' engagement</li> </ul>	<p><i>Threats</i></p> <ul style="list-style-type: none"> <li>○ Social isolation, bullying at school</li> <li>○ Risky aspect of inter-group conflict</li> </ul>



<b>N04</b>	<b>PROJECT TITLE</b>	<i>KICKZ Programme</i>	<b>COUNTRY</b>	UK
<b>FINANCING SOURCE</b>		Public-Private Funds	<b>SCALE</b>	Local level
<b>TARGET BENEFICIARIES</b>		12,500 youngsters at risk and with highest risk per year (aged 12 to 18)		
<b>DESCRIPTION</b>		<p>Kickz is a national programme, funded by the Premier League and Metropolitan Police, amounting £ 13,1 mln for the period 2007-2009 (3 years), intended to favour social inclusion and pro-social behaviours within youngsters at risk, living in deprived areas. The programme is implemented thanks to the collaboration within public authorities, non-profit organisations and several local actors (over 650 local partners).</p> <p>ELTHORNE PARK KICKZ is coordinated by Active Communities Network. With the aim of tackling social exclusion and facing criminality rates within youngsters in deprived London area, the programme entails the transformation of Elthorne Park, getting kids off the street in the evening and playing football. In particular, KICKZ is delivered thanks the support of professional football clubs (sessions consist in three nights a week, 48 weeks per year). Sessions generally are composed by two nights of football (coaching and competition) and a further session, based on other themes. In fact, KICKZ programme entails sessions include mainly football coaching, but it also exposes youngsters to other sports and activities, such as basketball, and workshops about drug awareness, healthy eating, volunteering, careers and weapons.</p> <p>KICKZ programme is structured on two main components: (i) football session prevent young people from anti-social behaviours, involving them in the evenings, contributing in re-creating and supporting the constitution of a local social fabric, constituted by peer-to-peer and encouraging positive relationships with adult mentors; (ii) communicating preventative information to youngsters around the dangers deriving from drugs, weapons, etc.</p>		
<b>COSTS</b>		£427,908		
<b>RESULTS</b>		Reduction of crimes 66%		
<b>EVALUATION APPROACH</b>		Logical framework approach		

	<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Internal</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Pro-social behaviours encouraged by team sport</li> <li>○ Youngsters' elasticity towards the intervention</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Mentors and coaches' expertise in providing spill-over opportunities such as employment, volunteering and qualification</li> </ul>
<b>External</b>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Peer to peer relationships</li> <li>○ Spill-over opportunities such as employment, volunteering and qualification</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Family groups influence on socialisation</li> <li>○ previous (or other) socialisation processes' influence</li> <li>○ Risky aspect of inter-group conflict and bullying</li> </ul>



<b>N05</b>	<b>PROJECT TITLE</b>	<i>Boxing Academy</i>	<b>COUNTRY</b>	UK
<b>FINANCING SOURCE</b>		Public-Private Funds	<b>SCALE</b>	Local level
<b>TARGET BENEFICIARIES</b>		17 highest-risk youngsters		
<b>DESCRIPTION</b>		<p>The Boxing Academy is a project implemented in Tottenham, north London, aimed to engage hard-to-reach young people with a high risk of offending and dropout, by sport-based programme. In particular, the project addresses 14 to 16-year olds, who would have been excluded from the traditional school programmes and destined to alternative education programmes and custody.</p> <p>The Boxing Academy refers to a sports-based education, a strict contact with youngsters during school hours, for a period of two years. The boxing training is combined with other kinds of sport in order to promote pro-social attitudes and behaviours. In this case, sport is instrumentally utilised in order re-engage youngsters in education. In fact, the project provides a mix of sports sessions with classroom education to improve young people’s literacy and numeracy, thanks to a strict collaboration between boxing coaches and teachers.</p>		
<b>COSTS</b>		£256,360		
<b>RESULTS</b>		-12 crimes than expected		
<b>EVALUATION APPROACH</b>		Logical framework approach		

	<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Internal</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>○ Youngsters’ elasticity towards the intervention</li> <li>○ Sport based on physical contact</li> <li>○ Individual bottom-down mentoring</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>○ Lack of social services’ direct engagement</li> </ul>
<b>External</b>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>○ Education and qualification opportunities and good collaboration between education and sport actors</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>○ Familiar social conditions</li> <li>○ Under-performing schools</li> <li>○ Peer-to-peer relationships and exclusion</li> </ul>



<b>N06</b>	<b>PROJECT TITLE</b>	<i>Counter radicalization play sport (CORPLAY)</i>	<b>COUNTRY</b>	Europe (Greece, Italy, Portugal Turkey, Bulgaria)
<b>FINANCING SOURCE</b>		EC Funds (Erasmus + programme)	<b>SCALE</b>	European level
<b>TARGET BENEFICIARIES</b>		young sportsmen at risk of radicalization		
<b>DESCRIPTION</b>		<p>CORPLAY is a collaborative platform for learning and awareness raise, developed with the scope of enhancing 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.</p> <p>CORPLAY offers:</p> <ul style="list-style-type: none"> <li>-a new Knowledge and Awareness Framework;</li> <li>-a set of Learning Models and Tools, including Open Educational Recourses;</li> <li>- methodological guide;</li> </ul>		
<b>COSTS</b>		393.530 € of EU grant		
<b>RESULTS</b>		<p>Reduction of radicalization through:</p> <ul style="list-style-type: none"> <li>&gt;analysis of de-radicalization through sport (1 report with stories from 5 European countries)</li> <li>&gt;improvement of coaches' skills (5 courses)</li> <li>&gt;guidelines to prevent and counter radicalization</li> </ul>		
<b>EVALUATION APPROACH</b>		Logical framework approach		
<b>CONTACT</b>		<a href="mailto:info@corplay.eu">info@corplay.eu</a> , <a href="mailto:hrw@kean.gr">hrw@kean.gr</a> , <a href="mailto:smilionis@gmail.com">smilionis@gmail.com</a>		

		<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Internal</b>	<b>Strengths</b>	<ul style="list-style-type: none"> <li>✓ Raise awareness on the social value of sport for sport operators and educators</li> <li>✓ Grassroot sports</li> </ul>	<b>Weaknesses</b>
	<b>External</b>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>✓ Good collaboration between education and sports operators</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>✓ Sustainability of the project</li> </ul>



<b>N07</b>	<b>PROJECT TITLE</b>	<i>"Get Onside" HMPYOI Feltham</i>	<b>COUNTRY</b>	UK
<b>FINANCING SOURCE</b>		N.A.	<b>SCALE</b>	LOCAL
<b>TARGET BENEFICIARIES</b>		24 young offenders (18-21 years old)		
<b>DESCRIPTION</b>		<p>The Get Onside programme is a ten week (141 hrs) rugby-themed course that can lead to basic qualifications in coaching, rugby refereeing, groundsmanship, and a Duke of Edinburgh Bronze, and Community Sports Leadership awards. It is conducted by a course coordinator from the Saracens Sport Foundation at HMP YOI Feltham in liaison with their gym department. Basic literacy and numeracy are taught as well as skills in preparation for work, anger management and financial awareness. There is also goal setting around physical fitness and conditioning. The heart of the programme is found in a work book which participants keep. This is a diary where activities can be scheduled, progress recorded, and tasks presented (such as basic numeracy tests). In order to achieve these goals, participants engage in group discussion, small group work, practical exercises, and of course they practice and officiate rugby. In essence, the programme addresses a range of issues around personal development drawing upon pro-social values allied to the sport of rugby.</p>		
<b>COSTS</b>		N.A.		
<b>RESULTS</b>		<p>The results indicate that both attitudes towards offending and aggression did show a significant improvement. 15% of Get Onside graduates reoffend against a national average of as high as 69% within this age group</p>		
<b>EVALUATION APPROACH</b>		Counterfactual approach		
<b>CONTACT</b>		foundationinfo@saracens.net		

	<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Internal</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>✓ Sport based on physical contact</li> <li>✓ Integration and equilibrium between sport-based activities and the other mentoring activities</li> <li>✓ Pro-social behaviours encouraged by team sport</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>✓ Measures of impulsiveness and self-esteem showed doesn't change</li> </ul>
<b>External</b>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>✓ Spill-over opportunities such as employment, volunteering and qualification</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>✓ Difficult evaluation between treatment and comparison group</li> </ul>



<b>N08</b>	<b>PROJECT TITLE</b>	<i>Not only fair play</i>	<b>COUNTRY</b>	Europe (Italy, Belgium, Bulgaria, Finland, France, Poland, Romania, Turkey, United Kingdom)
<b>FINANCING SOURCE</b>		EU Funds (Erasmus + programme)	<b>SCALE</b>	European level
<b>TARGET BENEFICIARIES</b>		School Directors, Teachers, Students		
<b>DESCRIPTION</b>		<p>The project aims to the promotion of social inclusion, equal opportunities and awareness of the importance of physical activity, through increased participation in, and equal access to sport for all.</p> <p>The specific project objectives are:</p> <ul style="list-style-type: none"> <li>• The promotion of awareness of the importance of sport at school through a better integration of physical education into the school curricula.</li> <li>• The enhancement of sport as a mean to promote social inclusion of all students</li> <li>• The promotion of an ethical approach to Sport and physical activities</li> <li>• The promotion of a comprehensive overlook to sports offer</li> </ul>		
<b>COSTS</b>		432.263,71 € (EU Grant)		
<b>RESULTS</b>		<ul style="list-style-type: none"> <li>• Capitalizing of Success Stories and Best Practices</li> <li>• Guidelines for school directors and teachers</li> <li>• Planning, organization and management of pilot initiatives to promote the importance of sport at school.</li> <li>• Cooperatively development of 2 guidelines for policy makers to raise awareness on the importance of promoting sport at school.</li> </ul>		
<b>EVALUATION APPROACH</b>		Logical framework approach		
<b>CONTACT</b>		lorenzo@pixel-online.net		

Positive impacts		Negative impacts
<b>Internal</b>	<b>Strengths</b>	<b>Weaknesses</b>
	<ul style="list-style-type: none"> <li>✓ raise awareness on the social value of sport</li> <li>✓ Promotion of less popular sports for social inclusion</li> </ul>	
<b>External</b>	<b>Opportunities</b>	<b>Threats</b>
	<ul style="list-style-type: none"> <li>✓ good collaboration between education and sport actors</li> <li>✓ Familiar groups and empowered role of parents</li> <li>✓ Education and qualification opportunities</li> <li>✓ Peer to peer relationships</li> </ul>	



<b>N09</b>	<b>PROJECT TITLE</b>	<i>Sport4Youth</i>	<b>COUNTRY</b>	Balcans (Kosovo, Serbia, Macedonia)
<b>FINANCING SOURCE</b>		N.A.	<b>SCALE</b>	Regional
<b>TARGET BENEFICIARIES</b>		Kosovo' young people (volunteers between 15 and 24 years old, children between 6 and 12 years old)		
<b>DESCRIPTION</b>		<p>Since the end of the war (1998-1999), Kosovo has been going through a process of community reconciliation, a society still divided between Albanians and Serbs, but also Roma, Ashkali and Egyptians. It is in this context that the Sport4Youth project was born in 2008.</p> <p>A network of young volunteers from different communities, were trained and monitored to acquire skills in leading sports activities, deploying them to an audience of children. Cooperative games allow children from different communities and languages to meet and exchange. The socio-sport sessions, on the other hand, encourage reflection and discussion on a social subject and the acquisition of life skills, thus contributing to the construction of a tolerant and peaceful future in the Western Balkans. Furthermore, a summer camp that brings together all the young volunteers to question themselves and develop positively about their own representations of communities in Kosovo</p>		
<b>COSTS</b>		N.A.		
<b>RESULTS</b>		<ol style="list-style-type: none"> <li>1. Create bridges among communities: increase of time spent with people from different communities (83% of volunteers assessed that children are more tolerant to other communities).</li> <li>2. Empower youth (change in position-leader. Animator, assistant-of the trained volunteers, new skills acquired, share of experience). 92% of the volunteers from the South and 100% of the volunteers from the North believe the project is useful for them because they acquired new skills and knowledge.</li> <li>3. Provide values to children the ( according to the feedback received from the pilot project in Shtime/Štimlje, 90% of the children learned to play in teams, and 70% learned about fair-play)</li> </ol>		
<b>EVALUATION APPROACH</b>		Quali-quantitative approach		
<b>CONTACT</b>		info@pl4y.international		

	<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Internal</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>✓ Peer-to-peer mentoring</li> <li>✓ Pro-social behaviour encouraged by sport</li> <li>✓ Attention to stakeholders such as the local partners and parents of the children</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>✓ Difficulty of assure the attendance of balanced beneficiaries in different places (es. number of girls)</li> </ul>
<b>External</b>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>✓ Extension of the network between different stakeholder</li> <li>✓ Spill-over opportunities such as employment, volunteering and qualification</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>✓ Difficult political situation</li> <li>✓ Less sport opportunities and plant in some regions, limited transports and resources</li> <li>✓ Language differences</li> <li>✓ Lack of local stakeholder engagement</li> </ul>



<b>N10</b>	<b>PROJECT TITLE</b>	<i>Project Sport Inclusion Network (SPIN): Involving migrants in mainstream sport institution</i>	<b>COUNTRY</b>	Europe (Germany, Italy, Finland, Hungary, Portugal, Austria)
<b>FINANCING SOURCE</b>		funded by the European Commission Sport Unit (EAC-2010-1322)	<b>SCALE</b>	European level
<b>TARGET BENEFICIARIES</b>		migrants, refugees and ethnic minorities		
<b>DESCRIPTION</b>		<p>The SPIN network aims to raise awareness about the potential positive role of sport in terms of social inclusion of migrants, refugees and ethnic minorities and intercultural dialogue.</p> <p>It attempts to increase sports participation of migrants and ethnic minorities by promoting equal access to organised sport.</p> <p>A key objective is to increase sports participation of female migrants and minorities through the establishment of equal partnerships and training of mainstream sport organisations.</p>		
<b>COSTS</b>		N.A.		
<b>RESULTS</b>		<ul style="list-style-type: none"> <li>i) An increase in networking and sharing of best practices among European and national sport stakeholders</li> <li>ii) Greater awareness and knowledge of the appropriate methods among sport managers with a focus on football and other popular team sports as well as winter sports;</li> <li>iii) Learning from football and transferring knowledge to other sports on mainstreaming intercultural actions);</li> <li>iv) Empowering and capacity-building migrant football teams and initiatives which include refugees and asylum seekers</li> </ul>		
<b>EVALUATION APPROACH</b>		Logical framework approach		
<b>CONTACT</b>		fairplay@vidc.org		

	<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Internal</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• raise awareness on the social value of sport</li> <li>• Pro-social behaviours encouraged by team sport</li> <li>• Integration and equilibrium between sport-based activities and the other mentoring activities</li> <li>• Attention to gender participation</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Too much focus of football</li> <li>• Lack of family engagement</li> </ul>
<b>External</b>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Extension of the network between different stakeholders</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• previous (or other) socialisation processes' influence</li> </ul>



## DISCUSSION

According to the best practices review described above, it is possible to characterise the diverse interventions and initiatives, identifying identify some recurrent features.

For what concerns the strengths of the initiatives, it has to be mentioned the youngsters' elasticity towards the intervention. In other words, from the best practices analysis, it must be noticed as practitioners point out the more propensity of young people to change their attitudes that of more adult individuals. This insight gives a fundamental information about the convenience to act in early phases of life courses, especially on young individuals in order to intervene in their socialisation processes, offering new opportunities and value vision.

Especially for those project cases, whose objectives consist in the reintegration or integration of fragile individuals in the local communities (e.g. integration of newcomers), team sport seem to be more effective in achieving this purpose. As described, for example, in "More than a game" and "Kickz" programmes and "Get Onside" and "SPIN" projects, this feature is able to trigger pro-social behaviours, fostering the integration between different cultural and socio-economic identities.

The integration and balance between sport-based activities and other mentoring activities was considered particularly useful, for example in "More than a game" and "Get Onside" programmes and "SPIN" Project. In fact, according to the cases, mentoring activities may assume different connotations, considering bottom-up or top-down processes, where mentors are required to play a crucial role also in re-socialising and transfer new values to beneficiaries. In some projects like Boxing Academy, mentors and coaches played a fundamental role in intervening on fragile youngster-at-risk, also helping them in structuring a counter-narrative.

Conversely, it is important to mention the "peer to peer relationship", on which "BAM" intervention," Kickz" Programme and Not only fair play" project focus on. This type of relations was useful not only for the success of the intervention taken in consideration, but also for the sustainability of the project and the change in behaviour of the participants over the long term.

In line with RAN (2019), the review highlight as preventive projects must face several challenges. For instance, in projects where no pilot action was foreseen, in order to allow testing and evaluation, there is the risk of obtaining results on a theoretical level which cannot be confirmed and tested on a practical level.

Another weakness is linked to the risk of programme leavers in the case of more disadvantaged situations. In fact, it was recognised in several projects taking into consideration of this review that inadequate capacity from practitioners to engage youngsters-at-risk may be associated to the abandonment of the programmes by beneficiaries. In fact, these kinds of programmes require the adoption of a multi-components set of social inclusion instruments and the collaboration between several social actors such as school, social workers, pedagogists and sport operators. The lack of resources may undermine the possibility to implement effective long-term projects, acquiring a high degree of sustainability.

Moreover, engaging trainers who are multilinguistic and also good trainers, able to deal with psychological issues of youngsters may be challenging, due to the general preference of sport sector to engage volunteers.

In fact, a relevant point is the spill-over opportunities such as employment, volunteering and qualifications. Likewise, also the "collaboration between education and sport actors" can be a good opportunity to create a network around people at risk of marginalization, using sport as a tool of social inclusion, in different fields.



Finally, it must be noticed the extreme relevance of “previous socialisation process’ influence”, which make difficult the change of behaviour of the participants in the interventions. In fact, these processes may lend rigidity to the youngsters’ propensity towards learning new attitudes and pro-social behaviours.

**RECOMMENDATIONS**

As general considerations, the conclusion referring to this best practices’ review, highlight several features already noticed in other works. On the one hand, sport may be considered as an effective instrument in social and integration project, fostering self-development for youngsters and communities in the scope of PVE. Furthermore, coaches are recognised to play a fundamental role on youngsters’ socialisation, inasmuch as able to build up longer-term relationships, promoting pro-social models. In case of preventive sports projects, values and learning goals like cooperation, trying and contributing are more important than success and it is fundamental to structure local and differentiated partnerships with diverse organisations (RAN 2019).

Conversely, with specific reference to single cases taken into account in this analysis, it must be noticed as sport may be integrated in social interventions’ design, intended to tackle radicalisation and violent attitudes, by considering qualitatively the huge difference in the same sports. Basically, conclusions suggest as profiling approach may improve a better targeting in sport-based programmes’ design.

Secondary and primary prevention programmes’ design against radicalisation and violent attitudes, fostering social inclusion and integration may relate to four dimensions (Fig. 2). Firstly, practitioners may design sport components by taking into consideration the huge diversity in sports (e.g. team sports, contact sports, combat sports). Sport peculiarities may positively intervene on beneficiaries, triggering pro-social socialisation and values’ learning processes, according to youngsters’ specificities and needs. Indeed, it is useful to focus on the type of sport to be adopted. For instance, team sports are suitable for building the social fabric and to encourage collaboration between participants, whereas contact and fighting sports such as boxing or karate are particularly useful for those beneficiaries having a higher degree of social risk.

Basically, this aspect is strictly correlated with both the level of prevention and in particular with the degree of risks related to beneficiaries.

*Figure 2 – Project design rationale*





Source: LINKS elaboration (2020)

All contributions included in this review incentivise the design of multi-component programmes, impacting on the structure, organisation and then complexity of the programme itself. In this respect, those interventions including a differentiated set of local partners such as school, social workers, job services and families, show an important leverage effect. In the scope of those projects aimed at promoting social integration of migrants, community-based interventions seem to be able to achieve good results, inasmuch as propaedeutic at recreating a social fabric for fragile individuals in a more preventive perspective.

Finally, peer-to-peer mentoring seems to be a very useful instrument, especially in preventive programmes, inasmuch as able to engage pro-actively youngsters and beneficiaries, triggering self-development and pro-social models. Conversely, for those beneficiaries with a higher degree of risk, top-down mentoring stimulated by coaches and pedagogists seem to be more suitable, especially in those contexts where sport-based programmes may contrast with previous socialisation influences.

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