

# Network for the exchange of good practices on the integration of youngsters at risk of radicalization through sports



## OFFICIAL PARTNERS



## UK National Focus Group

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## FG Participants

Professor Matthew Feldman, Usman Raja, Amjid Khazir, Chris Wright, Keith Gibson, Richard Forsythe, Lucas Mee, Júlia Pimenta, John Wroe, Matthew Barret, Natalie James, Balša Lubarda, Valerio De Divitiis, Carolina Harrop, John Marshall, Magda De Lange

**Table 1. Content Analysis Level 1 & 2:**

The table presents an analytic framework of key concepts expressed by FG national experts such as important ideas, experiences, expert knowledge, opinions, or preferences to illuminate the study. Level 2 of content analysis involves placing each key concept into the relevant category.

Category

Concept

Research/Projects	<ul style="list-style-type: none"> <li>◆ Counternarrative approaches to extremism (one year project)</li> <li>◆ How do people understand terrorism and extremism as a threat?</li> <li>◆ How is vulnerability to radicalization determined?</li> <li>◆ Modules run over 16 weeks that looks at racism, inequality, disability, mental health for those aged 16-24</li>   <li>◆ Modules run over 6 weeks for those conflicted or at risk.</li> </ul>
Prevention	<ul style="list-style-type: none"> <li>◆ Prevention is through intervention: safeguarding against vulnerabilities to becoming involved in extremism/terrorism.</li> <li>◆ Identification and referral of vulnerabilities to 'multi-agency' hub.</li> <li>◆ Prevention mechanisms implemented in education institutions in UK</li> <li>◆ Holistic approach</li>   <li>◆ Relative experience and correct usage of language.</li> </ul>
Education	<ul style="list-style-type: none"> <li>◆ Involvement of universities in the creation of modules/programs to prevent.</li> </ul>
Psychosocial and cognitive development	<ul style="list-style-type: none"> <li>◆ Specific identity and societal context.</li> <li>◆ Cognitive development of a youngster can go through different phases</li> <li>◆ Sports can have a positive effect on the quality of development of youngsters and it can transform radical beliefs into non-violent development</li>   <li>◆ Building up critical thinking when it comes to relative experience. i.e. , to build up an individual's critical thinking to understand the meaning of free speech and vice</li> </ul>

	<p>versa for local authorities when it comes to understanding how collective communities look like.</p>
Youth	<ul style="list-style-type: none"> <li>◆ Although each country is different, all youngsters share one commonality and that is vulnerability (no home, no fixed employment, no family and no education).</li> </ul>
Youth and extremism	<ul style="list-style-type: none"> <li>◆ Terrorist ideologies</li> <li>◆ Easy way in for youngsters, but difficult to get out.</li> <li>◆ Promise of a better life in return for loyalty (or something else of significance to the youngster).</li> <li>◆ Radicalization can be initial steps towards violence towards the commitment of atrocities that can be inspired by terrorist ideologies and by violent groups ideologies</li> <li>◆ Identity</li> </ul>
Youth and gender	<ul style="list-style-type: none"> <li>◆ Working with 50 per cent of population will solve no issue.</li> <li>◆ Gender neutral and gender equality. – mixed teams.</li> <li>◆ Educating men and women on the issues each gender faces on the streets (youth).</li> <li>◆ When both genders support each other and advocate for each other then they would have a foundation to build on.</li> </ul>
Youth and Diversity	<ul style="list-style-type: none"> <li>◆ People from different backgrounds can participate in common activities to unite them.</li> </ul>
Counternarrative approaches/speech	<p>Four best practices to radical right extremism:</p> <ul style="list-style-type: none"> <li>◆ The frequency of messaging can help individuals move away from extremism.</li> <li>◆ Trustworthiness of speaker when delivering message</li> <li>◆ Context of message</li> <li>◆ Evaluate success/failure of a campaign.</li> </ul>
Sport interventions	<ul style="list-style-type: none"> <li>◆ legitimacy is important when intervening and including sport ambassadors.</li> <li>◆ combat sports promote some form of regulated violence through fighting</li> </ul>

Program intervention	<ul style="list-style-type: none"> <li>◆ Programs that look for pathways for people to link up with local community groups such as education, coaching and volunteering.</li> <li>◆ Programs that run within prison systems to look at current activities of who's conflicted or at risk of offending.</li> <li>◆ Building good relationships and having a good link with the prison service is essential for collaboration.</li> </ul>
Levels of Engagement	<ul style="list-style-type: none"> <li>◆ Multi-agency safeguarding hub set up by government</li> <li>◆ Individuals such as teachers, doctors, psychologists, social care workers, housing officials and anyone under the public sector are legally mandated to perform vulnerability safeguarding.</li> </ul>
Limitations/challenges	<ul style="list-style-type: none"> <li>◆ Biases, resources, training</li> <li>◆ Strategic policy level versus on the groundwork on a day-to-day basis</li> </ul>
Storytelling	<ul style="list-style-type: none"> <li>◆ Storytelling holds so much weight within radicalization and PVE actions.</li> </ul>

### Participants Literal Quotes:

#### Valerio de Divitiis – Program Coordinator at UNOCT

- ◆ Sport is critical for the development of life skills
- ◆ Being radical is not a crime, however it can indeed be a gateway towards violence inspired by terrorist ideologies.

#### Amjid Khazir – Director at Media Cultured CIC -

- ◆ When we are working with a sports club we would like to build frameworks and systems to improve standards around diversity, equality and community.
- ◆ We like to build a legacy

#### Professor Matthew Feldman– Director, Centre for Analysis of the Radical Right

- ◆ Commonalities are oftentimes best expressed through sport

- ◆ If a campaign is done badly, it might be counterproductive
- ◆ Finding a trusted messenger carrying a message maybe just as important as the message itself.

#### John Marshall – Irish Football Association

- ◆ Having a good link with the prison service is essential

#### Lucas Mee – Major Projects and Ambassadors Manager at Street Child United

- ◆ We work with over 50 projects around the world, including UK.
- ◆ Improving the lives and protecting the rights of street connected young people globally.
- ◆ Each country is very different, but actually the thing that is most common is that those young people are always the most vulnerable in society.
- ◆ Give a young person an opportunity that they have never been given before and they can flourish and inspire other people
- ◆ Inspire the inspirer
- ◆ The choice to extremism is the easiest route

#### Usman Raja – CEO of Unity Initiative

- ◆ The great thing about sport intervention is common activity.
- ◆ From common activity, you get common unity and those two words give you community.
- ◆ Your dealing with very different experiences that subjectively interpret the reality around them differently.

#### Balsa Lubarda – Head of Ideology Research Unit at CARR – PHD candidate

- ◆ The importance of storytelling and doing that in a compelling manner is powerful

#### Dr. Natalie James, Head of Counterextremism Research Unit at CARR

- ◆ Multi-agency approach is critical
- ◆ It is very much necessary to create a holistic approach in tackling extremism

#### Magda de Lange, Head of Research at ICSS

- ◆ Storytelling is very closely linked to identity making
- ◆ Stories are powerful in making meaning. Its about someone saying, listen deeply, look closely. These are my living memories

- ◆ Listening to stories are a journey of discovery as they are never the same compared to words recounted by practitioners where those words are almost always the same.
- ◆ The lives and identities of these kids are living amongst worlds, they are not from one particular world.