SPEY Pilot Programme

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SUMMARY

SPEY

01

INTRODUCTION

- The project carries out **primary prevention**, as it is aimed at the population as a whole and has a double objective: to sensitize the population about violent extremism and to prevent the emergence of conditions that may lead to radicalization.

- Its object is not terrorism as such, but the **factors and conditions** that can lead to it.

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BEFORE STARTING

1. Transport facilities
2. Sports equipment
3. Network of contacts (NGOs, sports clubs, federations, etc.)
4. Characteristics of the group of population

SPEY

102 participants	Medium age: 20 years old
10 nationalities	50% of participants from Morocco
72% coming from third sector entities	15% juvenile justice
3% females	2% cognitive or functional diversity

SPEY

02

3N MODEL INTO PRACTICE

3N MODEL INTO PRACTICE

3N MODEL OF RADICALIZATION

MOTIVATIONS	IDIOLOGY	GROUP
NEEDS	**NARRATIVES**	**NETWORKS**
Increasing youngsters personal meaning and their positive attitudes towards sports	Adressing antisocial attitudes and risky behaivours through an alternative narrative and a counter-engagement	Strengthening the social and community network in order to improve coexistence and participation

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"The point is to provide the youth exciting life project that enable them to find meaningful existence with society"

(Atran, 2015)

MAIN GOAL

Acting through the 3 levels of prevention: **engaging youth** (micro-level) through **institutions**, universities and sports clubs (meso-level) to become **social anchors** with ability to **restore social cracks** (macro-level).

SPEY EDUCATIONAL PROCESS

WHO AM I

WHERE I "BELONG"

WHO "WE" ARE

WHERE "WE" BELONG"

WHAT WOULD I/WE LIKE TO CHANGE AND HOW?

SPEY

HOW?

To achieve the main goal the project used **different educational methods**, techniques and tools such as: role-playing, group dynamics, videos, social networks, debates, songs, service-learning, trekking, and above all, sports.
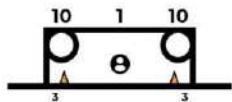
Through **prosocial and constructive activities, and institutional support,** youth got involved in an **action-oriented project**.
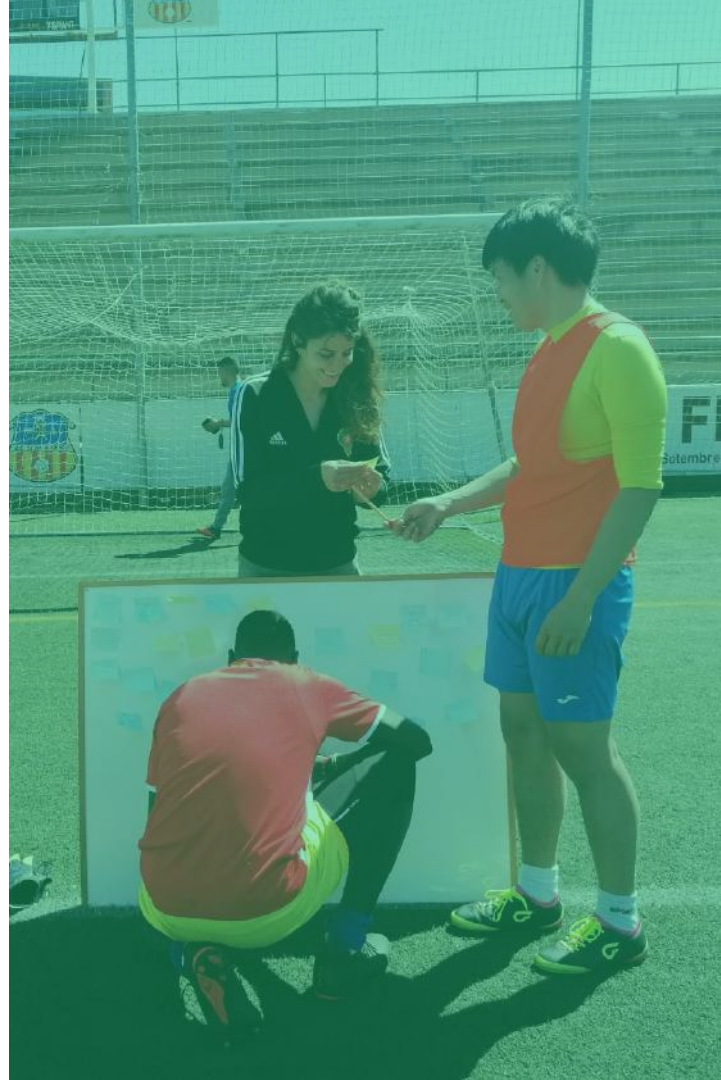
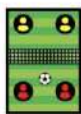# SPEY SCHEDULE

15-30 minutes	Warming up
60 minutes	Training
30-45 minutes	transversal skills
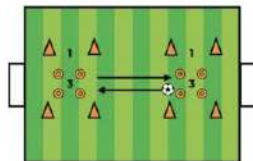
SPEY **2.1 NEEDS**

FROM "WHO I AM" TO "WHERE I BELONG"

WHO AM I

WHERE I BELONG

STARTING FROM THE SELF: INCREASING PERSONAL MEANING
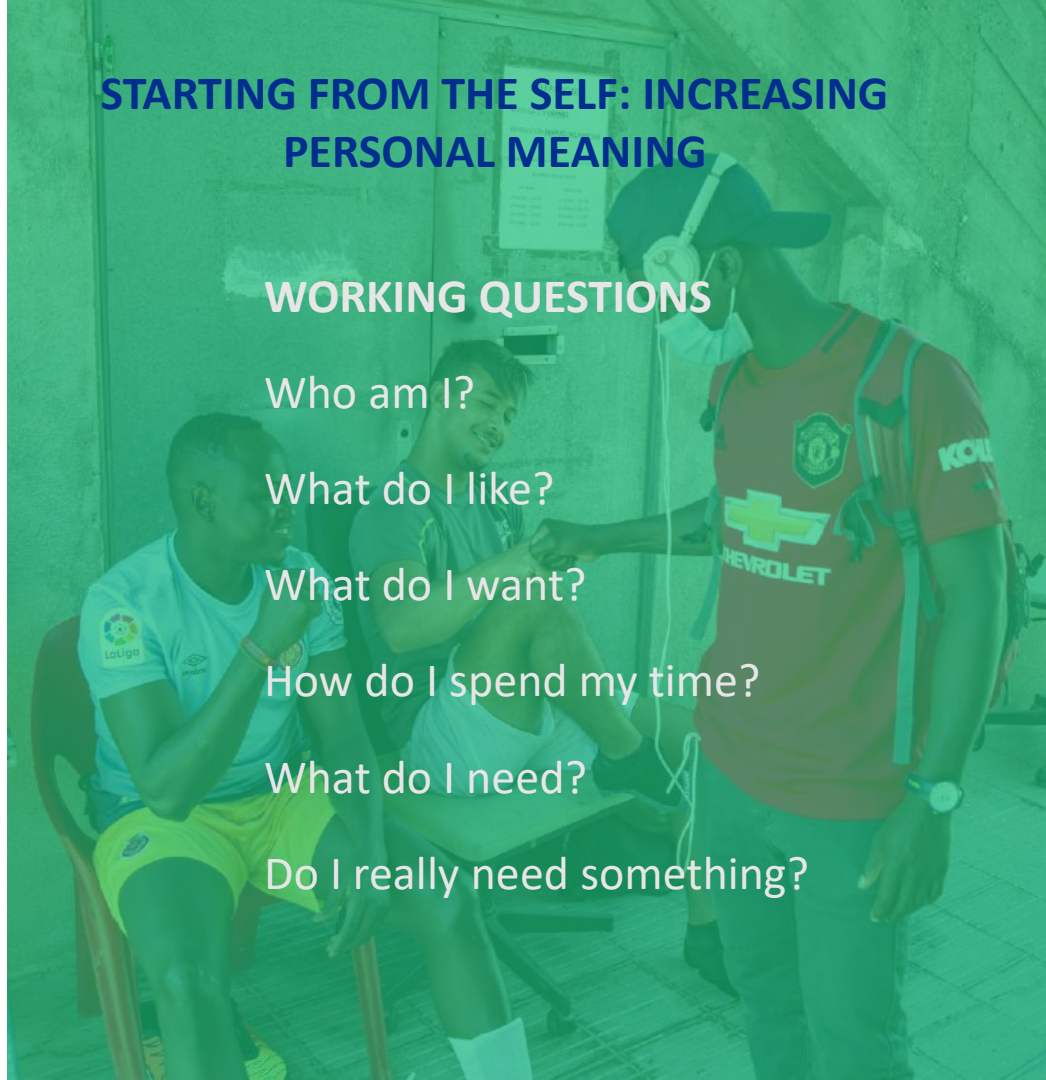
WORKING QUESTIONS

Who am I?

What do I like?

What do I want?

How do I spend my time?

What do I need?

Do I really need something?

2.1 NEEDS

MY…

Identity

Self-demands (self-esteem, self-compromise, self-confidence…)

Personal significance

Meaning in life

Response to ambiguity

Level of personal sacrifice

Cognitive openness/ closure

Cultural intelligence

Sense of injustice

Feeling of having a voice

Feeling of belonging and respect

Way to achieve goals

WORKING CONCEPTS

SPEY

MAIN OUTPUTS: INDIVIDUAL LEVEL

SPEY

Getting to know each other

Creating a safe space

Identifying the individual needs

SPEY **2.2 NARRATIVES**

FROM "WHO WE ARE" TO "WHERE WE BELONG"

WHO "WE" ARE

WHERE WE BELONG

WORKING QUESTIONS

Where do I belong?

What do I/we understand as "us"?

Do I belong to the majority or the minority?

How do I feel about that?

3.2 NARRATIVES

MY...

Sense of belonging

Others-demands

Group identification

Sense of certainty and structure

Desire to matter and feel meaningful

Role towards my/our peers

Feeling and level of involvement

Social aim
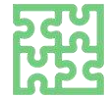
WORKING CONCEPTS

SPEY

MAIN OUTPUTS: GROUP LEVEL

Establishing group's identity

Learning from other's demands

Learning how to work with diversity and ambiguity

Sensing of brother/sisterhood

Creating and establishing group's narratives

SPEY **2.3 NETWORKS**

FROM "WHERE WE BELONG" TO "WHAT I/WE WOULD LIKE TO CHANGE AND HOW? "

WHERE "WE BELONG"

WHAT WOULD I/WE LIKE TO CHANGE AND HOW?

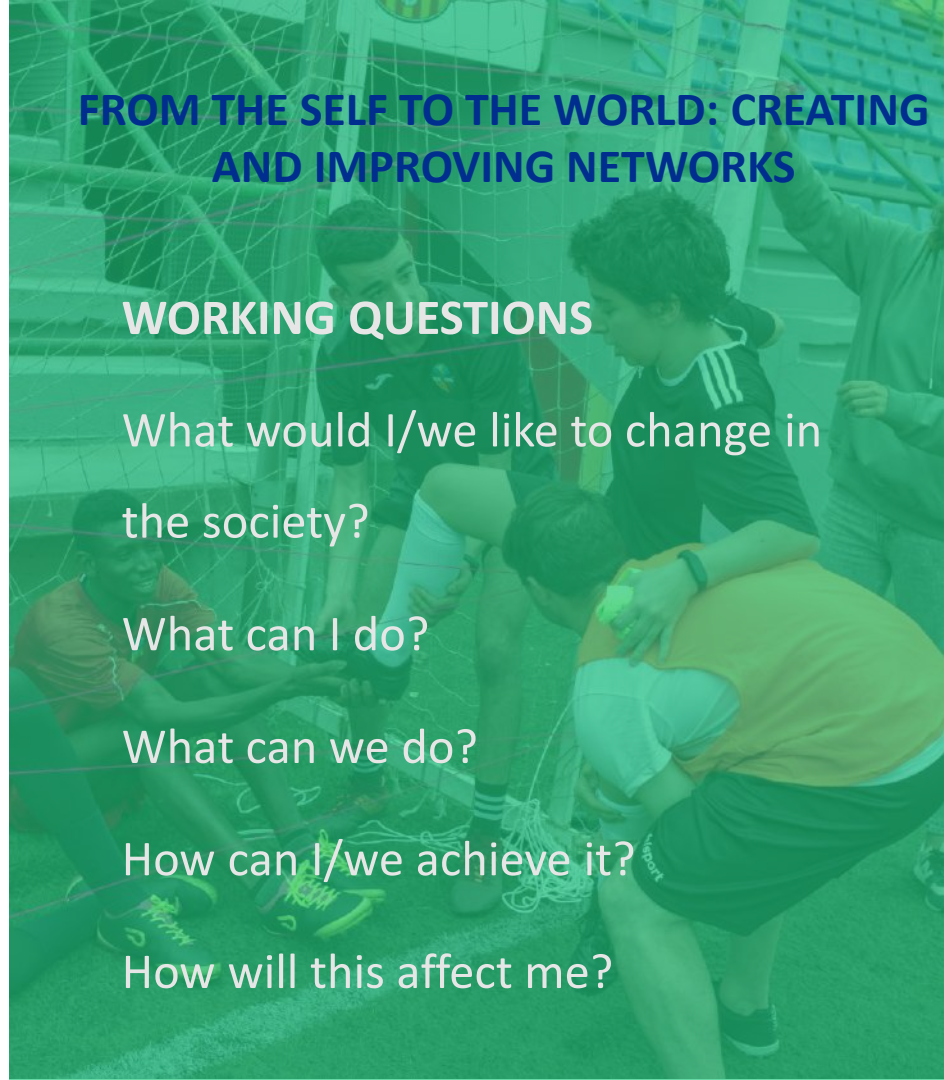FROM THE SELF TO THE WORLD: CREATING AND IMPROVING NETWORKS

WORKING QUESTIONS

What would I/we like to change in the society?

What can I do?

What can we do?

How can I/we achieve it?

How will this affect me?

6.3 NETWORKS

THE...

World demands

World threats: climate emergency

and global terrorism

Systems of believes

Oppressions and privileges

Transnational identities

Global youth leaders

Sharing Values

Collective sense-making

Interdependence

Social gaps

Social anchors

SPEY

MAIN OUTPUTS: MACRO LEVEL

Critical thinking

Identifying privileges and oppressions in social structures

Seeking out a variety of ways to achieve a goal

Engagement in some activity-movement to achieve significance and improve networks

Ability to identify and to re-establish social cracks

Understanding the individual and the group as social anchors/references

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03

ACHIVEMENTS, CHALLENGES
AND LESSONS LEARNED

ACHIVEMENTS

- Increase of the pro social network of the participants

- Derivations to clubs as players or trainers

- Derivations to other social entities

- Informal job or volunteering – pocket money

- Increase of the local capital

- More motivation to learning through sports practice

- Better communication skills an cultural bases

- Access to a quality sports practice

- Space for prevention of other risk behaviours

- Space of expression through sport

SPEY CHALLENGES

- Increase female participation

- Increase participation of local youngsters

- Practice non hegemonic sports

- No access to clubs for administrative problems

- Compromise and punctuality of the youngsters

- Idiomatic barrier

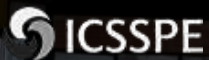- Duration of the program and more focus on labour integration.

LESSONS LEARNED

- Difficulties coming from the lack of a clear definition about extremism and violent extremism. Lack of Knowledge from social actors.

- Hight potential of social intervention through vehiculating their motivation to sport.

- Empirical information about barriers that difficult access to sport to vulnerable population.

- The effects of SPEY have gone beyond the program.

- Empirical experience for the design of new projects.
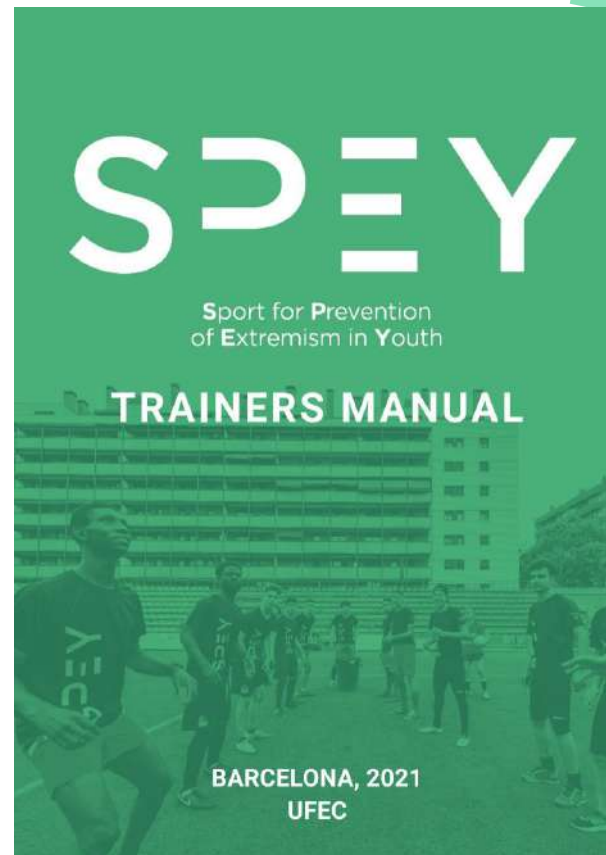
[Documents – The SPEY (ufec.cat)](ufec.cat)

THANKS FOR YOUR ATTENTION!