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Partners

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Training Materials

Activity no: 2.1

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Module 2: CBS Model in practice: How sports can counter extremism through inclusivity and resilience

This training module aims to provide a foundational understanding of violent extremism, including its definition, the factors that contribute to its emergence, the impacts on individuals and societies, and how to identify its drivers.



Description of the Module

This training module explores the Community-Based Sports (CBS) Model as an effective strategy to counter violent extremism through inclusivity and resilience-building. The CBS Model leverages the unifying power of sports to foster community cohesion, promote mutual understanding, and build resilience against radicalisation. By engaging individuals and communities in structured sports activities, the model addresses underlying drivers of extremism, such as social alienation, lack of opportunity, and exposure to divisive ideologies.

Sports are uniquely positioned to provide a neutral and engaging platform where individuals from diverse backgrounds can interact positively. By offering opportunities for dialogue and collaboration, sports activities help to break down stereotypes and foster a sense of belonging. This module not only highlights the theoretical underpinnings of the CBS Model but also provides practical tools and case studies for its implementation.

The module is designed to provide participants with a practical understanding of how sports can be used as a tool for promoting inclusivity, enhancing social bonds, and empowering communities. It also highlights successful examples and best practices from various contexts to illustrate the application of the CBS Model in real-world scenarios.



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Goal

The goal of the module “CBS Model in practice: How sports can counter extremism through inclusivity and resilience” is to equip participants with the knowledge and skills to use sports as a vehicle for preventing violent extremism and fostering social resilience. Participants will learn how to design and implement sports-based interventions that promote inclusivity, build trust, and strengthen communal ties. The module aims to empower community leaders, educators, and practitioners to leverage sports as a tool for social transformation and prevention of radicalisation.



Learning outcomes

Knowledge:

- Understand the CBS Model and its role in countering violent extremism.
- Recognise the key drivers of extremism that can be addressed through sports, such as alienation, marginalisation, and lack of social integration.
- Learn about case studies demonstrating the effectiveness of sports-based approaches in fostering resilience and countering radicalisation.

Skills:

- Develop the ability to design and implement sports activities that promote inclusivity and resilience.
- Gain skills in engaging diverse communities through sports, fostering dialogue, and addressing potential conflicts.
- Learn to assess the impact of sports-based interventions in reducing the risk of radicalisation.

Attitudes:

- Foster a proactive attitude towards leveraging sports as a tool for social good.
- Cultivate an inclusive mindset that values diversity and promotes mutual respect.



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	• Encourage a commitment to community engagement and collaboration as key elements in preventing violent extremism.
Theory	The CBS Model draws on theories of social integration, resilience building, and group dynamics. It recognises sports as a universal language that transcends cultural, religious, and ethnic boundaries. Through structured activities, sports foster positive interactions, build trust, and create shared experiences, which are critical in mitigating the appeal of extremist ideologies. Additionally, sports provide opportunities for leadership development, skill-building, and community participation, reducing vulnerabilities to radicalisation. Sports also offer a unique framework for addressing the psychological and emotional needs of individuals, particularly those who feel excluded or marginalised. By participating in team-based activities, individuals develop a sense of belonging, accountability, and mutual support, which are essential in building resilience against extremist narratives. The CBS Model integrates these elements into a cohesive strategy for fostering inclusive and resilient communities. Key theoretical foundations include: • Social Identity Theory: Explains how individuals derive their sense of belonging and identity from group memberships, which sports activities can positively influence to counteract divisive narratives. • Resilience Theory: Focuses on building the capacity of individuals and communities to withstand stressors, including extremist influences, through the development of protective factors such as self-efficacy and supportive networks. • Conflict Resolution Frameworks: Utilised in sports programmes to teach participants effective communication, empathy, and



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	negotiation skills, fostering peaceful coexistence and preventing radicalisation.
References	1. UNESCO, <i>Preventing Violent Extremism through Sports</i>. 2. UNDP, <i>Promoting Social Cohesion through Community Sports</i>. 3. Goleman, D. (2006), <i>Social Intelligence: The New Science of Human Relationships</i>.

Activities:

Activity 1		
Introduction to the CBS Model and Its Role in CVE		
	Type of Activity	Lecture
	Duration	60 minutes
	Teaching Methods	Presentation and Q&A



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	Required Resources	Whiteboard or flipchart; Projector and screen; Power Point presentation;
	Learning outcomes	Participants should be able to: • Understand the origins and components of the CBS Model. • Learn how the CBS Model aligns with CVE principles and objectives.
	Description of the activity	The facilitator will deliver a structured presentation covering the background of the CBS Model, its theoretical foundations, and practical applications. This presentation will include: 1. A brief historical overview of how sports have been used as a peacebuilding tool globally. 2. An explanation of the CBS Model's three pillars: inclusivity, resilience, and community engagement. 3. Practical examples of CBS Model success stories, such as community football leagues promoting unity in conflict zones. Participants will be invited to engage by asking questions, sharing observations, and discussing localised challenges that the CBS Model could address.
	Tips for the facilitators	• Use visuals such as infographics or video clips to make the presentation engaging. • Encourage active participation by posing reflective questions. • Be prepared with examples relevant to the participants' cultural or community context.



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	References	1. UNESCO, <i>Preventing Violent Extremism through Sports</i>. 2. UNDP, <i>Discussion Paper on Inclusive Development</i>.
	Skills Connected	• Analytical thinking to understand the CBS Model. • Presentation and active listening skills during Q&A. • Application of theoretical concepts to practical scenarios.

Activity 2		
Principles of the CBS Model in CVE		
	Type of Activity	Guided discussion
	Duration	60 min
	Teaching Methods	Group discussion, facilitator-led prompts
	Required Resources	Flipcharts, markers



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	Learning outcomes	- Identify the core principles of the CBS Model and their relevance to CVE. - Explore the challenges and opportunities of applying the CBS Model in diverse communities.
	Description of the activity	The facilitator will initiate the session with a brief recap of the CBS Model principles. Participants will then break into small groups to discuss the following prompts: 1. What does inclusivity mean in the context of sports? 2. How can sports foster resilience in communities prone to radicalisation? 3. What role do local leaders play in implementing CBS principles? After group discussions, participants will reconvene to share their insights. The facilitator will compile the key points on a flipchart, emphasising recurring themes and solutions.
	Tips for the facilitators	- Keep the discussion focused by using time limits for each prompt. - Create an inclusive environment where all participants feel comfortable contributing. - Provide real-world examples to stimulate conversation and critical thinking.
	References	1. Case studies on CBS implementation. 2. UNDP, <i>Promoting Social Cohesion through Community Sports</i>.
	Skills Connected	- Critical thinking and collaborative problem-solving. - Verbal communication and group facilitation. - Reflection and synthesis of diverse perspectives.



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Activity 3 Designing a CBS-Inspired Sports Programme		
	Type of Activity	Collaborative workshop
	Duration	120 min
	Teaching Methods	Group brainstorming, collaborative planning
	Required Resources	Templates for programme design, flipcharts
	Learning outcomes	• Develop a practical understanding of how to design a CBS-inspired sports programme. • Identify key stakeholders, resources, and strategies for implementation.
	Description of the activity	Participants will form groups and work through the following structured steps: 1. Define Objectives: Identify the specific community issues the sports programme aims to address (e.g., reducing youth violence or fostering interfaith dialogue). 2. Select Activities: Choose sports and accompanying activities that align with the objectives, such as



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		football tournaments, leadership workshops, or team-building exercises. 3. Map Resources: List necessary resources, including facilities, funding, and human resources. Identify potential partnerships with local organisations, schools, and government bodies. 4. Create a Monitoring Plan: Develop measurable indicators to evaluate programme success, such as participation rates, community feedback, and behavioural changes. Groups will present their designs to the larger group for feedback, focusing on feasibility and impact.
	Tips for the facilitators	• Encourage creativity by asking groups to think outside conventional approaches. • Offer guidance on practical constraints, such as budget limitations or resource availability. • Provide templates or examples to simplify planning processes.
	References	1. UNDP, <i>Discussion Paper on Inclusive Development</i>. 2. Existing CBS Model templates.
	Skills Connected	• Strategic planning and teamwork. • Creativity and resource management. • Effective presentation and feedback incorporation.

Activity 4

Examples of Successful CBS Implementation

	Type of Activity	Case study analysis
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	Duration	60 minutes
	Teaching Methods	Group analysis, presentation
	Required Resources	Case studies, handouts
	Learning outcomes	- Analyse real-world examples of CBS implementation. - Identify best practices and lessons learned from successful programmes.
	Description of the activity	Participants will receive detailed case studies focused on North Macedonia, such as: Youth Basketball League in Skopje: This initiative was created to bridge ethnic divides between Macedonian and Albanian youth. The league included interethnic teams, fostering collaboration, trust, and mutual respect among players and their families. Workshops on teamwork and cultural understanding complemented the sports activities. Interfaith Football Tournament in Tetovo: A football tournament that brought together young people from different religious communities, promoting interfaith dialogue and mutual respect. The initiative included pre-tournament discussions about diversity, tolerance, and peaceful coexistence. How Participants Will Work:



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		1. The facilitator will divide participants into groups of 4-5 and assign each group a specific case study. 2. Groups will analyse the case by focusing on key questions such as: ○ What were the main challenges faced by the programme? ○ How were these challenges addressed effectively? ○ What were the measurable outcomes of the initiative? ○ How could similar initiatives be adapted to other contexts? 3. Each group will use flipcharts or digital tools to summarise their findings, focusing on practical lessons. 4. Groups will present their findings to the entire class, followed by a facilitated discussion on how these lessons could be applied locally.
	Tips for the facilitators	• Ensure groups have clear instructions and sufficient time to analyse their case study. • Provide context or background information for each case, especially if participants are unfamiliar with the region. • Encourage groups to focus on both successes and areas for improvement. • Facilitate the final discussion to synthesise key takeaways and ensure they are actionable.
	References	n/a
	Skills Connected	• Analytical thinking and case study evaluation. • Team collaboration and group communication. • Practical application of lessons to diverse community contexts.



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