



# OER - Open Educational Resources

RESPECT IS THE GOAL  
HATE SPEECH  
THREATENS PORT  
INTEGRITY



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of the European Union

For more details:  
visit [www.https://rights.usmacaselle.org](https://rights.usmacaselle.org)



**I03**

## **D3.2 OER – Open Educational Resources**

*This is a deliverable that can be used as an additional part of the D3.1 - Rights Narrative Guideline, complementing it with learning and supporting resources, such as communication tool grids, frameworks, specialists' interviews, and video tutorials, as well as a list of awareness campaigns best practices.*

## **Open Educational Resources**

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### **FORWARD NOTE**

This are extra learning resources - OER – Open Educational Resources to help you put things in practice, such as points of view and opinions of human rights and communication specialists sharing experiences about these subjects and expertise in implemented successful awareness campaigns; best practices awareness campaigns with an evaluation grid; a grid of useful links to important online available communication tools, editing apps and programs, templates examples, practical tips in quick video lessons and “how to do” examples for you easily to follow and repeat and tutorials.

You can also find all this material on the project website.

With this, we hope that you will be able to help the users to learn more on how to dominate some tools that can allow to present better contents.

## **CREDITS AND DISCLAIMER**

This document is the collective effort of many individuals and partner organisations working on behalf of the project “RIGHTS – Respect Is the Goal, Hate Speech Threatens Sport integrity” and every attempt has been made to ensure that the contained information is true and accurate.

Every reader and user are expressly advised to use the content and information of this document on their own responsibility.

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### **Project Reference**

**“Rights – Respect is the goal, hate threatens Sport Integrity”,**

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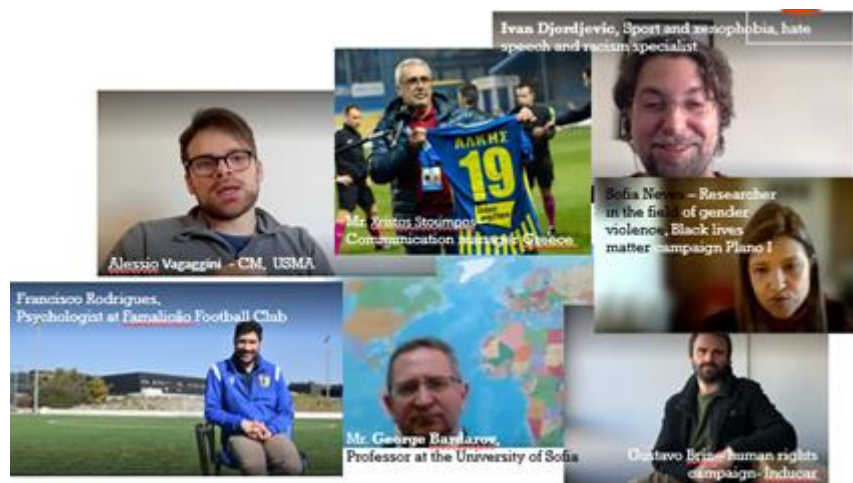
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## 1. SPECIALIST INTERVIEWS

As part of the development of the OER of IO3, seven experts in the field of human rights were interviewed, as well as those involved in the sports context.



In terms of the profile of the interviewees, the following characteristics stand out:

INTERNATIONAL COMMUNICATION & HUMAN RIGHTS SPECIALISTS INTERVIEWS				
NAME	ROLE	ORGANISATION	COUNTRY	INTERVIEW CODE
Alessio Vagaggini	European project manager at USMA CASELLE ASD - Innovative Hub of Youth Perspectives Activities & Project	USMA CASELLE ASD	ITALIA	I1
	Professional writer at Chance Edizioni	Chance Edizioni		
Ana Sofia Neves	University Professor at MAIA UNIVERSITY	MAIA UNIVERSITY	PORTUGAL	I2
	Researcher in the field of gender violence President of Plano I Association, a Portuguese ONG involved in the “Black Life Matters” Study, which resulted from an application to the Fare Network	Plano I Association		
Christos Stoumpos	Communication manager at Panetolikos FC	Panetolikos Football Club	GREECE	I3

<b>Francisco Rodrigues</b>	Psychologist and mentor/monitor of the youngest athletes (under-15 years old level) and liaises with the schools attended by the athletes.	Famalicão Football Club	PORTUGAL	14
	Involved in the club's application for the Portuguese "Ethics Flag" on sports clubs			
<b>George Bardarov</b>	Associate University Professor and President of the Pedagogy group of the Sofia University	University of Sofia	BULGARIA	15
	Researcher in ethnographic conflicts between regions			
<b>Gustavo Briz</b>	President of Rede Inducar	Rede Inducar	PORTUGAL	16
	Co-managed the " <i>Programa Somos</i> " ("We are" Program) promoted by the Lisbon City Council, within the scope of education for human rights			
<b>Ivan Djordjevic</b>	Associate Principal Researcher at the Serbian Academy of Sciences and Arts,	Serbian Academy of Sciences and Arts	SERBIA	17
	Researcher in the areas of sport and xenophobia, hate speech and racism			


The interviews were based on semi-directive guidelines, with questions that could be approached in a general way and in relation to the sport context, based on the interviewee personal and professional point of view.

There were **3 main areas of questions**:

- I - Discrimination and hate speech (understanding the issue), namely in the sports context**
- II- How to approach/fight this issue and create awareness: the counter narrative approach**
- III- Practical tools: The awareness campaigns**

The interviews were analysed from a thematic categorical content analysis. From this analysis were developed videos that report the main experiences and opinions of respondents about:

- Why do people discriminate and use hate speech?
- Why there are some groups more likely to be victims of discrimination?
- Do people recognise discrimination, or being against diversity, as a violation of human rights?
- Which different dynamics related to discrimination exists (both at physical and digital level)?
- What can be done to prevent discrimination and hate speech?
- Why, in the sport context, are people frequently confronted with discrimination and hate speech?
- How nonprofessional / youth sports can prevent and create awareness about discrimination and hate speech?

 You can watch the videos [here](#).

You can also read the final report document about these interviews on Annex 1.



## 2. RIGHTS SELF-ASSESSMENT QUESTIONNAIRE

In this section you will find a set of tools and templates that can help your sport organization to implement your communication strategy, namely regarding self-assessment, producing and sharing content and results control and adjustments.

At a primary stage, we advise communication officers of the sport association/organisation to gain more awareness of how their sports associations carry out their communication (knowledge and skills status) and how they explore the themes of intercultural (cultural diversity) and identity/ group identity in their institutional communication.

One of the goals is that sports organisations can critically reflect on their established communication practices, that is, how, where and what they communicate in their media, and about their formal internal procedures (reprimands and punishments) as a response to hate speech, verbal or physical aggressive behaviour and discrimination situations.

For that, we suggest answering the questions of this **Self-Assessment questionnaire** in an honest way, as a moment of self-reflection and evaluation. In a simultaneously way, you can check the feedbacks and take them into consideration in your reflexion and future improvements of your sport organisation.

We also suggest repeating this **self-assessment questionnaire** every **6 months**, to **check your progress**.



### [D2.3-Self-Assessment questionnaire](#)

### 3. INTERNAL POLICIES AND NON-DISCRIMINATION PREVENTIVE PROCEDURES AND TEMPLATES

In this section of the Open Educational Resources, we will provide you with templates and examples of internal policies and non-discrimination preventive procedures, namely:

- Infographics addressing issues that promote inclusive sport
- Sport Protection Policies Templates
- Social Media and Communication Policy Templates
- Complaint Handling Principles and Procedures
- Tutorials and documents on how to report to social media

#### 3.1. Infographics addressing issues that promote inclusive sport

Project	Resource Description
<p>“Play by the rules” project - developed by the South Australian Department for Sport and Recreation in 2001 as an interactive education and information website on discrimination, harassment and child protection in sport.</p> <p><a href="https://www.playbytherules.net.au/">https://www.playbytherules.net.au/</a></p>	<p><a href="#">Free infographics</a> addressing issues that impact on safe, fair, and inclusive sport.</p>
<p>“Special Olympics Canada” was founded upon one simple notion: sport has an incredible capacity to transform lives, change attitudes and make communities stronger.</p> <p><a href="https://www.specialolympics.ca/">https://www.specialolympics.ca/</a></p>	<p><a href="#">Series of Diversity and Inclusion infographics</a> that have been created to highlight key points about how you can promote diversity and inclusion in sport contexts.</p>
<p>“EverybodyMoves Hub” is a place for front-line staff, programmers, trainers, coaches, and organizational leaders to find practical, useful resources and examples on how to make physical activity more inclusive for more of the community.</p> <p><a href="https://everybodymoveshub.ca/">https://everybodymoveshub.ca/</a></p>	<p>This <a href="#">infographic</a> is part of a series of posters that create inclusion, raise awareness, promote and educate the public on active living and disabilities.</p>
<p>“One ability” is a Victoria Collaborative for Adapted Sport and Physical Activity, which facilitates athletic and recreational opportunities for people across the age and disability spectrum.</p> <p><a href="https://oneability.ca/">https://oneability.ca/</a></p>	<p>Here are <a href="#">Inclusion Infographics</a> from the project “Disability &amp; Diversity: Education to Promote Active Living” that are available to browse, download, read, distribute and display.</p>

### 3.2. Sport Protection Policies Templates

Project / Entity	Resource Description
<p>Australian Sports Commission define policies to be binding on national sporting organisations and their member's organisations, members and other relevant persons.</p> <p><a href="https://www.childabuseroyalcommission.gov.au/">https://www.childabuseroyalcommission.gov.au/</a></p>	<p>Here there are <a href="#">Member protection policy templates for sporting organisations</a></p>
<p>Sport NZ is a kaitiaki of the play, active recreation, and sport system in Aotearoa New Zealand.</p> <p>High Performance Sport NZ leads the high-performance sport system supporting athletes and coaches to deliver performances on the world stage that inspire the nation and its communities, helping to build national identity and promote New Zealand internationally.</p> <p><a href="https://sportnz.org.nz/">https://sportnz.org.nz/</a></p>	<p>Here there are <a href="#">Member protection policies and procedures examples</a> for play, active recreation, and sport organisations.</p>
<p>Cross Country BC is a provincially incorporated, non-for-profit, club-based Association providing venues and expertise that enable all participants to derive the greatest possible benefit and enjoyment from the sport and, for those so inclined, to facilitate participation in programs that provide for the continuous development of cross-country skiing.</p> <p><a href="https://www.crosscountrybc.ca/">https://www.crosscountrybc.ca/</a></p>	<p>Here there are <a href="#">Examples of policies that a sport organization need</a> to have and implement.</p>
<p>Play by the rules" project - developed by the South Australian Department for Sport and Recreation in 2001 as an interactive education and information website on discrimination, harassment and child protection in sport.</p> <p><a href="https://www.playbytherules.net.au/">https://www.playbytherules.net.au/</a></p>	<p>Here is a <a href="#">Member Protection Policy Plan</a> that provides general information regarding the development of a Member Protection Policy.</p>
	<p>The <a href="#">Spectator Behaviour Policy template</a> supports safe environments in sport and includes statements of commitment, an outline of what the club can do to promote safe environments and what is expected of members.</p>
	<p><a href="#">Team Selection Juniors Policy template</a> affirms an organisations commitment to provide a safe and enjoyable environment for children and outlines what can be done,</p>

	by the organisation and by members, to promote a lifelong love of sport.
	<a href="#">Team Selection Open Grades Policy</a> is a template for sport helps sport and recreation organisations to ensure there is a fair process for the selection of teams. It outlines what the organization will do and what is expected of members.

### 3.3. Social Media and Communication Policy Template

Project / Entity	Resource Description
<p>Play by the rules” project - developed by the South Australian Department for Sport and Recreation in 2001 as an interactive education and information website on discrimination, harassment, and child protection in sport.  <a href="https://www.playbytherules.net.au/">https://www.playbytherules.net.au/</a></p>	<p>The <a href="#">Social Media Policy template</a> is a starting point for a sports social media policy. There is also an accompanying document and video guide to this template giving you some context and background to social media policy.</p>
	<p>The <a href="#">Communications Policy template</a> sets out what a club or association will do to communicate via website, SMS and email and social media sites. It also outlines what actions can be taken for non-compliance.</p>
<p>Sport NZ is a kaitiaki of the play, active recreation, and sport system in Aotearoa New Zealand.          High Performance Sport NZ leads the high-performance sport system supporting athletes and coaches to deliver performances on the world stage that inspire the nation and its communities, helping to build national identity and promote New Zealand internationally.  <a href="https://sportnz.org.nz/">https://sportnz.org.nz/</a></p>	<p>Here is a <a href="#">Social media policy template</a> that sets expectations, obligations, and acceptable use practices for consuming and creating social media content.</p>
<p>“viaSport” provides strategic leadership to the amateur sport ecosystem in British Columbia and believe that people deserve equitable opportunities to develop and realize their potential through sport – as an athlete, coach, official or volunteer.  <a href="https://www.viasport.ca/">https://www.viasport.ca/</a></p>	<p><a href="#">Creating a social media policy for your sports organization</a> is important to ensure that all members are on message and have clear roles in your social media strategy.</p>
	<p>Here is <a href="#">nine easy steps to creating a social media action plan</a></p>
<p>The ACT Sports and Recreation supports programs to increase participation in social through to high performance sport in Canberra through infrastructure planning, athlete support, sector partnerships and capacity building programs to contribute to health, social and economic benefits.  <a href="https://www.sport.act.gov.au/">https://www.sport.act.gov.au/</a></p>	<p><a href="#">Generic Social Media Policy</a> is important to protect the interests of the member organisation, it’s members and associated stakeholders by defining the requirements expected in the use of social media.</p>

### 3.4. Complaint Handling Principles and Procedures

Project / Entity	Resource Description
<p>Play by the rules” project - developed by the South Australian Department for Sport and Recreation in 2001 as an interactive education and information website on discrimination, harassment, and child protection in sport.  <a href="https://www.playbytherules.net.au/">https://www.playbytherules.net.au/</a></p>	<p>Here are <a href="#">General principles and procedures for making a complaint</a></p>
	<p>Here are <a href="#">Complaints Procedures about Discrimination</a>, including Informal and Formal Processes Information Sheet.</p>
<p>Sport Integrity Australia is the cornerstone of the Government's comprehensive sport integrity strategy: Safeguarding the Integrity of Sport.  <a href="https://www.sportintegrity.gov.au/">https://www.sportintegrity.gov.au/</a></p>	<p><a href="#">Complaints, Disputes and Discipline Policy Template</a> sets out the process for resolving complaints and disciplinary action arising from an individual or organisation.</p>
<p>Sport NZ is a kaitiaki of the play, active recreation, and sport system in Aotearoa New Zealand. High Performance Sport NZ leads the high-performance sport system supporting athletes and coaches to deliver performances on the world stage that inspire the nation and its communities, helping to build national identity and promote New Zealand internationally.  <a href="https://sportnz.org.nz/">https://sportnz.org.nz/</a></p>	<p><a href="#">Complaints Policy</a> sets out the steps for raising and dealing with concerns and complaints.</p>

### 3.5. How to Report to social media

In this part you will find documents and video links with information on how to recognize, respond and/or report whenever you detect hate speech in social media.

SOCIAL MEDIA	THEME
Instagram	Hate policies and how to report (See Annex 2)
	<a href="#">How to Report a Comment on Instagram</a>
	<a href="#">How to Block Someone from Commenting on your Photos on Instagram</a>
Facebook	Hate policies and how to report (See Annex 2)
	<a href="#">How to Report a Photo on Facebook</a>
	<a href="#">How to block someone on Facebook?</a>
	<a href="#">How to Counter Hate Speech on Facebook</a>
	<a href="#">How we tackle Hate speech on Facebook</a>
YouTube	Hate policies and how to report (See Annex 2)
	<a href="#">Hate Speech Policy: YouTube Community Guidelines</a>
	<a href="#">How to Report Online Hate Speech</a>
	<a href="#">Creating Positive Narratives in Response to Online Hate Speech</a>
	<a href="#">Be The Best Version of Yourself Online: Respect and Self-Respect</a>
	<a href="#">How to Recognize Online Hate Speech</a>
	<a href="#">How to Flag a Comment on YouTube</a>
Twitter	Hate policies and how to report (see Annex 2)
ALL	<a href="#">Information provided by the IT companies about measures taken to counter hate speech, including their actions to automatically detect content</a>

#### 4. DEFINING YOUR OWN COMMUNICATION STRATEGY: A STEP-BY-STEP TOOLKIT

In this section we will present examples of digital tools that can be useful when managing and creating new contents on your online presence (websites, social media accounts or other digital channels).

On the following grids, you will find online apps, programs and video tutorials that can help you create new, manage, and maintain social platforms.

At the same time, it will give you some inspirations of how to use intercultural communication and storytelling as an effective approach on your contents.

By other hand, it will give you some references on how to recognise, report hate speech and other type of negative situations.

##### 4.1. Create branding

Tool	Description	Level	Price
<a href="#">Pixlr</a>	Pixlr is a photo, animation, and design editor.	Amateur	Free
<a href="#">Apple</a>	<p>Photos on Mac features an immersive, dynamic look that showcases your best photos.</p> <p>You can find shots with powerful search options.</p> <p>This allows you to organise your collection into albums, or keep your photos organised automatically with smart albums.</p> <p>Also, you can perfect your photos and videos with intuitive built-in editing tools or use your favourite photo apps.</p>	Amateur	Free
<a href="#">GIMP</a>	<p>GIMP is a cross-platform image editor available for GNU/Linux, macOS, Windows and more operating systems.</p> <p>It is free software; you can change its source code and distribute your changes.</p>	Amateur	Free



<a href="#"><u>Adobe Photoshop</u></a>	Adobe Photoshop is a go-to application for working with pixel-based images designed for print, web, and mobile apps. It is a Photos and Image Editor.	Professional	Pay
<a href="#"><u>Affinity</u></a>	Affinity is an image editing program for Photo editing, page layout, graphic design, and professional illustration.	Professional	Pay

## 4.2. Websites creation (tools and tutorials)

Here are some examples of amateur tools that you can easily use to create a website:

Tool	Level	Price
<a href="#">Wordpress</a>	Amateur	Free
<a href="#">Tumblr</a>	Amateur	Free
<a href="#">Wix</a>	Amateur	Free with marks/ Pay
<a href="#">Squarespace</a>	Amateur	Pay

Also, we give you some tutorials so you can improve your skills on websites creation:

<b>WEBSITES</b>	<a href="#">How To Make a WordPress Website - For Beginners</a>
	<a href="#">How to Make a Sports Club Website Using WordPress</a>
	<a href="#">How to make a website using Tumblr -the basics</a>
	<a href="#">Wix Tutorial for Beginners</a>
	<a href="#">Squarespace Tutorial for Beginners</a>

### 4.3. Social media Tutorials

Here you can find some tutorials that can be useful for you to improve your skills on how to create, manage and communicate through Social Media (like Facebook, Instagram and YouTube). We try, also, to provide some tutorials related to the sports field.

SOCIAL MEDIA & WEBSITES TUTORIALS	THEME
FACEBOOK	<a href="#">Create a Facebook Page for your sport organisation and add administrators</a>
	<a href="#">How to Add a Sports Team to My Facebook Profile: Facebook Tips &amp; Tricks</a>
	<a href="#">Sports Event Marketing: 5 Tips on Using Facebook to Sell More Tickets!</a>
	<a href="#">How To Create a Facebook Group (2021)</a>
	<a href="#">Facebook for your sport (Sports Video Sessions 2/6)</a>
	<a href="#">Social Media Workshop: Facebook top tips</a>
	<a href="#">Create a Facebook Group for your Sports Team</a>
	<a href="#">Facebook's Football Strategy</a>
	<a href="#">Free Webinar: Sport Communication in the Digital Age</a>
	<a href="#">How Often Should You Post On Your Facebook Page?</a>
	<a href="#">How Often Should You Post in Your Facebook Group?</a>
	<a href="#">Facebook's Football Strategy</a>
	<a href="#">Free Webinar: Sport Communication in the Digital Age</a>
	<a href="#">Building engagement: Sport and Facebook - Jerry Newman Keynote Speech</a>
YOUTUBE	<a href="#">How to Get Your First 1000 Subscribers on YouTube in 2022</a>
	<a href="#">How to Make Logo Intros</a>

	<a href="#">How To Add YouTube Channel Keywords</a>
	<a href="#">How to Add Tags to YouTube Videos</a>
	<a href="#">10 Tips: How to Make YouTube Videos</a>
	<a href="#">How To Create and Manage YouTube Channel For Your Sport Club?</a>
	<a href="#">How To Start a Sports Youtube Channel</a>
INSTAGRAM	<a href="#">How to go live on Instagram</a>
	<a href="#">How to Take Good Instagram Photos</a>
	<a href="#">How to Grow a Sports Page on Instagram</a>
	<a href="#">How to Start a Sports Page on Instagram</a>
	<a href="#">How to Grow a Sports Fanbase on Instagram</a>

#### 4.4. Manage Social Media

Social media management is the process of creating and publishing content, monitoring engagement and mentions, growing a community of customers and influencers, and reporting and analysing the results of your efforts. Here you can find some tools that can help you to manage your organization's social media.

Tool	Description	Level	Price
<a href="#">Agorapulse</a>	Agorapulse's inbox, publishing, reporting, monitoring, and team collaboration tools.	Amateur to Professional	Free
<a href="#">Sproutsocial</a>	Complete social media management platform that puts in your hands the full potential of social networks to transform your marketing strategy and also all areas of your organization.		Free or Pay
<a href="#">Hootsuite</a>	Allows to publish and schedule posts; engage customers, managing incoming messages from multiple social channels; monitor activity and stay informed about market trends and competitors; promote your organic content and manage paid ads and analyse results, measuring your results across all social networks.		Free or Pay
<a href="#">Buffer</a>	Buffer helps you build an audience organically.		Free or Pay
<a href="#">Sendible</a>	Manage social media at scale. All-in-one platform that allows grow your audience, attract new customers, and reach your social media goals.		Free or Pay

#### 4.5. Audience Member Bios

Defining the different individual profiles of our communication targets (personality, tastes and needs, etc) is a good exercise to adjust our choices of channels, type or communication format and tone of voice.

Here is an example of succinct and informative audience member bios.

<b>AUDIENCE MEMBER BIO or PERSONA 1</b>	
<b>General Description of Audience Member</b>	E.g. Jonh is a 14-year-old student, living and studying in Italy, Verona. He practices sports at the local football team organization. He's competitive and he only likes to win.
<b>Online Behaviour</b>	E.g. Jonh is a member of 3 social networks. He normally checks the sport blogs updates. He also is a member of Facebook groups about sports and Music and follows some sports team social accounts. He wants to know more about music reality.
<b>Gender</b>	E.g. Male
<b>Age spectrum</b>	E.g. 12 – 16 years old
<b>Location</b>	E.g. Verona, Italy
<b>Language</b>	E.g. Italian
<b>Education Level</b>	E.g. Secondary school
<b>Interests</b>	E.g. Sports (Football and handball), gaming, immigration, music.

<b>AUDIENCE MEMBER BIO or PERSONA 2</b>	
<b>General Description of Audience Member</b>	E.g. Paul has 54 years old, lives in Belgrade, Serbia. He's a father of 2 kids. The one that has 14 years old plays at the local football team. He goes to the practices with his son almost every day and watches some of the games and challenges.
<b>Online Behaviour</b>	E.g. Paul just uses Facebook and his personal account to connect with old friends of his school and check people's lives. He sometimes checks the son sport club updates. He is also a member of the parent's sport club group on Facebook.
<b>Gender</b>	E.g. Male
<b>Age spectrum</b>	E.g. 40-65 years old
<b>Location</b>	E.g. Belgrade, Serbia
<b>Language</b>	E.g. Serbian
<b>Education Level</b>	E.g. Primary school
<b>Interests</b>	E.g. Sports (Football games), national politics, goes to the church, likes beer and to go out, loves music.

#### 4.6. Creating Contents

Anyone who has a Smartphone, and an internet connection can create digital media and reach a global audience. Anyone with a knack for creating audio, video, text, or visuals can become a content creator and build their personal media empire.

So, it is very important in a sport organization to improve your skills on how to create content, so you can engage your audiences.

Here we give you some examples of tools that can help you on that!

Tool	Type	Price
<a href="#">Adobe Premiere Pro</a>	Video	Free (Standard)
<a href="#">We video</a>	Video	Free
<a href="#">Audacity team</a>	Sound/Podcast	Free
<a href="#">Spreaker</a>	xxx	Free
<a href="#">Freemusicarchive</a>	Audio	Free
<a href="#">Epidemicsound</a>	Audio	Free
<a href="#">Freesound</a>	Audio	Free
<a href="#">YouTube Audio Library</a>	Audio	Free
<a href="#">CANVA</a>	Graphic design, video and images	Free or Pay
<a href="#">Adobe InDesign</a>	Design	Pay

#### 4.7. Intercultural Communication & storytelling

This is an efficient methodology used in communication that contributes to intercultural skills development, knowledge, and competences

Storytelling fosters reflection, and with the help of the digital tools, allows the use of multiple modes to better convey their message.

Here are some websites and videos that could help you to understand better what intercultural storytelling is and how it can be used in your organization's communication.

THEME	DESCRIPTION
<a href="#"><u>Intercultural storytelling - stories on intercultural diversity</u></a>	Intercultural storytelling: Stories on intercultural diversity This storyboard serves as a platform to share intercultural stories and experiences. With this initiative, the author's objective is to show that cultural diversity is more than an abstract concept.
<a href="#"><u>Intercultural Communication</u></a>	Animated video about intercultural communication.
<a href="#"><u>Intercultural Communication</u></a>	Animated video about intercultural communication.
<a href="#"><u>Reframing narratives on migration</u></a>	United Nations Human Rights Office of the High Commissioner webpage about reframing narratives on migration (Toolbox, Campaign, Video Series, Testimonials, Cartoons, etc).
<a href="#"><u>Intercultural Communication</u></a>	Video that provides a basic introduction to some key principles of intercultural communication.
<a href="#"><u>Don't put people in Boxes</u></a>	Video that intends to prove that we have a lot more in common than we think, and we should keep that in mind when we encounter anyone who might seem different than we are.



#### 4.8. Measuring the Impact

Social media managers can track KPIs using Instagram Insights, Facebook Insights, Twitter Analytics, LinkedIn Analytics, YouTube Analytics, etc. All major social media platforms offer basic solutions for tracking social media performance.

Here we share some tools that are free and open-source analytics and could help you to measure the impact in your organization's social media.

Tool	Description	Level	Price
<a href="#">Google Analytics</a>	Google Analytics gives the tools, free of charge, to understand the customer journey and improve marketing. You can get essential customer insights and a complete understanding of your audiences across devices and platforms.	Amateur to Professional	Free (Standard)
<a href="#">Matomo</a>	Matomo is free and open-source analytics.	Amateur	Free
<a href="#">Open Web Analytics</a>	Open Web Analytics is a free and open-source web analytics framework that lets you stay in control of how you instrument and analyse the use of your websites and application.	Amateur	Free

#### 4.9. Social Media Strategies Tips

Here are some videos that would give you some tips about social media strategies.

THEME	TITLE
HASHTAGS	<a href="#">What is a Hashtag</a>
	<a href="#">How to use hashtags on Facebook</a>
	<a href="#">What is a hashtag and how do I use them on Twitter</a>
TWITTER	<a href="#">The Role of Social Media in Sports Marketing: Why Twitter Matters in Sports Games</a>
	<a href="#">Social Media And Sports Marketing: How Athletes Should Use Twitter</a>
SOCIAL MEDIA MARKETING	<a href="#">MUST-TRY Social Media Marketing Strategies For Sports Teams With Examples!</a>
	<a href="#">How To Grow Your Sport Social Media Using Huge Sporting Events Sports Graphic Design</a>
	<a href="#">The Future of Sports Marketing: Outlook for 2021 and Beyond</a>

#### 4.10. Crisis communication strategies

According to Coombs in the "Situational Crisis Communication Theory" (2007, cit. Cardoso, 2010), a crisis is divided into three phases that allow crisis managers to understand at what stage the development of the situation is and, with this, to understand the best strategies to use.

Here is a resume on how your sport organisation could plan a crisis communication strategy:

##### A. PROACTIVE or PRE-CRISIS

- Creating a crisis communication strategy
- Identify crisis communications team
- Identify spokespersons
- Spokesperson training
- Establish notification and monitoring systems
- Identify and know your stakeholders/ partners
- Develop strong relationships with the stakeholders/ partners and communication channels
- Develop initial statement

##### A.1. Specifically, regarding social media:

- Adding social media to the existing crisis management plan and policies
- Using social media to listen to stakeholders' concerns
- Building a relationship on social media prior to a time of crisis
- Showing individuals, you care by interacting with them on social media
- Sharing accurate and honest information;
- Sharing messages with credible sources;
- Recognizing that traditional media will be part of the discussion on social media;
- Humanizing the organization's voice on social media; using social media as an updating tool;
- Providing direction for stakeholders;
- Remembering that social media are important tools, but the impact of the communication relies on the quality of the content shared.

## B. REACTIVE or CRISIS

- Evaluate the crisis situation
- Identify a spokesperson to handle external communication and deliver accurate information to your spokesperson
- Gather data
- Ensure an appropriate social media response
- Use appropriate internal and external communication channels
- Choose your timing
- Finalise and adapt Key Messages
- Act and release statements

## C. REFLECTIVE or POST-CRISIS

- Evaluate the crisis situation
- Assess what lead up to the event
- Prepare a plan to ensure the future of your organisation
- Communicate your next steps to important stakeholders and other partners
- Assess stakeholders and other partners actions and reactions throughout the crisis
- Re-evaluate your current crisis communication strategy

You can check valuable resources about Communication Crisis Strategies in the following documents:

THEME	DESCRIPTION
<a href="#">Crisis communication, sports and twitter</a>	A thesis presented to the Faculty of the Graduate School at the University of Missouri-Columbia about “Crisis communication, sports and twitter”, with a resume table about communication crisis strategies in Appendix C.
<a href="#">Crisis-Communications Management in Football Clubs</a>	Article about “Crisis-Communications Management in Football” published in Clubs International Journal of Sport Communication.  This study examines how crisis communications is managed by investigating the current practices and techniques employed in English Premier League clubs, as they were presented by communications professionals employed in the clubs.

<a href="#">Crisis Management/ Communications Plan</a>	Example of the Tennis New Brunswick Crisis Management/ Communications Plan Safe Sport.
<a href="#">Crisis Communications Plan</a>	<p>This Crisis Communications Plan is a detailed guide to managing internal and external communications during a crisis situation is related to Special Olympics (a global movement of people creating a new world of inclusion and community).</p> <p>The plan provides the steps and worksheets involved in managing a crisis communications process.</p>
<a href="#">Basic Crisis Response Plan Template and Guide</a>	This is a basic Crisis Response Plan Template and Guide provided by Sport NZ organization.

## 5. AWARENESS RAISING BEST PRACTICES CAMPAIGNS – CASE STUDIES

There are several campaigns that are examples of good practices in terms of promoting public awareness for certain topics.

As part of the RIGHTS project, examples campaigns have been gathered, that can inspire sports organizations that want to create their own awareness campaigns.

Here you can find some international awareness campaigns that you can check and get inspiration from, when implementing your own awareness raising campaign.



N#	Campaign	Context	Entity
1	<a href="#">O Canal 11 #DeixaJogar</a>	Sports National hate speech fight	Portuguese Football Federation
2	<a href="#">The Land of New Football   Play New</a>	Sports fighting stereotypes	Nike
3	<a href="#">Dar a volta o texto</a>	General stereotypes and racism fight	European Anti-Poverty Network
4	<a href="#">UEFA No to Racism campaign</a>	Sports stereotypes and racism fight	UEFA
5	<a href="#">UEFA's anti-racism resolution</a>	Sports stereotypes and racism fight	UEFA
6	<a href="#">No Hate Speech Campaign</a>	Sports National hate speech fight	IPDJ - Portuguese institute for sport and youth
7	<a href="#">No one is born racist. Keep being a Child</a>	General stereotypes, racism, and discrimination fight	Hope Child NGO (Brasil)
8	<a href="#">Coca Cola - Remove Labels</a>	General stereotypes, racism, xenophobia, and discrimination fight	Coca-Cola
9	<a href="#">We Are the Rights We Have</a>	Democratic Citizenship and Human Rights Promotion General stereotypes, racism, xenophobia, and discrimination fight	Lisbon Municipality

10	<a href="#"># I Play for Human Rights (v1)</a>	National Sports stereotypes, racism, xenophobia, and discrimination fight	International amnesty Portugal - Campaign with protagonist is the national soccer coach, Fernando Santos
11	<a href="#"># I Play for Human Rights (v2)</a>	National Sports stereotypes, racism, xenophobia, and discrimination fight	International amnesty Portugal-general campaign
12	<a href="#">Sports in the Foreground</a>	National Sports stereotypes, racism, xenophobia, and discrimination fight	Ministry of Sports - Greece
13	<a href="#">No to Violence, Yes to Sports</a>	National Sports stereotypes, racism, xenophobia, and discrimination fight	Panathinaikos BC - Greece
14	<a href="#">#StopMindBorders</a>	National Sports stereotypes, racism, xenophobia, and discrimination fight	IOM -Greece
15	<a href="#">No one has the right to hurt you</a>	General awareness raising campaign about migrants sexual and gender-based violence	IOM - Greece
16	<a href="#">Taking action</a>	General racism and xenophobia fight	ActionAid Hellas
17	<a href="#">No to racism</a>	National Sports stereotypes, racism, xenophobia, and discrimination fight	Super League Greece
18	<a href="#">WAD 2021 - March 21 World Racism Day - promo</a>	National General racism e xenophobia fight	Greek Forum of Migrants
19	<a href="#">Embracing Diversity</a>	National General stereotypes fight	Diversity Charter Greece
20	<a href="#">Skip - put aside stereotypes and prejudices</a>	National commercial stereotypes fight	Skip Greece
21	<a href="#">See the Love</a>	National Commercial national combat stereotypes	Lacta
22	<a href="#">Digital Anti-Racism Campaign</a>	National General Combat to racism	Infinity Greece
23	<a href="#">You Can't Stop Us</a>	Sports fighting stereotypes	Nike
24	<a href="#">"The Child" / World Day Against Racism</a>	General racism fight	Museum of Greek Children's Art

25	<a href="#">What's Bugging you?</a>	Sport Based Counter Narrative Guidelines on how to design, plan and develop a sport based counter narrative campaign	Erasmus+ Project CORPLAY – Counter Radicalization Play Sport
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In addition to collecting examples of awareness campaigns, a campaign evaluation grid was created by the RIGHTS project, which can be a useful tool for sports organizations.

This grid consists of a series of indicators that must be considered when developing an Awareness Campaign, namely:

Indicators description
Content pertinence to the topic (how well the message corresponds to the campaign goal)
Campaign form/structure (how appropriated the communications tools and channels used led to the campaign goal)
Campaign Impact (results info from the campaign e.g., number of views, comments)
Emotional Involvement that the campaign provokes (does it trigger feelings in the audience?)
Well communication of the intended message (the message is clear and understandable)
Uses counter-narratives *(narratives that arise from the vantage point of those who have been historically discriminated against)
Doesn't include hate, violence, or discrimination
Foster equality, solidarity, and respect
Promote understanding among all human beings
Promotes critical thinking, fair dialogue and convey correct information.

This grid of indicators can be a great tool for self-analysis of a sports organization, not only for an awareness campaign that you want to develop, but also, at a more general level, whenever you want to communicate the values of the organization to its different audiences.



## 6. OTHER OPEN EDUCATIONAL RESOURCES

Project	Resource Description
<p>Play by the rules project - developed by the South Australian Department for Sport and Recreation in 2001 as an interactive education and information website on discrimination, harassment and child protection in sport.  <a href="https://www.playbytherules.net.au/">https://www.playbytherules.net.au/</a></p>	<p><a href="#">Play by the Rules articles resources</a> address a wide range of issues that impact on safe, fair and inclusive sport.</p>
	<p><a href="#">Free online magazine</a> for people interested in safe, fair and inclusive sport issues, from the project Play by the Rules.</p>
	<p><a href="#">Short interactive scenarios</a> on topical issues and challenges occurring in sport. These scenarios provide practical tips about inclusive, safe and fair sports practices and procedures.</p>
	<p><a href="#">Digital books</a> you can download for free from the project Play by the Rules.</p>

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## ANNEXES

## **Annex 1. Description of Human Rights and Sports Communication Specialists Opinions and Experiences about Discrimination and hate speech awareness**

As part of the development of the OER of IO3, experts in the field of human rights were interviewed, as well as those involved in the sports context.

In terms of the profile of the interviewees, the following characteristics stand out:

- **Alessio Vagaggini**, a European project manager at USMA CASELLE ASD - Innovative Hub of Youth Perspectives Activities & Projects, but also a Professional writer at Chance Edizioni (I1)
- **Ana Sofia Neves**, a University Professor and Researcher in the field of gender violence. She is also President of “Plano I Association”, a portuguese ONG involved in the “Black Life Matters” Study, which resulted from an application to the Fare Network (I2)
- **Christos Stoumpos**, the Communication manager of Panetolikos FC, club known not only for its athletic performance but also for its social work (I3)
- **Francisco Rodrigues**, Psychologist at Famalicão Football Club, where he monitors youngest athletes (under-15 years old level) and liaises with the schools attended by the athletes. He is involved in the club's application for the “Flag of Ethics” on sports clubs (I4)
- **George Bardarov**, Associate University Professor at the University of Sofia; he is President of the Pedagogy group of the University and develops research in ethnographic conflicts between regions (I5)
- **Gustavo Briz**, President of Rede Inducar, who co-managed the “Programa Somos” (“We are” Program) promoted by the Lisbon City Council, within the scope of education for human rights (I6)
- **Ivan Djordjevic**, Associate Principal Researcher at the Serbian Academy of Sciences and Arts, where he develops research in the areas of sport and xenophobia, hate speech and racism (I7).

The interviews were based on semi-directive guidelines, with questions that could be approached in a general way and in relation to the sport context, based on the interviewee personal and professional point of view. There were 3 main areas of questions:

- I - Discrimination and hate speech (understanding the issue), namely in the sports context**
- II- How to approach/fight this issue and create awareness: the counter narrative approach**
- III- Practical tools: The awareness campaigns**

## I - Discrimination and hate speech (understanding the issue), namely in the sports context

### I.1. Why do people discriminate and use hate speech?

According to the interviewees, there are different reasons why people discriminate against and use hate speech, namely:

- **Social norms**, which often lead to penalizing minority groups and overvaluing the majority groups:

*"The root of hate speech has to do with social norms (racial, gender) and hate speech is a tool used to penalize those who leave the norm, through insult, to denigrate the other, to re-enter the norm or to dehumanize the other. If I am part of the norm there is a feeling of superiority, I feel that I am in the right to discriminate against someone. Psychologically there is the feeling that I can and have the right to discriminate" (I6).*

*"We are selfish beings; people who discriminate feel superior to their eyes and can take pride in themselves by feeling stronger. Especially when they are part of a majority group" (I5).*

- **Insecurity and fear of difference**, associated with feelings of **superiority and self-defence mechanisms**. Often to combat our insecurity and defend ourselves against difference, we overvalue the negative characteristics of a group, so that the same group is in a situation of inferiority:

*"There is fear associated with what is different, which leads us to accentuate the characteristics that we consider more negative in a group that is not ours and, from there, we have attitudes, behaviours and emotions that undervalue the other group, leaving it in a condition of inferiority" (I2).*

*"The mechanisms that lead to discrimination are two: ignorance and insecurity/fear (...) another thing is to have discriminatory mechanisms already aware and that is where insecurity and fear come in: fear of being overcome, of being seen as inferior. It's the fear that the different is better than us" (I4).*

*"People use hate speech as a form of self-defence (...) they think they are protecting themselves" (I7).*

- **Ignorance**, that is, not contacting with what is different can lead people to not know how to tolerate the difference:

*"If we do not contact with something that is different from us, we cannot understand what emotion we must have about it and that is why insecurity and fear arise. Ignorance is not tolerable in the 21st century. One thing is when there is ignorance, and we are apart from what is different" (I4).*

### I.2. There are some groups more likely to be victims of discrimination?

According to the interviewees there are two main reasons for groups of people being discriminated against:

- because they have **acquired vulnerabilities**, being **outside the majority norm**, so they are often **marginal groups**. The more visible the fragility of the group or the more minority the group is, the more likely it is to be discriminated against. This category includes LGBTI communities, migrants, ethnic-racial minorities, etc.
- due to the existence of a **patriarchal society**, which still discriminates according **to gender**, even though women are the majority in numerical terms.

### I.3. Do people recognise discrimination, or being against diversity, as a violation of human rights?

According to the interviewees, there is no clear answer to this question, since:

- there are people who discriminate **unconsciously** and who are **unaware** that they are discriminating and violating other people's rights:

*"I believe that much is still unconscious and a phenomenon of pure ignorance" (I4).*

- and there are other people who are **aware** that they are discriminating, even **feeling pride** and **superiority** for doing so:

*"As soon as there is awareness that discrimination is taking place and if it continues to do so, we are already in the criminal field. There are still people who have this idea of supremacy of the white race and the male gender and who have the knowledge that they are discriminating and even feel pride. They know that they are violating human rights, but the justification is that there are human rights for us and human rights for them. The question is to have to abandon my privileges in favour of an idea of equality, whatever it is" (I4).*

*"Yes, they know, but they think that somehow this is normal, they accept and consider that it is normal to discriminate against minorities" (I5).*

### I.4. Do people recognise what hate speech is?

For the interviewees, when **hate speech is evident and objective** and has a clear intention to provoke unease and controversy, it is easily identifiable.

However, what often happens is that hate speech is used **subtly and subliminally**, with humour being an example of a "weapon" of hate speech that makes it difficult to perceive the boundary between an innocent joke and that same hate speech.

In this way, it will be important to teach people early on to recognize the **power of language** when we talk about hate speech, teaching them to distinguish what is and is not correct to use in terms of language.

### I.5. Which different dynamics related to discrimination exists (both at physical and digital level)?

Again, interviewees conclude that there are different dynamics related to discrimination and hate speech, namely:

- **More concrete and visible dynamics and actions**, such as insults, physical violence and in extreme cases homicides.
- **More subtle, veiled, and symbolic dynamics**, such as rumours and jokes. These dynamics are even more frequent in the online context, which allows anonymity, making it difficult to have effective control and accountability:

*“The online context allows an anonymity that in a face-to-face interaction does not exist. At the face-to-face level it turns out to be more difficult to happen because it depends a lot on the context in which the person using hate speech is (there usually must be an audience to validate the insult or comment and is rarely one-on-one). Online takes away this side of social control” (I6).*

*“If someone is with me and has a contrary idea we can debate and discuss it; with anonymity there is an extremism and exacerbation of speech, and this can lead to an exacerbation of behaviours and thoughts (group thinking and contagion - conformism). Social networks, especially Facebook and Twitter, are already having many restrictions, because of the hate speech to be propagated there and this can influence various audiences, such as young people who can be influenced by these hate speech”. (I4)*

#### I.6. What can be done to prevent discrimination and hate speech, in general? If we increase the visibility of these issues it will help to the construction of a more equitable society?

When it comes to preventing discrimination and hate speech, the need for **early education**, focused on human rights, citizenship, democracy, acceptance of diversity and deconstruction of pre-built social norms, naturally emerges.

On the other hand, prevention also involves empowering people early on for **self-regulation** and to understand what is harmful to my rights, because this leads us to be empathetic with each other and not tolerate discrimination.

Although less linked to prevention, but more to reaction, interviewees also consider that the **right to indignation and complaint** is also fundamental, since silence is an important factor that supports discriminatory behaviour.

Thus, having **legislation** that penalizes discrimination, but also **talk about these phenomena in the media, political, social, and academic agendas** become essential for people to become increasingly aware of this issue.

#### I.7. In the sport context, are people frequently confronted with discrimination and hate speech?

When it comes to discrimination in the sports context, interviewees consider that this is an obvious problem, especially for two reasons:

- because there is still a **culture of silence and invisibility** regarding these problems, with violence being normalized in some sports, especially in those where there is still a toxic masculinity:

*“The culture of invisibility and silence is even more pronounced in sport. People talk about situations that happen, but then do not make the complaints, for fear of what may imply*

*in the relationship with colleagues, coaches, career progression; for being ashamed and afraid to talk about it. Sport has a culture that itself is a driver of violence and its support in time. Sometimes athletes cannot distinguish what is part (e.g., stimuli) or what is unreasonable and is already violence” (I2).*

*“The sports context is characterized by phenomena of discrimination and hate speech (...) perhaps football is the closest context to this discourse, and this is something cultural and that comes from the atmosphere created around this sport” (I1).*

*“For example, in football, do you know any openly gay professional football player? No. Only after their careers are over, they come out and say they’ve always been gay. It is a form of discrimination everywhere and of which no one speaks. At any level, inside the locker room, between the president and the players... If you’re part of a super masculine sport, there’s toxic masculinity everywhere, especially in football and that’s a big problem. And it starts from the younger players.” (I7).*

- Due to the **competitive dimension** of the sports context, which serves hate speech very well, denigrating the other and destabilizing.

On the other hand, according to the interviewees, discrimination in the sports context is carried out by **several actors**, namely by managers, coaches, fans (often parents) and even by the athletes themselves:

*“The coaches in the sport grass roots, when they want to motivate a player, say that he plays like a girl, so that they prove that they are really boys. And they’re discriminating against girls too because boys see that comment as an insult. And these children accept this and continue to reproduce this kind of behaviour” (I7).*

*“(…) around the sport and the mass fans still often notice these phenomena of discrimination (...) The fans still make many insults that are not directed to the competence of the player, but to his skin colour and nationality. And that’s when it seems to me that the mechanism is more unconscious, because the first image to discriminate against someone is not the competence, but the colour of the skin. More and more we must associate other images and skills to races to make no sense to make certain associations” (I4).*

#### I.8. Do nonprofessional / youth sports have an important role in educating and creating awareness about these issues?

All interviewees are unanimous in considering that it is in sports grass roots that the issues of education and awareness of non-discrimination should begin. To this end they suggest to promote:

- **training for those who are on the field** working with children and young people (on issues such as diversity, equality, conflict management, etc.). It should be part of the sports clubs and associations strategy to safeguard that these themes are worked transversally not only with athletes, but also with other figures that are directly or indirectly related.

- **more cooperation** and not competition in sport. Youth associations have a responsibility to make young people aware of values and sport has the power to transform a person's values for life and has an important impact at every stage of life. Sport is something with well-defined rules, but it can also expose to difference and other realities.
- **legal control** over hate speech and discrimination. It would be important to persuade clubs that it is not possible to hire anyone who discriminates as a coach. Perhaps the least important thing about being a coach for children and young people is to have knowledge about football, because they are teaching children and must show them something else. The children are children and will behave the way the trainers tell them to. If the coach says not to insult, the children will do their best to fulfil.

#### I.9. How do youth sport's associations can create awareness in fighting against hate speech and discrimination?

There are different and several ways in which awareness of the need for non-discrimination in sport can be created, including:

- **education and training of coaches**, which allows them to debate and deconstruct stereotypes and prejudices and acquire tools to deal with these situations with athletes, even in more informal situations such as training.
- **awareness-raising of the entire sports community**, for example by promoting debates, meetings, stimulating awareness-raising days, promoting intercultural dialogue with athletes coming from different contexts, promoting awareness-raising and training with experts, etc.
- **communication**, which should focus on positive speeches and messages, for example showing examples of fair play on social networks; giving visibility to testimonies of those who have gone through situations of discrimination; rewarding solidarity and fair play, etc.
- **application of sanctions** when situations of discrimination occur, regardless of the protagonists. Even if they are fans of the club, and the club does not exist without them, their discriminatory behaviour cannot be tolerated.

#### I.10. What kind of values should the sports associations transmit?

The value most referred is tolerance, but others were also referred as respect, equality, promotion and acceptance of diversity and interculturality and fair play.

### II- How to approach/fight this issue and create awareness: the counter narrative approach

In this section, interviewees were asked about approaches/strategies to combat discrimination, namely based on counter narratives.

According to the interviewees, **counter narratives** are fundamental to dealing with hate speech, because they can change the tones of people, the way they think and, thus, their behaviours and actions. This is because changing how people think leads to changes in the way they behave.

Counter narratives can show that behind hate speech lies the inability of people to deal with their lives and to live peacefully with others.

Using humour can also have the potential for counter-narrative, but it must be done with balance, so it doesn't look like ridicule. Humour can work well in younger audiences, because young people recognize themselves in people who use this strategy. Cartoons can also be useful in this context if they allow critical reflection.

On the other hand, counter narrative should always **promote empathy**, to allow one to "stand in the other shoes". This can be done through stories of people who go out of the norm and play sports; show the impact that hate speech has on people who are targeted (e.g., jokes); but also through direct debate with another person, creating dialogues and bridges and realizing that there is more in common than what separates us.

Thus, the counter narrative ends up **promoting education** and the development of empathy through dialogue. One should try to make sport less tribal and more festive, because clubs are a colour and a flag, but not political contexts.

One example is given by interviewee 4, when he says that one of the slogans that exists in his club is that *"the only thing that can discriminate is the ball, because the ball discriminates talent. But talent cannot have colour, nor race, nor nationality, nor other discriminatory mechanism. (...) The motto of our project is "The ball is round", that is, the ball is for everyone. Our slogan is "Here is your place" and when athletes enter here, they have no colour or nationality. The only thing that matters is the colour of our club's shirt"*.

Regarding the main **target audiences** (final audience) of hate and discrimination awareness campaigns, in the case of sports contexts, all persons involved in a sports association should be considered, in particular:

- children and young athletes who practice sport.
- coaches and managers of clubs and associations, for being the active agents when they are on the field; but also other staff of the club, since everyone should be aware of the type of activities that are being implemented.
- parents and families, who often create problems for their children and show no respect for the level of sports training and should therefore also be targeted by awareness-raising and education strategies.
- fans in general.
- public entities, such as the Municipal Councils, because they also have a role of responsibility towards sport.

Regarding the **emotions** that should be transmitted in awareness campaigns to impact the audience, empathy, active listening, and security stand out.

- **Empathy**, that is, leading the public to reflect on how they would feel in the place of another person, (e.g., trying to imagine themselves as a gay player among fans or a Christian in an Islamic state). "Don't do to others what you don't want them to do to you" should be the motto. Often people who discriminate cannot put themselves in the place of the discriminated, not seeing the person discriminated against by their eyes and according to another point of view. In a mixed



way, campaigns should allow people to feel how the discriminated person feels, but on the other hand not make them feel bad. That is, convey a message to think positively about situations and feel that there is something you can still do about it. Empathy is, therefore, a fundamental skill, because it is necessary to emphasise that all people are equal, that they have the right to be treated with respect and that they have roles to play in society.

- **Active listening**, listening more deeply to each other since misunderstandings usually come from not listening to each other. So, active listening should be promoted not only in sport, but in all contexts.

- **Security**: since discrimination is based on fear, so perhaps campaigns should focus on the opposite. That is, often people associate a bad behaviour to a certain race, and this provokes fear when we are with someone of this race. Thus, what must be transmitted is that it is not because someone is of another race that fear exists; it is this security that must be transmitted to people, taking away the valence of fear and its incidence.

On the other hand, in terms of **message**, overly broad campaigns such as "Say no to racism" may not be effective, because people and societies tolerate racism without acting for change. Thus, it is important to do this type of campaigns in parallel, but always with more particular investment at the sport grass roots levels.

Efforts should also be focused on **concrete messages** that clearly convey values.

**Verbal and non-verbal communication** are both important, because gestures also have a lot of impact in terms of hate speech and discrimination. Since almost 70% of communication is nonverbal and we pay close attention to what is not said, this aspect should be considered in campaigns. Nonverbal behaviour must be, above all, genuine, since humans are good "readers" of nonverbal language. If someone wants to transmit one of these messages without being genuine, it can have the opposite effect and end up showing the message as weak or inappropriate.

For example, regarding whether to use **influencers** in campaigns, interviewees consider that this depends not only on their target audience, but whether the influencer himself/herself is someone consensual and who creates bridges. Influencers can help spread the message to a wider group of people and help identify the best ways to communicate a message. But to do so, they must be genuine and imbued with the spirit of the campaign. That is, they must be someone that people associate with a cause and give themselves to the cause; people who know what they are talking about, because values are not goods or services, they are values. Thus, people with media presence can be good allies, but there is an associated risk: if these people fall into "disgrace", this will also influence the image of the campaign itself.

### III- Practical tools: The awareness campaigns

Most interviewees were not directly involved in the implementation of awareness campaigns. However, it was possible to retain key ideas that were shared by those who developed these campaigns.

Therefore, in terms of steps to implement an awareness-raising campaign, the following stand out:

- **Review of the literature on the topics**, to understand what already exists and what results and conclusions have the investigations reached.
- Make a good **diagnosis of the real needs** of the campaign and their target groups.
- Clearly think and define the campaign **target groups**.
- Define the **main objectives** that are intended to be achieved with the campaign.
- Understand how to deal with **communication structures**, in which **channels** and with what **tools and materials** (physical or digital, such as social networks, newsletters, comic strips, info data, etc.).
- Privilege campaigns that are **simple, objective and with language accessible** to people.
- **Establish partnerships** with relevant entities, namely with the media that can disseminate the campaign.
- **Test the campaign** with people from the same audience to analyse its impact and make improvements before launching it.
- **Measure the impact** of the campaign through **indicators** (e.g., the number of people we reach, in terms of engagement - social media followers -, their physical and online reaction; the reaction of stakeholders; use evaluation forms to assess impact and transformations, etc.)

## Annex 2. Hate policies and how to report

### Facebook & Instagram



The Meta company presents the [Community Standard Reenforcement Report](#).

“We want Facebook and Instagram to be places where people have a voice. To create conditions where everyone feels comfortable expressing themselves, we must also protect their safety, privacy, dignity and authenticity. This is why we have the Facebook Community Standards and Instagram Community Guidelines, which define what is and is not allowed in our community.”

We publish the Community Standards Enforcement Report on a quarterly basis to more effectively track our progress and demonstrate our continued commitment to making Facebook and Instagram safe and inclusive.

### Facebook and Instagram policies

Facebook and Instagram share content policies. Content that is considered violating on Facebook is also considered violating on Instagram. Throughout this report, we link to our Community Standards, which include the most comprehensive descriptions of these policies.

- About the [Hate Speech](#)

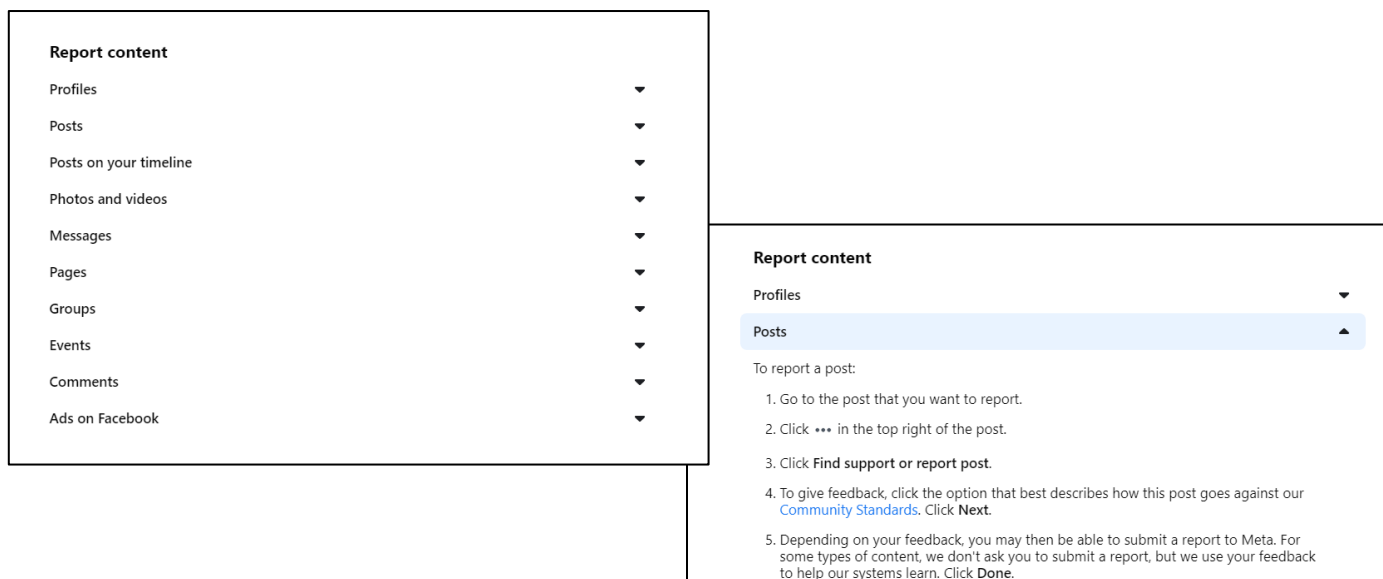
We do not allow hate speech on Facebook and Instagram. We define hate speech as violent or dehumanizing speech, statements of inferiority, calls for exclusion or segregation based on protected characteristics or slurs. These characteristics include:

Race	Sex
Ethnicity	Gender
National origin	Gender identity
Religious affiliation	Serious disability or disease.
Sexual orientation	
Caste	

- **How to report abusive content on [Facebook](#)**

The best way to report abusive content or spam on Facebook is by using the Report link near the content itself. Below are some examples of how you can report content to us.

By clicking in the specific topic, you will the instructions for reporting, as the given example:



- **How to report abusive content on [Instagram](#)**

We want Instagram to be a place for people to connect with the people and things they love. But we also know that, just like in the offline world, there will always be those who abuse others. We've seen it most recently with racist online abuse targeted at footballers in the UK. We don't want this behaviour on Instagram.

[Our rules against hate speech](#) don't tolerate attacks on people based on their protected characteristics, including race or religion. We strengthened these rules last year, banning more implicit forms of hate speech, like content depicting Blackface and common antisemitic tropes. We take action whenever we become aware of hate speech, and we're continuously improving our detection tools so we can find it faster.

## Here is how to report a comment on Instagram:

1. Tap the comment and look for the following icons.
2. Hit the  button
3. Tap “Report this Comment”.
4. Select why you're reporting the comment — depending on which reason you pick, the report may be sent immediately, or you might be asked extra questions about the comment.
5. Choose your reason for reporting.
6. Submit your report.



Report

**Why are you reporting this post?**

Your report is anonymous, except if you're reporting an intellectual property infringement. If someone is in immediate danger, call the local emergency services – don't wait.

It's spam

Nudity or sexual activity

I just don't like it

Hate speech or symbols

False information

Bullying or harassment

Violence or dangerous organisations

Scam or fraud

Intellectual property violation

## Twitter

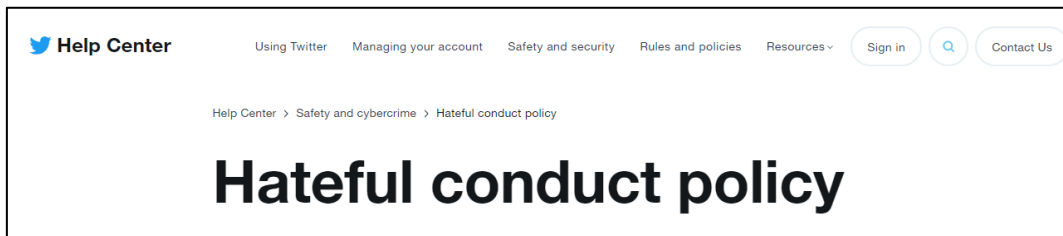


- **The Twitter Rules**

Twitter's purpose is to serve the public conversation. Violence, harassment and other similar types of behavior discourage people from expressing themselves, and ultimately diminish the value of global public conversation. Our rules are to ensure all people can participate in the public conversation freely and safely.

- **About Twitter and Hate Speech**

In the Help Center you will find the [Hateful Conduct policy](#)



**Hateful conduct:** You may not promote violence against or directly attack or threaten other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease. We also do not allow accounts whose primary purpose is inciting harm towards others on the basis of these categories.

**Hateful imagery and display names:** You may not use hateful images or symbols in your profile image or profile header. You also may not use your username, display name, or profile bio to engage in abusive behavior, such as targeted harassment or expressing hate towards a person, group, or protected category.

- **When this applies**

Violent threats

Wishing, hoping or calling for serious harm on a person or group of people

References to mass murder, violent events, or specific means of violence where protected groups have been the primary targets or victims

Incitement against protected categories

Repeated and/or non-consensual slurs, epithets, racist and sexist tropes, or other content that degrades someone

Hateful imagery

- **How can I report a content?**

**Twitter states** “we take action against behavior that targets individuals or an entire protected category with hateful conduct, as described above. Targeting can happen in a number of ways, for example, mentions, including a photo of an individual, referring to someone by their full name, etc.

When determining the penalty for violating this policy, we consider a number of factors including, but not limited to the severity of the violation and an individual’s previous record of rule violations. Learn more about our [range of enforcement options](#).

- **Here is how to [report a violation in Twitter](#)**

You can report directly from an individual Tweet, List, or profile for certain violations, including: spam, abusive or harmful content, inappropriate ads, self-harm and impersonation. Here are the steps:

1. Open the profile you’d like to report.
2. Select the **overflow** icon
3. Select **Report** and then select the type of issue you’d like to report.
4. If you select **They’re being abusive or harmful**, we’ll ask you to provide additional information about the issue you’re reporting. We may also ask you to select additional Tweets from the account you’re reporting so we have better context to evaluate your report.

5. We will include the text of the Tweets you reported in our follow-up emails and notifications to you. To opt-out of receiving this information, please uncheck the box next to **Updates about this report can show these Tweets**.
6. Once you've submitted your report, we'll provide recommendations for additional actions you can take to improve your Twitter experience.

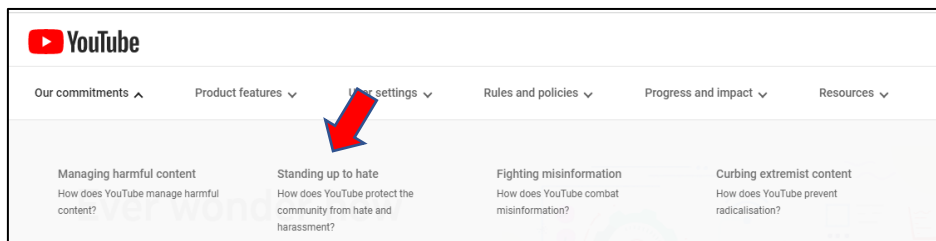


## YOUTUBE



- **About Youtube and Hate Speech**

In Our Commitments Index, Youtube presents a specific tab for “[Standing up to Hate](#)”



We have developed these policies in consultation with Creators who shared their perspectives, as well as expert organisations that study online bullying and the spread of hateful ideas online. We have also met with policy organisations from all sides of the political spectrum. There is no place for hate speech and harassment on YouTube, and we work quickly to remove content that violates these policies.

Our hate speech policy protects specific groups and members of those groups. We remove policy-violating content. We consider content to be hate speech when it incites hatred or violence against groups based on protected attributes such as age, gender, race, caste, religion, sexual orientation or veteran status. This policy also includes common forms of online hate such as dehumanising members of these groups; characterising them as inherently inferior or ill; promoting hateful ideology like Nazism; promoting conspiracy theories about these groups; or denying that well-documented violent events took place, like a school shooting.

Suggestion: watch the [video](#)

- [The hate speech policy](#)

Hate speech is not allowed on YouTube. We remove content promoting violence or hatred against individuals or groups based on any of the following attributes:

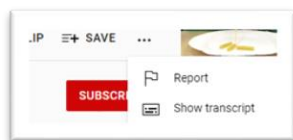
- Age
- Caste
- Disability
- Ethnicity
- Gender Identity and Expression
- Nationality
- Race
- Immigration Status
- Religion
- Sex/Gender
- Sexual Orientation
- Victims of a major violent event and their kin
- Veteran Status

If you find content that violates this policy, report it. Instructions for reporting violations of our Community Guidelines [are available here](#). If you've found a few videos or comments that you would like to report, you can [report the channel](#).

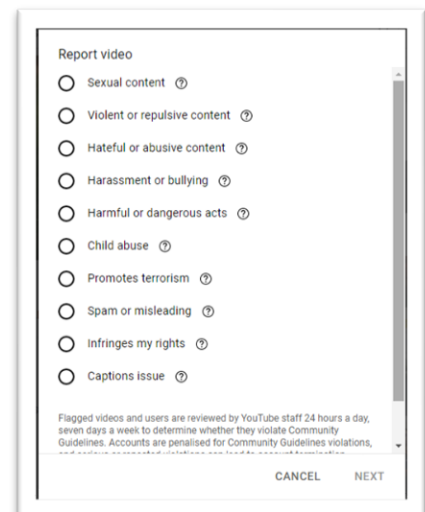
- **How can I report a content?**

Just follow the steps:

1. Go to the watch page of the video you'd like to report.
2. Under the video, click the three dot Menu.
3. Click Report (the symbol is a Flag)



4. Select "Infringes my rights".
5. Select the relevant issue. If your issue isn't captured, select "Other legal claim".
6. Fill out the form and submit.



The platform states that, once a channel is reported: “Flagged videos and users are reviewed by YouTube staff 24 hours a day, seven days a week to determine whether they violate Community Guidelines. Accounts are penalised for Community Guidelines violations, and serious or repeated violations can lead to account termination.”



**I03**

## **D3.2 OER – Open Educational Resources**



## Project Partners



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Co-funded by the  
Erasmus+ Programme  
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For more details:  
visit [www.https://rights.usmacaselle.org](https://rights.usmacaselle.org)