



# Action Planning Guide

RESPECT IS THE GOAL  
HATE SPEECH  
THREATENS SPORT  
INTEGRITY



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## IO6 – D6.1 ACTION PLANNING GUIDE

*A practice-oriented blueprint to help stakeholders structure own roadmap for finding and applying creative approaches to counter hate speech and discrimination, for ensuring sustainable, positive, and inclusive environment, and for mainstreaming the culture of respect*

## IO6 – D6.1 ACTION PLANNING GUIDE (AP GUIDE)

*A practice-oriented blueprint of how to counter hate speech and discrimination in sport contexts*

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## CREDITS AND DISCLAIMER

This document is the collective effort of many individuals and the 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.

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## FOREWORD NOTE

The document is organized in three sections. The first one “Background and purpose” provides general overview of the RIGHTS’ scope, introduces briefly the topic of hate speech and the main logics standing behind the design and preparation of this paper. Here the reader can find information about the major aims of the document, how it has been developed, who it is for, and why it is necessary. Finally, the section concludes with some advises and recommendations about what can make related activities successful.

The second section presents “the Charter”, which is summary and quintessence of the RIGHTS vision, concepts, values, and beliefs. It consists of two parts – preamble and main part (with messages, commitments, etc.). The Charter is integrated in this paper, but it is designed in a way it can be easily exported as a separate document and used as a potential powerful communication, awareness, and dissemination tool.

The third section explains a detailed algorithm crafted to support stakeholders when developing specific programmes, strategies, activities, etc. to counter hate speech, radicalization and other related adverse social phenomena. The holistic approach used when building the algorithm resulted in identifying and recommending to stakeholders 64 different actions (which are conditionally divided in 3 stages, 7 priorities, and 18 objectives).

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## 1. BACKGROUND AND PURPOSE

### General overview

Sports have gradually turned into a global phenomenon that produces significant direct and indirect impacts on the development of the society. Sport is widely perceived to generate social impacts (Taylor et al., 2015) and has been increasingly recognized in social policy as a means of steering social change and as a method for responding to diverse social problems (Ekholm, 2016). It can be an effective way to get in touch with a variety of social groups and transmit certain values and ideas, build up steady cooperative communities, change adverse processes, and improve cohesion and well-being. Sports clubs can play a multidimensional role in society that goes further beyond simple practicing of physical activities and related competitions, encompassing also important social, educational, mental, cultural, and other dimensions. In fact in some areas, sports can make virtually unique contributions and be particularly effective in certain aspects and areas where other schemes generally fail.

One of the most serious challenges modern society faces is the trend of growing hatred, discrimination, propaganda, radicalization and violent behaviours. In summary, there are no easy solutions to the problems of prejudice, racism, and discrimination (Pedersen et al., 2003). If there were, they would have been found by now. While new approaches and strategies are desperately needed, the role of sports and sports clubs remains relatively underestimated even though it is already recognized by many national activity programmes, as well as by the United Nation's and European Union's policies and guidelines related to sport, hate speech or discrimination. Consequently, sports are under pressure to find new creative ways to engage people, to be the front-runners of social changes, and to build positive, inclusive, and respectful environments, while meeting changing community norms and expectations.

This document follows the RIGHTS' main scope related to promoting the culture of respect and developing intercultural skills to counteract hate speech, intolerance, and extremism in sport. It is designed to support and make strong contributions to both of RIGHTS' tiers: develop a ground-breaking awareness campaigns on the dangers posed by hate speech and intolerance in communities by promoting ethics, integrity, respect and the culture of tolerance; and increase staff's and stakeholders' capacities to tackle hate speech and intolerance in sport and build a respectful

environment, in particular at grassroots level. The Action Planning Guide (AP Guide) is elaborated as a practice-oriented blueprint for stakeholders to structure own roadmap for ensuring sustainable positive environment reference framework, to develop key competencies (including intercultural management skills), to mainstream the culture of respect of the others (not just respect of the rules), and to build supportive and friendly grassroots communities. The AP guide is structured in two parts: the Charter provides the general goals and commitments, while the second part is more strategic and recommends a step by step guideline of how to reach the ideal situation depicted by the Charter. Taking all that into consideration, some key principles and approaches were followed when designing and preparing the AP Guide:

- Providing general framework and blueprint able to be easily exported to practice and address stakeholder's needs;
- Offering a holistic platform that covers all the important aspects in terms of hate speech, discrimination, racism, radicalization, and related issues;
- Building strong connection with the other RIGHTS deliverables in order to enrich the document and exploit synergies
- Integrating know-how, advices, good practices, etc. to help clubs gain needed understanding, knowledge, and capacity of what to do and how to do it;
- Providing sport clubs with a 'menu' of options to consider and fostering them take tailor-made decisions and activities with place-based approach taking into consideration the specifics of local environment, the grassroots communities and club's own goals (as one-size-fits-all approach doesn't work all the time);
- Ensuring clubs' own APs can be arranged with a participatory approach involving diverse stakeholders
- Being concise and focused, sharing clear ideas and messages in easily understandable language so that those ideas and recommendations are accessible to everyone



## Major aims of the AP Guide

These guidelines for elaborating a detailed Action Plan at club level evolve from the idea that adequate ways should be found to further stimulate sports clubs to recognize, perceive, and embrace their greater social purpose, and provide them with efficient tools to create, plan, implement, manage, and evaluate own APs. Focusing on practical actions and the notion that grassroots sports clubs are the cornerstones of national sports systems, the overall aim of the AP Guide is to show sports clubs how to expand its activities, develop a more strategic approach on tackling hate speech, and be able to accomplish own influential programmes and deliver sound results.

The AP stimulates sports clubs to review their own potential to strengthen community resilience against hate and violence, and do their best to change the narratives and stereotypes, and promote inclusive and respectful sport culture. It is supposed to help the club bring all staff and stakeholders on a common agenda, convince them in the significance of the RIGHTS cause, and synchronize their common efforts. In other words, it aims at changing the common passive educational approach of grassroots sports clubs to a more active and aware pattern, where the goals to counter hate-speech and ensure positive environment are integrated in every single activity. By offering a common model and approach, the AP Guide might also increase cooperation between sports clubs, stakeholders, and stockholders, foster and guide new collaboration efforts, and encourage sharing of resources, researches, know-how, and experience to mobilize interested parties to find better solutions to hate, systemic discrimination and violence, support victims, and address issues more holistically.

Given the wider debate related to hatred and racism issues and briefly expressed by the question “Shall we focus on changing people’s world-view, perceptions, and values or emphasize on their manifestations?” (in other words, shall we focus on addressing root causes and drivers of hate speech or on changing racist behaviours), the AP Guide is built following the understanding that opportunities to get results in both dimensions should be exploited simultaneously. No matter how complex and challenging is to transform beliefs and steady stereotypes, efforts in this direction might provide significant impacts in the long term.

To sum it up, the major goals of the AP Guide concern:

- Providing sports clubs with a blueprint and advance methodology of how to elaborate specific own APs, which could serve as management instruments able to help responding in an adequate way to the societal challenges;
- Promoting sports club as a kind of an educational setting able to change behaviours and bring communities together;
- Helping sports clubs understand what hate speech is and how it can be prevented and countered;
- Increasing awareness on club's own responsibilities to prevent, stop, and eradicate hate speech and discrimination;
- Supporting sport clubs with strategy of how to integrate diverse educational resources, counter-narrative awareness campaigns toolkits to develop social competencies and tackle hate speech in sport, both online and face to face;
- Upskilling managers, coaches, players, fans, and stakeholders to increase their capacity to react adequately to real life situations/incidents/issues;
- Delivering ethical, safe, and inclusive coaching practices;
- Encouraging more effective networking among diverse stakeholders, strengthening existing assets and fostering new synergies between their activities;
- Promoting “no hate speech” environment for all.

### How has this AP Guide been developed?

The development of the AP Guide is part of the activities implemented to accomplish successfully RIGHTS (“Respect Is the Goal, Hate speech Threatens Sport integrity”) – a project funded by the Erasmus+ Programme of the EU that aims to promote the culture of respect and develop intercultural skills to counteract hate speech, intolerance, and extremism in sport. Assuming intercultural communication as a recipe to tackle hate speech, the concept of the project implies that any strategic plan and corresponding activities have to be developed within an intercultural environment, with consultants/partners representing different countries and having diverse

professional backgrounds related to the wide topic and its multiple aspects. That is why RIGHTS and the AP Guide itself are elaborated by a group of six partners from 4 EU countries (Bulgaria, Greece, Italy, and Portugal) and 2 non-EU countries (Serbia and Turkey) who decided to use creatively their diverse experience, expertise and capacity in the fields of sports, youths, integration, well-being, and scientific research as to promote their common vision for social changes needed, making a further stand against discrimination and promoting the potential role of sports in the process.

The mixed partnership, offering not only diverse scientific and practical expertise, but also visions and opinions crafted through the prism of different cultures, religions, and languages, has provided the perfect setting to compare various contexts, exchange know-how and experience, and design exportable outputs. Thus, the RIGHTS transnational partnership represents a functioning and effective intercultural laboratory for developing and testing innovative tools, instruments, and educational resources to tackle hate speech in sport; therefore it also serves as the perfect ground to conceptualize, design, and structure an AP Guide that could be widely used and become a vehicle for some real social transformations.

To offer a bottom-up (club-centred), holistic and integrated approach, where academic know-how meets practices and experiences on grassroots sports, and to provide a clear-cut, well-structured, and efficient algorithm for organizing impactful activities, the AP Guide has been based on:

- Up-to-date multidisciplinary scientific framework encompassing diverse research fields and approaches;
- Input from project partners, who have generated many new ideas and perspectives for further development of the initiatives;
- Support of international expert network and many organizations that were involved in the different phases of the RIGHTS activities;
- Capitalization of experimental activities developed by the participating organizations (partners) at local, regional and national levels;
- Experiences and lessons learned from various national and local projects related to fighting hate speech, racism, and discrimination;
- Study of various European and national programmes/strategies/action plans in the relevant fields.

## Who is this AP Guide for?

The AP Guide is designed to assist sports clubs in re-thinking and re-assessing their environments and to empower them, through the RIGHTS tools and approaches, to become a major force in the fight against hatred, racism, and discrimination. The guidelines and the conceptual algorithm are elaborated with a high level of transferability so they can be used as a reference point by all sport clubs (both amateur and professional) at grassroots level. Yet, it should be pointed out that the guidelines have been elaborated to be applied to clubs in general. Thus, club's unique characteristics, circumstances, targets, needs, as well as time and place components, need to be studied, analysed, and considered in order to tailor activities to those specifics. That is of extreme importance also considering the distinction in perceptions, support, and response to anti-discrimination activities within different geographical areas or cultural groups.

While the AP Guide is designed mainly to serve sports clubs' needs, its wide scope and flexibility make it also useful for any other organization that wants to recognize RIGHTS message and develop own initiatives to counter hate speech and related negative processes. In summary, we can conditionally recognize three levels of beneficiaries from activities organized in line with this AP Guide:

- First level: sports clubs, sport federations and associations; fan groups; media; public authorities; civil society organizations; youths organizations; universities and schools; etc.
- Second level: members of sports clubs; managers and club leaders; coaches and instructors; athletes; fans; parents and children; researchers; sport media and social media communicators; NGO activists; other grassroots actors; etc.
- Third level: communities; all people.

What sports clubs and stakeholders really need are adequate and effective approaches and instruments for applying preventive measures, for early detection of negative behaviours, for influencing the processes at grassroots level, for changing people's mind-set and prejudices, building more positive models based on certain concepts, values, and views. The AP Guide embraces these needs emphasizing particularly on capacity-building and intercultural communication as they might

be the key to success, moreover given the insufficient results at this stage in terms of countering hate speech and racism at grassroots level.

The AP Guide supports clubs/stakeholders in the whole process of realizing ‘no hate speech’ programme/project - from identification of their internal needs, through reducing and overlapping gaps in societal skills, to the materialization of their potential and further dissemination of the positive results. It provides guidance of how the sports club can initiate, plan, organise, implement, document, and evaluate a complete AP, with a step-by-step tutorial which sports clubs can follow all the way through. Explaining how to integrate strategic approaches and innovative tools, the AP Guide is intended to help sports clubs and stakeholders re-think their social role and re-design the surrounding environment following the principles of inclusion, tolerance, integration, etc. Following the AP Guide’s recommendations, the sports clubs and stakeholders will have better sensitivity to the needs of the community and stand a better chance to validate their role and place within the local community. Further, by implementing successfully an AP and ensuring RIGHTS environment, the sports club may not only become more attractive in every possible way, but also increase its purely sport and competition-related achievements.

### **Why is this AP Guide necessary?**

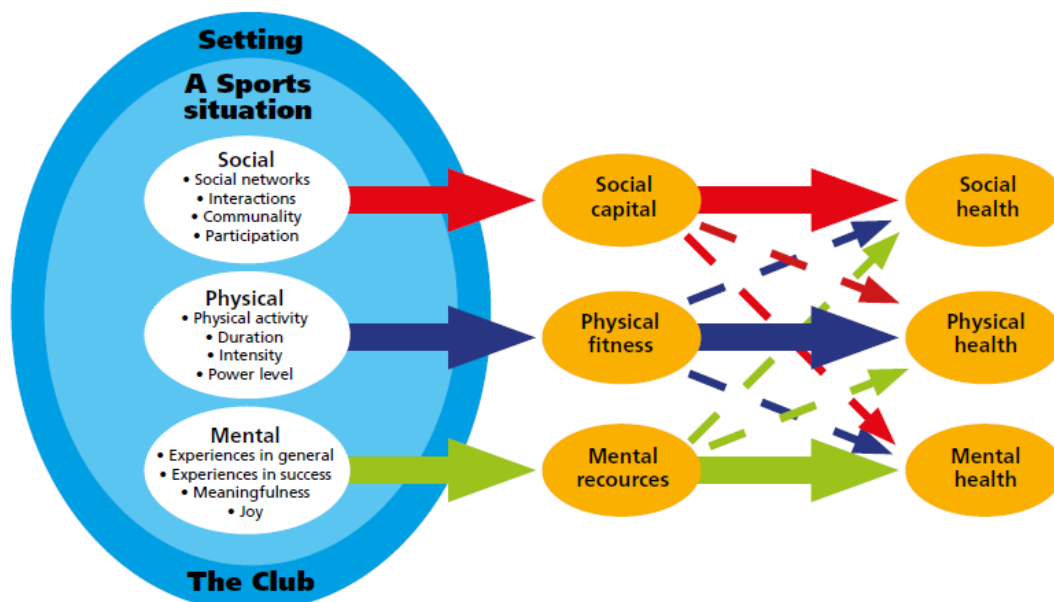
The sport arenas are becoming more and more stages for propaganda, hatred and discrimination, places of radicalization and violent behaviours. Hate speech and racism (both considered to be even worse in the lower leagues), are in opposition to the positive values of sport such as respect, tolerance and fair play. Aside from the fact that hate speech and racism are (often ideologically) offensive, and result in an exclusionary segmented society, they have considerable negative effects not only for the victims, but for society as a whole (Pedersen, 2003). Racism is “socially disruptive, destabilises good community relations, social cohesion, and national unity... and decreases productivity” (Allbrook, 2001). While hate speech and discrimination are serious issues for sports, negative trends are observed in a wider European context, where a rise of intolerance is detected due to a number of factors such as the economic crisis, increase in migration, and advance of populist (right-wing) parties (No Hate Speech Movement, 2017). New actions to tackle hate speech, starting from the grassroots level and going further, should no longer be postponed as misbehaviour

and hate-motivated (potentially criminal) acts could be a catalyst for further (violent) incidents, and resulting disintegration or disruption of communities.

Sport has a powerful potential to change mind-sets and should be first and foremost an instrument for promoting values such as fair play, mutual respect and tolerance, thus contributing to harmonious living together in diversity (Council of Europe, 2019). The social value of sport should be capitalized to create prerequisites for the needed changes. Sports clubs themselves might be considered as informal educational environments, where it is possible to promote certain social values, causes, and positive behaviours. Sports clubs at grassroots level are progressively encouraged to play a broader social role. They are thought to foster human capital, inclusion, engagement of other relevant stakeholders, and to strengthen social cohesion in local communities. Indeed, an increasing number of public institutions cooperate with sport organisations because of these supposedly positive spill-over effects (Waardenburg and Nagel, 2019). Sports clubs have also a remarkable role among civic organizations in generating social capital in many European countries.

Taking all that into consideration, the contemporary understanding of sports' function, role, and meaning goes far beyond the positive effects induced by the physical activity itself, introducing also dimensions related to social and mental aspects (Fig. 1).

**Figure 1: Dimensions of health within sports club activities**



Source: Finnish Sport for All Association (2011)

Research also suggests that sport can be an arena for developing social skills like cooperation, responsibility, empathy and self-control, as well as promote good citizenship, social success, positive peer relations, leadership skills, and a sense of initiative (Geidne et al., 2013). Highly structured leisure activities, such as organized youth sports, are also linked to low levels of antisocial behaviour, the presence of supportive adults, non-deviant age-mates, and clear activity goals in structured activities could improve individual, social and physical competencies and promote positive adjustment (Mahoney and Stattin, 2000). Membership in a sports club does not only improve sporting skills, but also social training – the learning of rules, norms, values, and lifestyle (Engström, 1996).

The European Sport Coaching Framework (Lara-Bercial et al., 2017) underlines that “the coach’s role is not just to teach technical skills, but also to educate and promote values, solidarity and respect”. Given their involvement in daily activities and constant contact with participants/players, coaches and sport managers are definitely among the people who have great potential to influence the processes and foster needed transformations. As those who are often the closest to young generations, they could serve as role models and be multipliers for mainstreaming new values and ideas inconsistent with racism and violence, effectively contributing in this way to a better and more inclusive society. {You can find detailed analysis of the skills needed by sport managers and coaches in *RIGHTS D2.1. SKILLS GAP ANALYSIS* and *D2.3. OPEN PEDAGOGICAL RESOURCES*} Therefore, “creating a respectful environment in and off the playground at grassroots level, is urgent as much it is imperative to develop athletes-centred approach to protect every single person from harassment and hate speech in sport” (UNESCO, 2015). Although the theoretical coaching learning framework is mostly based on technical aspects and performances of athletes, given the current wave of hatred, violence, radicalization, and extremism spreading through various means and forms, sport managers and coaches need to better understand better their role in society, and have to be equipped with relevant educational programmes and tools for improving their capacities to face those challenges for the contemporary society. Sport managers and coaches must increase their ability to face hate speech on the pitch, at the sidelines, and in social media. “Coaches should be supported to explore their values and beliefs and to develop a personal, ethically grounded coaching philosophy over time” (Lara-Bercial et al., 2017). The sports club should also ensure that its staff/members and fan groups become more aware of the impact that hate speech can have on people and on the community.

However, empirical evidences suggest that the recognised potential of the sport to foster social transformations often remains under-utilised and needs to be developed. Many organizations (especially at the grassroots level) have some expertise and practical knowledge required to address many of the factors that contribute to the process from hate to extremist violence, but they lack the language, confidence, tools and collective approach to address it (United for All, 2020). Provided all that, we need more than ever to design adequate approaches to stimulate sports clubs understand how to use their potential and turn it into game changing activities that support integrity and well-being of the society. Bringing ‘all-inclusive’ concept and algorithm, the AP Guide seeks to provide sports clubs and relevant stakeholders with the right approach and tools to address know-how gaps and to build social cohesion and resilience to counter all manifestations of hate and extremism. The AP Guide suggests a kind of intervention strategy and can act as an interface to connect with other interested parties and make a common stand against intolerance, discrimination and hatred, reduce existing vulnerabilities, reveal and proactively address the patterns of misinformation and propaganda, promote the communication of counter and alternative narratives, etc.

Following AP Guide’s concept should enhance the probabilities for further positive actions in both bottom-up and top-down discourses, i.e. on one hand, to increase significantly the awareness and capacities at local level building a pool of key stakeholders able to generate and spread positive processes, while on the other – to create an environment that would be more susceptible, cohesive and reflexive to the future transfer of certain norms, values, principles, blueprints, etc. related to social inclusion, equal opportunities and other important social phenomena. The future collaboration among organizations ready to implement activities in line with the AP Guide could generate further impetus for development of progressive ideas and solutions, and the continuous exchange and dissemination of the already tested positive conceptual models, know-how and good practices. By ensuring equal access to sport for all and inclusive, “no hate speech” environment, significant, longstanding and sustainable impacts on targets groups and third parties at local, regional, national and/or European level are to be expected.



## Connections with main international guidelines, programmes and initiatives

Measures to face hate speech, racism and discrimination in sport are currently tackled with a wide range of normative and legal provisions, from international conventions to national laws. At the international level, there is ample guidance in the form of conventions, recommendations and legal instruments from the United Nations, UNESCO, the European Union and the Council of Europe (UNESCO, 2015).

The AP Guide adopts certain concepts, guidelines, recommendations, and models laid done in the most important and influential strategies, documents, reports, and action plans at international (sometimes also regional/national) level covering the wide field of RIGHTS. In this way it makes sure all the suggested efforts are in line with and guided by the existing international legal and policy frameworks. Following a collaborative and holistic approach, the AP Guide tries to bring together all important rules, messages, advices, and hints, and use them as cornerstones to capitalize existing know-how, help its users see the entire picture, discover their own latent potentials and re-think their social role. Thus, sports clubs, perceived as an important component of the social system and an informal educational setting, can take advantage of the AP Guide and become active part of wider international processes. Further, following common widely-accepted principles and practices, sports clubs could turn into a solid pier in the efforts to accomplish the overarching Sustainable Development Goals (especially considering “16. Promote peaceful and inclusive societies for sustainable development...”, “3. Ensure healthy lives and promote well-being for all at all ages”, “10. Reduce inequality...”, and “5. Achieve gender equality and empower all women and girls”).

The “UN Strategy and Plan of Action on Hate Speech” (United Nations, 2020) embodies a commitment to step up coordinated action to tackle hate speech both globally and at the national level. It responds to the worrying growth of xenophobia, racism and intolerance, including anti-Semitism and anti-Muslim hatred, around the world. Fighting hate, discrimination, racism and inequality is at the core of UN principles and work as that is enshrined in its founding Charter, in the international human rights framework and in the collective efforts to achieve the Sustainable Development Goals. {You can find more information about UN documents addressing hate speech in sports in RIGHTS D1.2 LITERATURE REVIEW}

The AP Guide is in line with the visions stated in CoE’s report “Stop hate speech and acts of hatred in sport” (Council of Europe, 2019). The latter states that “hatred and intolerance are rife in today’s Europe and this is reflected in the world of sport, in the form of abusive language, incitation to violence and actual hate crimes, based on all grounds of discrimination”. It calls for “strengthened co-operation with sports organisations in areas including the monitoring and reporting of incidents, as well as information and awareness-raising activities targeting athletes and the general public”. The report also suggests that sports organizations should “integrate equality and non-discrimination into their activities and promote democratic values, provide all players and staff members with training on how to identify, prevent and counter hate speech and intolerance, and promote educational programmes for sports supporters and fan clubs in order to prevent hate speech”.

The AP Guide addresses the Erasmus+ objectives pointing out “the need to tackle transnational threats to the integrity of sport and all kinds of intolerance and discrimination, while promoting social inclusion and increasing participation in sport”. It is also consistent with EU most important sport-related documents, in particular with the “White Paper on sport” (European Commission, 2007), the Communication “Developing the European Dimension in sport” (European Commission, 2011), the Council Conclusion “The role of sport as a source of and a driver for active social inclusion” (Council of the European Union, 2010), and the Council Resolution on the “EU Work Plan for Sport” (Council of the European Union, 2020). Through the above mentioned documents and strategies EU and member states recognize sports as a pillar of education and as a tool for the promotion of values and inclusion, while also encourage the networking among diverse stakeholders engaged in countering discrimination and hate speech. Another priority area is protecting the integrity and values in sport and the socio-economic and environmental dimensions of sport. There are also specific considerations on gender equality in sport as well as on equal conditions of all athletes with enhanced media coverage on women in sport. Provisions from the “Education and Training 2020” framework (Council of the European Union, 2010) also focus on the capacity of grassroots organizations to promote common values of citizenship, freedom, tolerance and non-discrimination, to develop a dynamic and multifaceted European identity. All those aspects related to the broader social role of sports are also integrated into the “European Sport Coaching Framework” (Lara-Bercial et al., 2017). {You can find detailed analysis of the framework in *RIGHTS D2.1. SKILLS GAP ANALYSIS* and *D2.3. OPEN PEDAGOGICAL RESOURCES*} Further, equality is a fundamental value of the EU and has strong legal safeguards. Discrimination is prohibited under the

EU's Treaties and the EU Charter of Fundamental Rights and the EU institutions have created many documents/plans/initiatives, such as: measures to prevent and combat different forms of hate speech and hate crime; funding programmes to tackle racism and xenophobia; common guiding principles for national action plans against racism and discrimination; EU Code of conduct on countering illegal hate speech online; Race Equality Directive; EU Anti-racism Action Plan 2020-2025; among others.

The AP Guide also utilizes some concepts/views/practices extracted from other works, such as:

- "Tackling racism and discrimination in sport" (EU Agency for Fundamental Rights, 2013);
- "Combating Hate Speech in Sport" (No Hate Speech Movement, 2017);
- Regulations/campaigns realized by FIFA, UEFA, and other sports federations/associations;
- Some strategies and action plans against discrimination and racism designed at national, regional, or local level;
- Relevant EU-funded projects: HATTRICK; Ball Rolls in the Same Way For All (BRISWA); Get in the Game; CORPLAY; Developing a new generation of sport fans; No Violence In Sport (NOVISPORT); Sport Against Violence and Exclusion (SAVE); among others.

### **What can make a strategy / an AP successful?**

There are different strategies/approaches available to combat hate speech and choosing wisely and thoughtfully the way to intervene might be the crucial difference between success and failure. Not only is it hard to lower other people's prejudices and discrimination biases, but sometimes, if a wrong approach is taken, attempts to do so could end up intensifying prejudice and hate speech instead! Detailed pre-testing and evaluation is essential, not least to ensure that the campaign is not having unintended negative effects. Evidences suggest that most failed campaigns have had vague target audiences, with little knowledge about potential impacts of racist behaviour and hate speech (Rankine, 2014).

As hate and polarization leading to violence involves social, emotional, political and economic factors, the responses also need to be integrated, flexible and adaptable to reflect individual vulnerabilities and personal needs. Strategies must target different aspects of prejudice and racism (Pedersen et al., 2003). Focusing on a single solution to a complex and multifaceted problem could reinforce existing grievances and root causes (United for All, 2020). That is why a working solution requires multi-pronged approach, engagement of all stakeholders relevant to the process, and tailored decision-making. Further, awareness and education seem to be crucial to combat hate speech (No Hate Speech Movement, 2017).

In summary, the literature suggests that the best possible strategy for combating racism is multi-faceted, and developed in accordance with the specific and local circumstances of the community for which it is intended. Specifically, a dynamic, iterative and consultative approach is more likely to succeed than are replications of ‘one-size-fits-all’ programs, without due regard for local community concerns and political sensitivities around the issues of racism and prejudice (Pedersen et al., 2003). Campaigns in small geographical areas have generally been effective (Rankine, 2014) and that might be explained by the fact that when the anti-hatred message comes from a fellow group member (your own group), it is more influential and more likely to induce changes.

Here is a short list with recommendations sports clubs might consider before developing and during implementing their APs:

- Build the AP around measures tackling racism at all levels in a holistic manner, ensuring coordination and coherence between all your activities;
- Promote ‘no hate speech’ environment as a need/norm for the whole society, as well as organisations and individuals in the specific fields on which the AP/campaign focuses;
- Make sure that, when developing, implementing and monitoring the AP, all activities are informed by, and based on, reliable and robust data;
- Set very specific and achievable objectives, as well as clearly defined target groups;
- Try to develop long-term plans rather than simply one-shot interventions, as changes generally take time;

- Focus on prevention and early intervention activities that prioritize individual and collective needs over risk detection;
- Seek to eliminate in-group negative and false beliefs by providing accurate information;
- Take into consideration the specific social contexts in which racism/discrimination is expressed and design different measures to be taken depending on the specifics of the situation;
- Incorporate longitudinal strategies, initially emphasizing similarities among rather than differences between groups, but subsequently emphasising diversity and plurality;
- Ensure ways to strengthen the training of all staff in preventing and managing racist and discrimination acts;
- Avoid embedding methods based primarily on 'one-way' communication and give everyone the opportunity to contribute with his/her views;
- Integrate joint actions and ensure broad support from the community and relevant stakeholders throughout the design, implementation, and evaluation stages of the AP;
- Try to exploit any possible synergy with the work done by other stakeholders;
- Ensure well in advance that all planned initiatives are supported by sustained and substantial funding.

## 2. THE CHARTER

This Charter is primarily oriented to grassroots, amateur and professional sports clubs, as well as to any other association, organization, NGO, and public authority, which welcome the idea to make a common stand against hate speech in all its forms, and show readiness to act accordingly and create own roadmap to ensure sustainable positive environment that fosters respect, tolerance, fair play, human rights, democracy and integration. The Charter summarizes key concepts and views aimed to make people understand the modern role of sports going far beyond its physical activity dimension into the ethical, moral, and educational side of this social phenomenon related to respecting not only the sports rules, but also the other participants and stakeholders. The Charter strives for ensuring that the largest possible number of people can participate in an ethical, responsible, tolerant, non-discriminatory, and respectful manner in a variety of sporting activities in a safe, healthy and inclusive environment. The main goal of the Charter is to mainstream certain values, ideas, and visions promoting intercultural dialogue, ethical and moral behaviour and preventing some negative manifestations such as hate speech, various types of discrimination, racism, intolerance, xenophobia, homophobia, propaganda, radicalization, etc.

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(1) What makes the sport unique in its kind is putting a person to a test, in which there is a combination of physical activity, willpower and spirit. The presence of an ‘opponent’ (could be person, nature, time or object) and a kind of a challenge makes sport a specific social phenomena, an activity able to engage a fairly wide range of people and very diverse in its manifestation: sport for health, for education, for developing motor skills, for combat training, for entertainment, for social communication, for personal achievements, for profit, for mental harmony, for weight loss, etc.

(2) The phenomenon of sport is one of the ways and forms of recognizing, respecting and promoting the internationally recognized individual rights and freedoms. An important goal for modern society is the provision of safe and secure access to sports for absolutely everyone as their fundamental right. This should be guaranteed by the constant promotion of the various positive benefits of sport (physical, mental, ethical and moral, etc.), recognition and observance of the rule of law, focusing on

problem of the different age groups and decision-makers (governmental, sport and educational institutions) and providing relevant legal and institutional frameworks.

(3) Among the basic rights and freedoms tolerated and promoted by sport are: movement, social protection, physical and mental well-being, self-determination, conscience and religion, opinion and expression regardless of nationality, race, ethnicity, language, religion, age, sex, disability, political views, LGBT, property, etc.

(4) An important ethical and moral aspect of sports activities is allowing vulnerable groups of society to participate in them: poor, homeless, migrants, indigenous people, representatives of minorities, ex-prisoners, children or old people, women/girls, chronically ill (physically or mentally). This is in direct connection with the obligations of all related stakeholders to remove all kinds of physical, social, personal, informational, financial and infrastructural barriers for all those wishing to practice a sport.

(5) Sport is also one of the modern activities that relies on, encourages and in some aspects depends on volunteering. Very often the qualification, responsibility, ambition, readiness and skills of volunteers are crucial for the organization of sporting events, but also for equal access to sport for all.

(6) The increasing importance of the ethical and moral dimensions of sport can be seen in two major aspects: on the one hand, personal competences such as discipline, respect, self-control, integrity, tolerance, teamwork, respect for human rights, coordination, resourcefulness, bravery, courage, balance, etc. can be acquired, while on the other hand – sports can contribute to the development of the society and in particular through its role as a factor for growing: solidarity, tolerance, respect for the community, non-discrimination, democracy, equality, respect for rules, obligations, laws and authorities, sustainability, reduction of stress, anxiety and depression, leadership, discipline, etc. Thus, sport is of significant long-term (lifelong) importance for individuals, families, communities, and the society as a whole.

(7) The sports phenomenon is a powerful tool for achieving peace, non-violence, security, national unity and for the prevention of conflicts, military operations and political interventions. In this sense, all sport initiatives have the potential to be inclusive, when tailored to the specific local contexts and contain tools for follow-up monitoring and evaluation.

(8) Apart from benefits purely related to physical activity, sports can achieve social well-being and cohesion, strengthen community and family ties, sense of belonging, coordination and togetherness in pursuit of goals and missions by people of diverse culture, economic and social status, prevention of the consumption of unrecommended or prohibited foods, drinks and substances, reduction of health care costs, increase of civic engagement, etc. Thus, sport can be perceived as a factor for harmonious development of humanity, for a responsible way of living, for peace, for respect of human rights and freedoms, for educating youths in the spirit of fair play, friendship, respect, solidarity, and tolerance. Sport stimulates active dialogue and international, national, regional, and local cooperation. In this way, good practices, research, data and results, programs and policies, monitoring and evaluation tools are shared and exchanged.

(9) Sport is a factor and a tool for a better, more comprehensive and more inclusive social and cultural life, as it unites people and communities with different backgrounds. Sport presents also an important opportunity to overcome differences, to stimulate dialogue and cooperation, and to contribute to overcoming or limiting various prejudices, neglect, intolerance, discrimination, hatred, stereotypes and cultural differences.

(10) Sport has to play an increasingly important role in combating, preventing and publicizing dishonest, unethical and illegal actions such as: corruption; unregulated betting; irregular use of power; fraud; hate speech; harassment; abuse; threats; violence; winning by any (often illegal) means; manipulation of competitions; and much more. The attempt to solve the various problems needs to be embraced by the widest possible range of sports stakeholders: athletes and club officials; referees; fans; parents; media; academia; businesses; NGOs; volunteers; sports authorities; and public authorities related to spatial planning, the environment, tourism, youth, social activities, transport.

(11) Given all that, we need more than ever comprehensive and guided efforts to help sport create a stage where positive and encouraging messages and behaviours are regularly observed: positive attitudes without any trace of racism, hatred, aggression and discrimination, cheering or abusing opponents; respect for the dignity and rights of all participants in sports; shaking hands or hugging the opponent regardless of the result.



(12) The management and staff of sports clubs/organization is often the frontline in all efforts to counter hate speech and discrimination. Therefore, it is necessary for them to receive widely available adaptive education, training and qualification. More athletes should become highly socially engaged and role models for fans and youths, while media has to be encouraged to emphasis on the skills and responsibilities of athletes rather than their background or personal life, etc.

(13) Considering the growing social role of sports, policy and government decisions concerning sport should be based on evidence, scientific research, consultation and discussion with stakeholders, and deep analysis of previous initiatives, programmes, and decisions.

(14) Sport can also be seen as a factor of sustainability in all its major aspects: social, economic, and environmental. The precautionary principle and the combination and coordination between economic and financial benefits with those of a social and environmental nature become more and more important for the global sports industry. Specific focus on building the right sports environment is needed, while responsible, well-planned, and predictable actions by all stakeholders might be the key to success.

(15) The important role of sport for global sustainable development is also taken into consideration in the UN 2030 Agenda for Sustainable Development. Sport is seen as a factor for peace, for promoting tolerance and respect. Moreover, it can contribute to the accomplishment of some of the seventeen sustainable development goals (SDG), such as: SDG 3 (Health); SDG 4 (Education); SDG 5 (Gender); SDG 10 (Equality); and SDG 16 (Peace, justice and strong institutions).

### 3. THE GUIDE

The backbone AP Guide is structured on four hierarchical levels: stages, priorities, objectives, and actions. Following the general logics and steps needed to achieve the wide RIGHTS concept and vision, the AP Guide suggest 3 stages, 7 priorities, 18 objectives, and 64 concrete actions (Fig. 2). Thus, it provides the sports clubs and stakeholders with a clear-cut structure and algorithm to follow that should be quite useful when developing specific programmes, strategies, activities, etc. to counter hate speech, radicalization and other related adverse social phenomena.

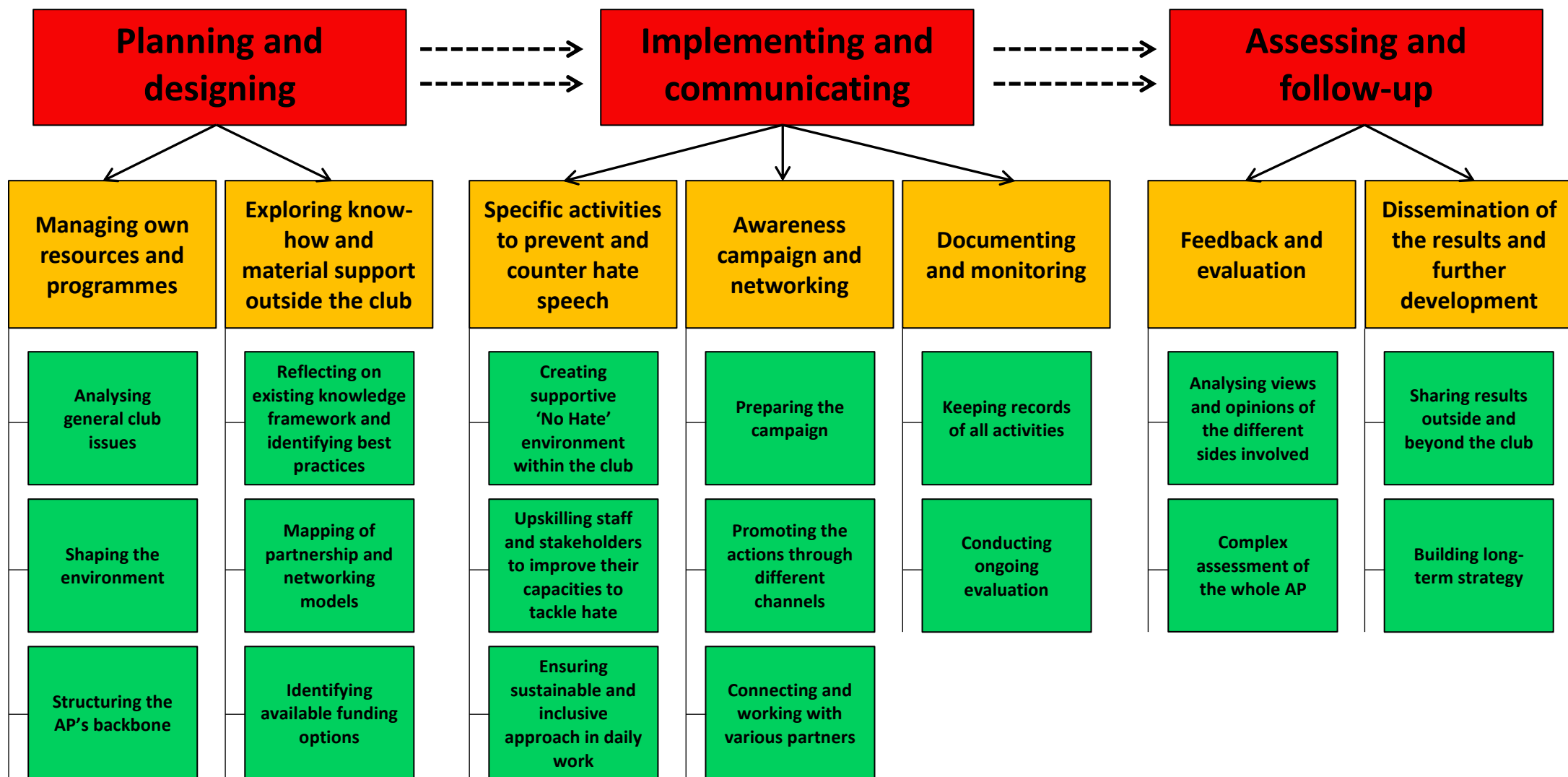
#### Stage 1: Planning and designing

##### Priority 1.1. Managing own resources and programmes

##### Objective 1.1.1. Analysing general club issues

##### Act 1.1.1.1. Conducting context analysis and defining the initial problems/challenges

Context analysis is a method to break down a complex issue or problem in order to better perceive its nature, specifics, and impacts. When used correctly, it can be an incredibly useful for uncovering the hidden layers of meaning in any given situation. Context analysis might be also seen as a powerful tool to inspect the environment and based on the conclusions – develop a strategic plan of action (as understanding the context is always the first step to accomplishing the ultimate goal and finding the strategy). A context analysis can be as in-depth and complex as the organization/club needs. The major goal is to build a more complete picture of own activities and see them from multiple perspectives. Thus, contextual data also supports the planning phase by providing important background information and knowledge of key trends and ongoing processes. Conducting a context analysis and comparing the results with the organization's general vision, goals, and values might be helpful in identifying potential areas of concern and conceptualizing how to deal with those initial problems/challenges (such as manifestations of hate, violence, improper behaviour).



*Figure 2: Structure of the AP Guide (stages, priorities, and objectives)*

#### Act 1.1.1.2. Conducting SWOT analysis

SWOT analysis or SWOT matrix (an acronym for strengths, weaknesses, opportunities, and threats) is a structured planning method whose implementation could serve as an instrument for determining actual status, development potential, and perspectives ahead of the organization. A SWOT analysis could also be applied to a specific project or programme (and thus, it could also be included in Objective 1.1.3. Structuring the AP's backbone).

In short, the organization has to identify its:

- Strengths: characteristics of the club that give it an advantage over others;
- Weaknesses: characteristics that place the organization at a disadvantage relative to others;
- Opportunities: elements in the environment that the organization could exploit to its advantage;
- Threats: elements in the environment that could cause trouble for the organization.

Identification of these aspects is important as it enables organizations to set achievable goals, objectives, and steps to support the desired social changes or community development efforts. SWOT analyses also help organizers to design more adequate long-term strategies, to foresee the potential stumbling blocks, and to produce more practical, efficient, and sustainable outcomes.

#### Act 1.1.1.3. Analysing specific targets and needs

Another important aspect at the initial phase of the planning and designing stage is connected with the identification of specific targets and needs. That not only provides the necessary ground to answer the questions of what, why, and when should be done, but is also vital for tailoring the different activities so that they fit the organization's development vision in the best possible way. In-depth analysis of the specific targets and needs should also be used when defining any general short-, mid- or long-term strategy for the development of the organization. Targets and needs must be in line with deep understanding of cultural diversities and create peaceful, inclusive and just environment within the organization.

#### Act 1.1.1.4. Specifying relevant issues in each sport discipline practiced in the club

Many clubs (both at professional and amateur level) develop different sports. There is an increasing amount of evidence that sports disciplines vary in many aspects and on many levels, not least

concerning interactions between players, pressure, and emotional intensity. Even though almost all sports have some competitive elements, different sports sometimes have totally different profiles, mostly depending on the game characteristics, contact with opponents, loading and intensity of play, expectations, and various other physiological and psychological specifics. Thus, sport disciplines themselves influence the environment and the chance of manifestations of hate speech, aggressive behaviour, racism, etc. Given that the type of sport activity can affect in a direct way outcomes related to hatred, violence, and discrimination, it is extremely important to specify the relevant issues for each sport discipline (practiced in the club) well in advance, i.e. before designing and implementing an action plan or a strategy.

#### Act 1.1.1.5. Identifying specific benefits from rethought managerial approaches

Many organizations/clubs have already integrated in different ways diverse principles/codes/values related to respect, equality, and fair play within their sports activities. Thus, they have already called for some positive behavioural models and tried to impose them, although the process might not be always visible or recognised as such. By slightly redirecting the focus and approach, those organizations/clubs can exploit the work done and the opportunity to capitalize their existing potential. When considering an Action Plan aimed to fight hatred and discrimination in sports clubs, it is important to recognise that the majority of people involved (coaches, management, players, etc.) are mostly focused on sport's competitive aspects than on its social role. Thus, it is important to convince these people that by applying new methods, approaches, and tools to counter hate speech and ensure healthy environment, there would be many advantages for all the other club activities (incl. its development and competitiveness). The identification of specific benefits would actually help the club find internal support for modifying and improving its programmes and reaching wider audience.

#### Act 1.1.1.6. Inspecting the organization's potential in terms of social marketing

Given that sport clubs' role significantly exceeds the idea of simply providing grounds for physical activities and competitive games, a vital question is how the organization could embrace and develop its social functions. Social marketing is a concept related to using typical marketing principles and techniques to produce and deliver value in order to influence target audience behaviours that are beneficial for the society (safety, building suitable environment and strong

communities) as well as for the target audience. As a tool to “sell” and disseminate ideas, attitudes, and behaviour models, social marketing seeks to influence social behaviours. This technique has already been widely used and the experience suggest that it has great potential to ensure positive outcomes if implemented by sports clubs. That is not only because of the technique’s effectiveness itself, but also because the majority of the club activities have something to do with the greater social good. The primary focus should be on conceptualizing how the club can bring strong and stimulating messages, get closer to people and communities, and change their perceptions and stereotypes. As this social engagement could change the whole vision and strategy of the club, determining the desired role/position in term of social marketing should be one of the first steps in the planning and designing process.

#### Act 1.1.1.7. Analysing the potential of own financial resources, facilities, programmes, etc.

Even if there is a general understanding about the benefits of promoting respect, tolerance, integrity, and social inclusion among people working at sports clubs, it is often the scarcity of resources that prevents the staff to develop specific tailored initiatives and social activities. Before taking any steps to implement activities, the sports club should scrutinize and identify the potential of own financial resources, facilities, programmes, etc. That outlines the limits of what is possible to be done, which of the desired initiatives could be prioritized, and which of them need to be put on hold as current conditions seem to be unfavourable. This analysis would be also helpful at a later stage as regards the administrative and financial management of specific own activities/programmes and the related financial accountability duties. Sports clubs should also have in mind that by ensuring positive environment they can attract more members, participants, and supporters. This could lead to increased incomes and thus new financial sources with the potential to steer up further the club’s activities.

### Objective 1.1.2. Shaping the environment

#### Act 1.1.2.1. Assessing the prevailing beliefs, values and assumptions

The first step in shaping fruitful and positive environment is related to analysing the status-quo in terms of staff’s and players’ prevailing understandings and mind-set, and comparing them to the desired results. This could be done through questionnaires, interviews, evaluation by internal or external experts or some other methods depending on the specifics of the organization/club. By

uncovering the main prevailing beliefs, values and assumptions, we can eventually identify potential racial biases (conscious or unconscious) and patterns of discrimination in rules, norms, routines, attitudes and behaviour. It is very important at this stage to detect the roots / systematic issues linked to observed manifestations of hate, extremism and violence, and identify causes, drivers and actors furthering hate speech. If addressing the different forms of hate speech, discrimination, and racism (conscious or unconscious, individual or structural), and the related root causes, in a holistic manner, and if prejudice has been targeted and challenged early on, the organization might secure an environment where everyone will have a chance to develop and succeed.

#### Act 1.1.2.2. Identifying the support and possibilities within the club

The key questions at the initial phase of designing the Action Plan relate to the state of will towards making the needed conceptual changes at the grassroots level and to the capabilities of a club to realise in practice those transformations. Beyond any general understanding of benefits from a healthy environment, it is necessary first to increase the willingness of the club boards to mobilise resources for a different scope, not directly connected with tournaments and professional trainings. It is therefore very important that before initiating an action/programme management team first clarifies whether people to be involved are really interested and ready to support the initiatives. Thus, a major task in this preliminary stage is connected with helping staff, members and players realize the need and the opportunity to include certain social values and principles within their work, and become aware of the added value from those transformations. It is much more comfortable and feasible to start planning when the backup is secured and people are committed to the cause. Then it is important to identify how the Action Plan to be developed fits with the characteristics of the club, i.e. what kind of activities/programmes are feasible in relation to the possibilities and the resources. Here possibilities refer to the ability and desire of the club to adopt new approaches embracing the ideas of mutual respect, tolerance, equality, and integrity.

#### Act 1.1.2.3. Identifying staff and participants' needs and setting different target groups

Based on profiling the staff and participants and understanding their beliefs, values, and inclination to support certain activities, the next step is to focus on specific individual needs. You should seek information about how much they know about hate speech and discrimination issues and what they would like to hear about in training. Further, it is essential to recognise that people's perceptions

and behaviours are influenced by various factors, such as age, gender, social status, lifestyle, education, ethnicity, religion, experience, among others. That is to say certain groups are more or less inclined to definite mental models and corresponding behaviours (e.g. related to aggressiveness and hate speech). Similarly, the above mentioned personal characteristics might be crucial when trying to identify potential vulnerable groups and victims. Further, one bias (e.g. racism) often intersects with other biases, and can disproportionately affect and/or disadvantage individuals and groups at the intersection of two or more “negative” characteristics. Given all that, it might be really productive to set different target groups and tailor measures with the aim of addressing groups’ and individual’s’ specific needs. This approach could turn into a creative way for the organization/club to segment categories and subgroups and organize at a later stage specific activities within them (e.g. with emphasis on educating, on supporting, on protecting, etc.).

#### Act 1.1.2.4. Selecting and designing appropriate educational tools, coaching practices and communication methods

Having in mind the deduced specifics of the set target groups, the next important issue in the agenda is how to facilitate the learning and communication needs of staff and participants. It’s about choosing the best possible educational and communication tools and coaching practices that will suit best the needs of all people involved. To take positive steps in training staff and players about hate speech issues and equal opportunity principles, the club should review any training it provides about tolerance, discrimination, aggression, personal responsibilities, etc., adapt existing teaching tools, and envision how to use them in orderly briefings, training sessions and peer-to-peer exchanges on the subject matter. The content needs to be shaped and delivered in a way it engages the participants and is easy to comprehend. The utmost goal is to design and integrate into the Action Plan tailored training programmes, taking into account participant needs and capabilities in the context of the wider organization’s vision, curricula, practices, and targets. {You can find more information about educational needs and suggested tools to utilize in *RIGHTS D2.1. SKILLS GAP ANALYSIS* and *D2.3. OPEN PEDAGOGICAL RESOURCES*}

#### Act 1.1.2.5. Developing (rearranging) the organizational structure

The aim of this activity is to ensure the overall management of all initiatives related to the Action Plan, including monitoring and reporting issues, financial and administrative system implementation.



The hierarchical levels in the whole management system, as well as role of each staff member in the corresponding activities, should be clearly set. Based on that, different duties, responsibilities, tasks, etc. could be distributed among the staff, taking into consideration the personal skills and expertise of the people involved. Details, like who would do, what and when, need to be clarified for each activity. If needed, the organization might set up coordination and advisory bodies, risk and quality committee, or ethics monitoring structures. It is important to have this organizational structure at the very beginning, as it could support the club in finding eventual needs for improving the skills and the competences of club's managers, coaches, and administrative staff. A clear organizational and communications framework should also support the implementation of the Action Plan and ensure the relevant staff will produce adequate responses to any given situation. If the Action Plan is to be realized in close cooperation with partner organizations, then the club should also specify people who will manage, communicate, moderate, etc. the common activities.

#### Act 1.1.2.6. Studying the possibility to apply certification/quality management systems

In most of the cases an AP includes many diverse actions in terms of planning, implementation, evaluation, etc. whose qualitative management might not be an easy task. Moreover, the funding schemes often create their own requirements for managing related initiatives. In sports there are several quality management systems that aim to secure good efficiency and effectiveness of the prospective activities, monitoring of the progress, efficiency of the operations, usability of the outputs, and effectiveness of the deliverables. These systems may be recognised, adopted, and implemented by the club, but a tailor-made adaptation is needed, especially in terms of quality criteria to follow. The latter should be in line with the general goal to create a fruitful 'no hate speech and discrimination' environment.

#### Objective 1.1.3. Structuring the AP's backbone

##### Act 1.1.3.1. Setting the vision, mission, and developing a strategy to drive and sustain the AP and its framework for implementing

The vision should be a forward-looking starting point establishing what you want to achieve in the future and why it matters. It is a mere representation of the larger purpose, of the ideal environment you may create, a perfect endpoint of all your efforts. The mission should capture at a high level what you will do to realize your vision. It puts your vision in pragmatic terms and helps

guide strategy. Then, the strategy is a kind of operational plan that lays out the goals, big themes of work, and high-level initiatives that will help you achieve both the vision and mission. It is of extreme importance to have an overall strategy to “set a direction” and guide AP progress. The strategy provides a conceptual framework for AP development and helps in conceptualizing what to monitor, measure, and analyse during the implementation phase. It can also envisage the organization’s potential to promote certain social values in cooperation with stakeholders, stockholders, and sponsors. Empirical evidences suggest that a strategy is more likely to be successful if the root causes of the problems are well understood, if the needs and motivations of the target groups are adequately addressed, and if the context in which the programme is implemented is taken into account. Have in mind that strategies might often be dynamic and should be revised in a regular base. Finally, any RIGHTS-based pilot AP may not be a simple exercise, but fit perfectly the club’s overall vision and mission.

#### Act 1.1.3.2. Setting project focus, objectives, methodology, operating procedures, as well as budget and funding scheme

After developing the general strategy, the next crucial step is to create set of aims and plan the activities to realise. It is vital to set clear and SMART (Specific, Measurable, Achievable, Realistic, Timely) aims of the AP. They should be as detailed as possible, well-articulated, understandable, and feasible. When the aims are formulated according to these principles, it is relatively easy to operationalise them into practical actions. This should be done by determining the key tasks and activities (could be grouped thematically in the so called work packages) under each aim. For successful accomplishment of these tasks and activities the organization/ club should identify milestones, deliverables, outcomes and outputs, define responsibilities and roles, and analyse the time schedule and the necessary resources in order to estimate the project budget and define a clear and realistic work plan / schedule / timeline. The budget and the timeline should be planned taking into account the necessary resources for each single activity and the related costs. To support the daily management and ensure smooth running and sound control of all relevant processes, a Quality Plan must be designed and regularly consulted so that everyone has a clear vision of the AP’s scope, structure, work organization and quality requirements. It might also be a good idea to construct the aims and the operating procedures with the support of stakeholder organisations reflecting in this way also their agenda. Setting out campaign aims from the outset ensures good

coordination of partner activities and facilitates the identification of specific target groups. Thus, the communication is built into the AP already at this stage.

### Act 1.1.3.3. Defining a panel of indicators to measure the development of the AP

Without setting up clear and observable measurables, even organisations and individuals that are genuinely trying their best can often struggle to respond appropriately and fail to achieve the desired results. Any monitoring and evaluation mechanism to be embedded into the AP is dependent on measurable goals, indicators and related time frame. Therefore the indicators should be selected coherently with the AP's scope and with the concrete club strategy to counter hatred, discrimination, violence, propaganda, and radicalization. They should be directly connected with the aims, providing in this way opportunities to measure whether and to what extent these aims are accomplished. The defined panel of indicators will also serve as a base to verify how certain initiatives/programmes increase and improve relevant practices at the club. Different types of indicators should be used, e.g. outcome indicators (less social isolation, less incidents reported, etc.), as well as process indicators (the population covered, number of stakeholders involved, number of participant in the different programmes, amount of money invested, etc.). On the other hand some of them need to be settled for monitoring short-term impacts, while others should be used for evaluating medium- and long-term impacts. Here is a short exemplary list with indicators that could be used: Revision/Creation of an Ethical code of conduct; Adoption of specific legal procedures to counter hate speech; Better observation of the respect/tolerance principles in the club's decision-making process; Availability of relevant experts in the coaching team or supporting the whole organization; Development of innovative training/awareness sessions tailored to oppose aggression; Design of new coaching and pedagogical resources and counter narratives; Enhanced communications and discussions on relevant topics with the executive committee, coaches, participants, and parents; Decrease of incidents related to hatred and violence; Development of a network for sharing ideas, know-how, and good practices with potential stakeholders and stockholders; Increased interest in the club's social activities; Increased knowledge on the issue of hate speech in sport.

#### Act 1.1.3.4. Pre-testing the AP and analysing possible risks and stumbling blocks

Detailed pre-testing and evaluation of the possibilities to meet AP's goals is essential, not least to ensure that the campaign is not having unintended negative effects. Pretesting of the AP elements (e.g. materials, communication tools, monitoring and evaluation systems, etc.) can disguise what works and what should be improved to meet quality requirements. There are a lot of difficulties to transform the social potential of the organization in a real opportunity and in concrete activities, even when clubs themselves have determined broader aims and activities (not just sport-related). Some of the major stumbling blocks (originating from either internal or external environment) could be: Biases/stereotypes that cannot be easily eradicated; Lack of basic expertise and capacity within the organization; Unwilling club boards to mobilize resources for new programmes and trainings; Staff and participants seeing the emphasis on social aspects as a needless distraction from their primary goals in sports; Difficulties to foster all sought stakeholders join actively in the process; Sponsors and stockholders being more interested in tournament and sports results, than in social activities; Growing trends of discrimination, radicalization and violence in the society; Long-lasting tensions inside the communities; Delay of activities and failed milestones due to unpredicted obstacles. Resolving these issues or being aware that they could exist and could affect the intervention programmes is an important step in managing the whole AP. Thus, by forecasting the possible problems, the club can find in advance alternative strategies and solutions to react adequately to the changing circumstances and tackle any risk and contingency as soon as possible and with the appropriate measures.

### Priority 1.2. Exploring know-how and material support outside the club

#### Objective 1.2.1. Reflecting on existing knowledge framework and identifying best practices

##### Act 1.2.1.1. Familiarizing with relevant institutional initiatives and legal / policy frameworks

Before starting any initiative the organization must have very clear knowledge and understanding of the background and see the big picture. People involved in designing and implementing the AP should map out relevant national and international legal and policy frameworks minimising the risks of non-compliance with legal obligations. Having in mind those frameworks the club can secure the commitments derived are fully embedded and integrated into the AP. Staying tuned for new relevant initiatives, general policy recommendations, and existing data on combatting hate speech,

racism and discrimination in the field of sport might be crucial in terms of adequate and timely reaction to the ongoing processes and eventual transformation of your concept, methodological approaches, and activities to be developed and implemented.

#### Act 1.2.1.2. Identifying and using know-how from different studies and pilot project work

The preparatory phase must be also accompanied by conceptualizing a knowledge framework that will serve as a theoretical and methodological base for planning diverse activities. Critical topics that must be investigated are (the following list is not exhaustive and depends on the club's specifics): wider social role of sport organizations; push and pull factors of hate speech in grassroots sport; gender- and racism-based hate speech; impacts of discrimination and ways to mitigate adverse effects; intercultural management as a mean to reduce intolerance and increase sport performance; approaches to create counter-narrative campaigns; intercultural skills of coaches. When designing the AP sports clubs should utilize up-to-date knowledge, scientifically sound concepts, and pilot work that have the capacity to offer innovative approaches and achieve significant results. {You can find more information about some key sources in *RIGHTS D1.2 LITERATURE REVIEW*} The needed information might be found through different sources, such as: scientific papers; different researches or documents produced by international organizations (EU, UN, etc.) or specific sport-governing bodies (FIFA, UEFA, etc.); guidelines and recommendations issued by national sports organisations; sometimes even pilot work derived from the activities of other clubs. There are also specific educational materials that provide lessons for teaching about respect in sport, prevention of hate speech and discrimination, etc. {You can find more information about educational tools in *RIGHTS D2.3. OPEN PEDAGOGICAL RESOURCES*} All that might be quite helpful in designing and experimenting innovative action plans. It could also change the common passive educational approach of grassroots sports clubs to a more proactive and aware pattern.

#### Act 1.2.1.3. Uncovering applicable good practices

There is a considerable potential to learn from successful approaches and methods in order to develop and implement activities to a higher level. Reviewing, adopting, and maintaining best practice models is often the most effective way of managing and reducing risk and can also provide certain benefits for participants. Using already empirically tested models could support the process of innovating the sports club's approach to dealing with hate speech issues towards a new

structured strategy based on good practices and scientific evidences. {You can find a few examples of best practices in *RIGHTS D1.2 LITERATURE REVIEW*} That is why mapping of best practice and methodologies to implement is a crucial aspect when planning and designing the AP. These best practices could be connected with application of certain funding models, effective use of incentives, engagement with stakeholders, proven communication strategies and tools, good hate-fighting practices; inclusion techniques; building efficient networks, etc. Remember that often good practices cannot be simply “copy-pasted”, but some adaptation is needed to achieve the desired results. Identifying relevant local and regional experience is also important, as it allows the sports club to discover (and later contact) possible partners and networks and disclose areas of local knowledge and expertise.

### Objective 1.2.2. Mapping of partnership and networking models

#### Act 1.2.2.1. Understanding stakeholders and stockholders’ visions and interests

At first, the organization should find satisfying answers to the following vital questions: Who are the key stakeholders and stockholders?; What are the main interests, as well as existing and emerging needs of the prospective stakeholders and stockholders?; What sources of evidence can be used to present a broad justification of the benefits of your initiatives to key stakeholders?; How can this evidence be used to gain support and funding?. Applying participatory approach and working in partnership with all relevant stakeholders and stockholders is crucial for success. Maintaining and securing good relationships with key stakeholders and stockholders should start well in advance before initiating the actual implementation of the AP. In order to ensure adequate and continuous support, it’s recommended that stakeholders, stockholders, and sponsors are involved in a co-planning process. Workshops and focus groups might be organized at a later stage to foster the communication process and better understand their visions, interests, needs, ideas, etc. Final decisions for project scope, aims, strategies, etc. should be reached after consulting stakeholders from across sectors, disciplines and organizations, and most importantly soliciting their support for implementing your initiatives. The development and validation of the AP should be a shared undertaking, necessary to strengthen commitment and to increase the prospects of creating respectful and inclusive environment at the club.

### Act 1.2.2.2. Creating multi-organizational management models

To create and foster a participatory and structured process in the design (and later in the application) of the AP, it is important to realize the potential of building a kind of stakeholder support network, especially when considering the implementation of more complicated and influential initiatives. The creation of multi-organizational management models means in most cases that the conceptual framework, the needs and target groups analysis, the project scope, the strategy, the aims and operating procedures, etc. should be jointly defined and agreed by the partners. Clarification of partners' responsibilities and necessary resources enables sound budgeting of the project, avoiding duplication of roles and activities, and ensuring a solid base for structured cooperation and coordination. This, it is important to identify which key actors, in which configurations, could be effective in addressing and countering hate speech, and to create opportunities for those actors to discuss the challenges. Multi-organizational management models have the potential to build a kind of laboratory network, where organizations can cooperate in the long run for sharing knowledge, methodologies, good practices, and competences in the respective field. It is strongly recommended to involve as many relevant stakeholders as possible: local communities, sport clubs, NGOs, associations and individuals, coaches and sponsors, media, research and educational institutes, private companies, social partners, equality bodies, human rights institutions, etc. They might become a vital part of the multi-organizational management model and help maximizing the benefits of the work done at the sports club. The collaboration among the participating organisations is often a precondition for success, for encouraging links with different communities, as well as for increasing the capacity of the participating organisations to activate other stakeholders and stockholders and to mobilize further initiatives at local, regional, national, and international level.

### Act 1.2.2.3. Creating collaborations with specialists

Integrating innovative approaches to counter hate speech and discriminations is dependent to a large extent on the capacity and experience of the team implementing them. At smaller grassroots sport clubs it is often up to voluntary work of managers, coaches, and members that different socially oriented activities take place. No matter how devoted their commitment is, they may not have enough or adequate knowledge related to all the diverse aspects of the new initiatives. That is why sometimes it makes sense to involve in the club's activities other (external, part-time or full-

time) specialists, such as: PR experts able to raise awareness; media experts; researchers; psychologists, among others. Attracting people with different backgrounds and expertise helps maximise club's strengths and create synergies. Therefore, it is essential to know who else can be involved and what his/her experience is so he/she can also contribute to the development of the AP. Collaboration with those specialists will support finding further significance and functions of the planned initiatives. All that will help the club in its activities to promote integration and synergies in the field of sport, education and training, foster the role of sport settings as informal educational organization, and develop its abilities to cooperate within a common perspective and sometimes even shared APs.

#### Act 1.2.2.4. Creating community partnerships

Changing perceptions and values may begin at individual or family level, but maintaining the desired changes requires the presence of a favourable environment for reinforcement at community level. Sport organizations have the potential to be flagmen of building the right environment and strengthening social relations. The AP should focus on bringing tangible for the society effects in long-term perspective, making community members supportive and able to play an active role, while also identifying opportunities to point out, address and reduce social polarization. Therefore, when designing and planning the AP, participation of community leaders and partners is important in order to understand their views and ensure their support. At a later stage, the sport club could implement public awareness campaigns based on partner's inputs and common message for the community involvement ("grassroots marketing" or "guerrilla marketing"). In short, the sports club should do its best to be recognized as an organization that: contributes to development of supportive communities; enhances resiliency and trust inside the community; reflects community concerns, aspirations, and expectations; contributes to community well-being and integration.

#### Objective 1.2.3. Identifying available funding options

##### Act 1.2.3.1. Analysing potential public and private funding schemes

Generally, when new initiatives, trainings, and courses are planned along everyday activities, new recourses are needed. Facilities, materials, human (i.e. time and know-how) and financial resources, etc. might be found from the existing club bases, budget, and personnel, but often, at least some of those resources, need to be additionally provided. The specifics depend on the club characteristics,



its social role, and particular sport services. Thus, a key task is to map out the needed resources at the onset of the AP and then review possible financing sources. Generally, sports clubs initiatives could have funding generated by three main sources. Firstly, the programme/project could be supported by a public authority. The funding arrangements between public authorities and a grassroots sport organization may range from grants, fee-for-service contracts, or public loans, and other non-monetary support such as facilities, expertise or organizational support. Secondly, private organisations could sponsor/support the work, especially if it fits their vision and social cause. Thirdly, the clubs could have their own way for fundraising for this purpose (membership fees, courses fees, other internal sources).

#### Act 1.2.3.2. Conceptualizing strategic work for attracting potential sources

The strategic work for attracting potential sources depends to a large extent on the type of funding the sports club is aiming at. While it is hard to define a precise algorithm for searching and gaining private funding, the public funding often consists of following normatively formal procedures. As many other types of resources, the public resources are often distributed under hard competition. That is why at least some crucial criterion to the entry has to be met. Often, such as in EU project funding, the suitable theme has to be found in the right time. For that reason the available information should be checked on a regular basis in a view to identify the appropriate opportunities in time. After that the club should concentrate on developing its ideas aiming to provide detailed rationale of why its project is worth funding, as well as on securing the needed expertise for preparing sound application. In addition, projects funding bodies often expect that the applicant has already established the needed cooperative networks.

## Stage 2: Implementing and communicating

### Priority 2.1. Specific activities to prevent and counter hate speech

#### Objective 2.1.1. Creating supportive 'No Hate' environment within the club

##### Act 2.1.1.1. Adopting (enhanced) ethical code of conduct and member protection policy

It is highly recommended that the sports club adopts (or upgrades) own code of conduct setting in this way an ethical framework relevant and compulsory for staff, members, players, fans, and

participants in activities organized by the club. Once a club has done this sort of unconditional mission statement, it can better confront dissenting opinions, and eventually apply systems of sanction and award of certain behaviour and acts. The ethical code of conduct should stand for tolerance, respect and democracy, and against racism, antisemitism, and xenophobia, requiring all the staff and participants to formally commit to abstaining from hate speech and manifestations of hatred and intolerance. The principles set in the code of conduct may be used as a base for designing (upgrading) member protection policy, which is a core policy document for many sports clubs and associations. It outlines how the club meets its obligations to provide a safe and inclusive environment, and to ensure responsible behaviour and fair decision-making.

#### Act 2.1.1.2. Monitoring and analysing hate speech incidents

For the sake of controlling and improving the environment, it's crucial to recognize hate speech as early as possible, monitor closely each incident, and collect relevant information related to root causes, drivers, and actors of hate speech. Further, management and responsible staff should undertake quantitative and qualitative analyses (including gender analyses) of hate speech trends, in terms of the identity of instigators, targets/victims, audiences and challengers, and of the impact of the hate speech. In the aftermath of a major incident of hate speech, especially incitement to discrimination, hostility or violence, terrorism or another crime, a risk assessment needs to be conducted as to the possibility of retaliatory hate speech and the escalation of violence (United Nations, 2020). In some cases the club should also consider the opportunity to encourage independent and impartial investigation into reported hate speech incidents or incitements to discrimination, hostility or violence.

#### Act 2.1.1.3. Creating safe spaces to discuss incidents and encourage victims to report and share experience

By creating safe spaces here is meant not only ensuring physical places where people can talk in strict privacy, but also bringing victims and witnesses of hate speech the right emotional comfort so they can feel protected and sure of not being exposed to additional harm for speaking out. Those 'safe places' might be particularly important for women and vulnerable or marginalized groups and should be easily 'reachable'. People responsible should create positive and inviting environment to encourage all victims (staff, coaches, fans, players, parents, etc.) to openly talk about difficult topics

and the issues they have experienced. It's worth noting that any unregistered and unchallenged incident, as well as disrespectful behaviours with no consequences, makes other people think hate speech, discrimination or violence is more or less socially acceptable. From that point of view, it might also be a good idea for the sport clubs to integrate in their websites tools available to users to report any type of unsuitable behaviour that is not in line with the club's ethical code of conduct and their moral understandings.

#### Act 2.1.1.4. Offering support and psychological courses

The first step is to express solidarity with victims (or targets) of hate speech, hostility, discrimination, and violence and offer them emotional/moral support (in some cases it could be also legal support, informing them about their rights). Offering specific psychological courses is relatively rare at sports clubs level although they have significant potential to influence personal development and mental health, and to help victims of hatred and discrimination. The sports club should consider very carefully the possibilities to organize such courses as they can support staff and participants not only in developing sport-specific psychological skills, but also in increasing their confidence, self-esteem, motivation, willingness to participate in group activities, capabilities to understand the others, etc. Nowadays these activities are very important as, on one hand, many children and adolescents confront in their everyday life with psychological problems based on non-acceptance, misunderstanding, discrimination and, on the other, the feeling of belonging to the club might make the participants more willing and ready to cooperate and share their problems than they will do in other environments (including family). Considering specifically victims of hate speech and violence, the efforts might be directed at offering a kind of trauma-informed counselling/therapy.

### Objective 2.1.2. Upskilling staff and stakeholders to improve their capacities to tackle hate speech

#### Act 2.1.2.1. Organizing periodical awareness events and seminars on specific topics

The major goal of these events is to bring the RIGHTS messages and tools closer to the stakeholders, communities, and individuals, and, above all, to make them aware of the existing problems. Raising awareness among and through public authorities, civil society organisations and the general public, and offering them opportunities and instruments to enrich their knowledge about hate speech, racism and violence related issues, could eventually transform their practices and work models, and

help them perceive and embrace the RIGHTS concept. To make its efforts effective and its calls for change convincing, it's recommended that the sports club presents well-attested good practices and direct testimonials to grassroots amateur clubs, coaches, municipalities, NGOs, community and youth leaders, and other interested parties. It could be also really useful if different experts are invited at the seminars to speak about various topics, such as: potential impacts and consequences of hate speech; root causes of discrimination, violence, and harassment; ethnic, religious, linguistic, and cultural diversity and its benefits; the potential of sports to counteract hate speech and strengthen communities; sport and mental well-being; positive values of ensuring respectful and inclusive environment; own responsibility to reject and stand up against hate speech. Specialized discussion laboratories and round tables might also be organized as part of the awareness events and seminars.

#### Act 2.1.2.2. Organizing workshops for staff, athletes, parents, fans to confront the target groups with their stereotypes / stigmatizing language

Thematic workshops could serve as a kind of a boot camp and be very productive not only in terms of gaining deeper insight into people's beliefs and perceptions and observing stereotypes and the stigmatizing language they use, but also considering the opportunity to foster further socialization within the club. A key issue here is to create appropriate atmosphere and environment making participants relaxed, opened and ready to share their real views, feelings, and emotions and involve in non-defensive communication. Listening and acknowledging what others have in mind, facing different opinions, biases, and clichés, might be the first step of understanding the others and building relationship trust. The role of the designer/moderator of the workshop is really important as he/she has to select adequate approaches to involve participants, to motivate them use language that builds trust and engagement, and to promote inclusive and respectful sport environment. The utmost goals of the workshop should be related to helping participants understand how to identify, prevent and counter hate speech and intolerance, and influencing their attitudes, behaviours and perceptions. Apart from that, workshops can be organized around quite different core activities, for example: providing a forum for the discussion on controversial opinions; encouraging participants to critically review and discuss what they are seeing online or in the club; developing critical thinking and civic literacy skills to help distinguish fake/false news in media and reflect on controversial statements; discussing adult/parent influence as role models; debating different forms of conscious

or unconscious discrimination, positive discrimination, etc.; conducting experiential sport intercultural activities; developing or fine-tuning relevant educational materials for kids/parents/coaches; presenting and analysing counter-narrative toolkits.

#### Act 2.1.2.3. Organizing capacity-building courses and lectures to educate to respect, tolerance and integrity

In the implementation stage it is crucial that the club provides the needed support for those responsible for the AP's practical actions in order to guarantee fluent delivery of all planned activities. That relies on having competent managers/coaches/instructors, armed with all needed knowledge and skills to adapt, tailor, and use diverse techniques and approaches aimed to bring respectful and inclusive environment. Skill gaps analyses suggest that management and staff in most sport clubs (not only at amateur grassroots level, but even at larger professional clubs) are educated to deal with the specific sport-oriented responsibilities, but often lack the needed abilities to tackle hate speech, intervene adequately in incidents, and deal with all the relevant aspects. {You can find further helpful information in *RIGHTS D2.1. SKILLS GAP ANALYSIS* } From that point of view, ensuring (compulsory) capacity-building training sessions for key staff and stakeholders (including fans and communicators) might be seen as one of the top priorities for the club as un this way sports club could develop their competences and understanding, ensure better skills in the long run, and enhance their contribution. The courses should develop skills to: recognize hate speech, its root causes and drivers; to use efficiently intercultural communication and relationship skills; to react adequately to and address discriminative, oppressive or violent behaviours and hate speech; to utilize relevant educational tools, good practices, and counter-narratives; to foster fruitful social environment. It is highly recommended that the capacity-building courses and lectures are targeted and include specific modules for managers, coaches, fans, players, etc. Also, given the dynamics of the processes, regular audits of staff's qualifications and experience, and also of training content and quality, are needed.

#### Act 2.1.2.4. Playing different mind (thought-stimulating) games

Applying game design elements to an educational setting (i.e. gamification) usually makes learning more engaging and can even attract and get the attention/interest of people who are otherwise unsusceptible to classical pedagogical approaches. On the other hand, brain exercises/games can

relieve stress, stimulate critical thinking, boost creativity, improve relationships and connections, and foster positive feelings. Moreover, they not only improve the skills they are designed to help, but are likely to stimulate the general cognitive abilities of a person providing some long-lasting benefits. Different types of thought-stimulating games (or game-like activities) could be organized by the club, such as: debating on real life cases and trying to find a reach common agreement and solution; playing various board games; interpreting the meaning of famous sportsmen’s words (quotes); participating in thematic sport quizzes; reasoning about the general role of sport in the contemporary society and personal life; playing different role games (changing their roles and reflecting on outcomes). All these activities should be tailored in accordance with the specifics of the group (age, interests, capabilities, etc.). Sometimes the outcomes might also be used to produce innovative educational materials, methodologies, exercises and tools for developing social competencies in and through sport.

### Objective 2.1.3. Ensuring sustainable and inclusive approach in daily work

#### Act 2.1.3.1. Employing all reasonable measures to keep athletes and staff safe from harm

Continuous efforts and proactive approaches in daily work increase enormously the club’s chances of providing sports environments that are welcoming, safe, and accessible to all community members, as well as of becoming actual tools for both education and inclusion. The club must strive to mainstream in its activities the positive values of sport to eradicate hate speech, and to establish and maintain an ethical, supportive, inclusive and empathetic relationship with staff, athletes, and stakeholders. The club should also be mindful of its own communication with employees or job applicants, officials, volunteers and current or prospective players as in this way it sets an example that might be followed by its staff, members, and supporters. It’s recommended to examine regularly internal communications and be ready to challenge any forms of low-level hatred, latent racism or discrimination, misogyny or other adverse processes. The club should ensure regular presentations by key staff of data, information, and analysis on hate speech and behaviours not responding to the ethical code of conduct. It could be also useful to introduce contractual requirements that regular staff should receive training on combatting/countering hate speech, as well as to create and apply preventive and proactive protocols that address hate and violence to actively reduce incidences of hate or bias motivated incidents in community.

### Act 2.1.3.2. Adapting practices to physical, mental and cultural diversity

The sports landscape should reflect the community's diversity (ethnicity, gender, people with disabilities) providing opportunities for all to participate. Moreover, sports settings offer a perfect environment for multiculturalism and inclusion concepts to grow as they offer environment flourishing greater social connections, openness and respect among different individuals and groups. That is why the sports club might integrate in its practical work the idea to foster sustained contact between people from different ethnic and racial backgrounds and social groups, developing also a positive imaging strategy which identifies the sports contribution made by people from varying cultural backgrounds. The club could also establish a training programme for its employees, coaches, instructors, and volunteers explaining how to adapt technical and practical training sessions to the needs of the different groups and how to exploit diversity in a way it can benefit everyone.

### Act 2.1.3.3. Creating groups of interests for stimulating socialization

Creating groups of interests is one of the best ways to involve club members in social activities and to strengthen connections between them. The combination of informal settings, voluntary participation, and opportunity to contact people with similar interests, provides a solid base for active interactions and development of certain social skills. Moreover, participation in such groups could generate social capital influencing collective identity of people. Many children and adolescents also create lifelong friendships through such social club activities. There they can learn and/or improve certain skills and better understand the values to respect rules, fair play, other athletes, etc. The sports club could organize also special activities for these groups of interests, such as: thematic games; exercises promoting respectful and meaningful dialogue; watching and commenting documentaries containing strong messages; visiting together sports events.

### Act 2.1.3.4. Ensuring access for vulnerable groups (migrants, minorities, low-income people, disadvantaged people, etc.)

Another option the sports club should carefully consider is connected with developing new opportunities for participation in sports and physical activities for people with disabilities, low social status or representing excluded minority groups. Vulnerable groups, such as women, elderly, disabled, poor, unemployed, immigrants, people of minority ethnic/race group or religion, are at particularly higher risk of being left out – sometimes because they cannot afford to take part in sport

activities or just need special conditions to have access, but often also because of the fear they will face stigmatization, non-acceptance, hatred, and violence. All these people have similar needs for sports and recreation as the others and the sports club should concentrate its efforts on finding solutions to those problems and providing the necessary base and approaches to involve these people. Sometimes the solutions could be quite natural and easy to implement if the club has the needed resources, e.g. offering free training courses, inviting people to different events, providing opportunities to involve with deeper communications with the club's staff, players and fans to break further existing negative stereotypes. Other effective forms might be organizing "Open Days" with open training session for all, holiday activity programmes with free access practice demonstrations, playground laboratories for children and adolescents, open tournaments available for everyone who would like to participate, etc. These activities targeting disadvantaged groups are extremely important as sports are generally regarded as a vital component for stimulating the integration of people in the society.

#### Act 2.1.3.5. Organizing tailored events that promote certain cause/message

Special events might be based on sport activities, but should be aimed mostly to transmit the RIGHTS messages, make more people aware of the disastrous societal effects from hate speech, communicate counter and alternative narratives, and inspire the audience to get more involved in case of incidents. The events can be organized in a creative way (e.g. mixture of sport, art, and cultural elements) in different settings (sport club's premises, workplaces, schools, parks, etc.) and forms (demonstration games, tournaments, quizzes, charity events, etc.). They should be planned well in advance in order to be able to reach as wide audience as possible. The sports club should consider organizing such events on regular base (e.g. once in a month), but also on special occasions, such as: club anniversaries; international sports/inclusion/diversity days; specific dates commemorating important events. By doing so, the club's social role can become easily recognizable and strengthen the relations with the grassroots community. In making efforts to "reach" and influence the audience/participants, organizers must be aware that some people might be quite resistant to certain pro-diversity and anti-discrimination messages. It is up to the sports club to find the right message and approach to persuade those people and change their mind-set (or at least behaviour).



#### Act 2.1.3.6. Organizing meetings with people who could serve as role models or bring positive narratives

The impact of role models over behaviour and lifestyle is often underestimated, but empirical evidences give solid proofs that this could be one of the easiest ways for children and adolescents to adopt certain values, beliefs, models, and ideals. It is not unusual for youths to have a sportsman as their “hero” and getting in touch with him/her personally could have great influence over their development. Such meetings could help children understand what was driving forward their “hero”, what efforts were needed to become who he/she is, how he/she coped not only with sport specific problems, but also with other important issues in life. Having also in mind that respected in-group members can successfully deliver the RIGHTS message and model the desired behaviour, the sports club should consider the opportunities to organize regular meetings with different individuals who have credibility and influence over the targeted audience or community. Those invited ‘guest stars’ could be local (and if the resources allow - not only local) sports celebrities, social media influencers, community leaders, who are not only famous with their professional achievements, but also with their positive personal characteristics. They should serve as ambassadors for equality and non-discrimination so it’s very important to select the right people (e.g. celebrities can raise awareness of a campaign, but campaigns can also be damaged if their private actions contradict the campaign message).

### Priority 2.2. Awareness campaign and networking

#### Objective 2.2.1. Preparing the campaign

##### Act 2.2.1.1. Creating communication and dissemination strategies

The importance of the communication and dissemination strategies is very high. They are not simply tools for general distribution of ideas/materials, but an integral part of AP’s core activities that might significantly influence its success. Generally, the communication and dissemination plans identify the scope, the target groups, and the stakeholders and the stockholders addressed. The club should consider bringing together an advisory group of campaign experts able to prepare a detailed ‘map’ of the environment, develop the campaign philosophy and strategies, set detailed goals, conceptualize communication approaches tailored for different target groups, and pre-test all campaign texts, imageries, and communication channels. In more details, the strategies should take

into consideration: communications challenges and opportunities of the specific context; communications objectives; the composition of audiences and the contextual factors influencing their receptiveness; the most appropriate medium for the message; The core messaging framework and the content of the tailoring of the message; the most appropriate language for the message; the most appropriate speaker in context; any local actors who may publicly support and reinforce the message; communications tools and appropriate tactics; key performance indicators and the timeline; the budget allocated for the strategy (United Nations, 2020). When designing the concept, the sports club should consider the opportunity to use both formal and informal settings, as well as both indirect and direct methods to reach its audience. The indirect tools are used for general dissemination and they are common ones, such as: website and social networks; brochures; poster campaigns; media publicity and interviews; articles. The direct tools are used to communicate at first hand with the target groups and include: awareness events; workshops; focus groups; community-level dialogues; peer-to-peer exchanges and training seminars. {You can find helpful information about managing communication flows in *RIGHTS D3.1. RIGHTS NARRATIVE GUIDELINE*}

#### Act 2.2.1.2. Designing ways to promote integrity and respect in sport

A well-organized and successfully implemented campaign might have positive effects in multiple dimensions: raising awareness about the harm caused by hate speech; confronting and correcting disinformation about a group; making the audience less susceptible to hate speech; helping sport communicators to tell stories and develop positive counter narratives based on sport value, inclusion, and respect. It's about selecting the most effective tools and mechanisms that support a campaign able to make people understand clearly what hate speech is, how damaging it is, and accept personal responsibility to intervene, knowing how to do that in different situations, and feeling supported to do so by their organisational and social environment. The campaign might focus on “community-based anti-racism and pro-diversity activities that enable target audiences to discuss the issue with their peers, as well as interact with members of ethnic groups who experience racism” (Rankine, 2014), and include strong advocacy for the needed changes in perceptions and behaviours. While in most cases the key message of the activities is likely to be connected with hate speech itself, the sports club should consider the options to include wider set of related topics in its campaigns, e.g. fair play, ethical codes, common core values. In this way the sports club can maximize the opportunities for enhancing its social role and having more significant influence over

the grassroots communities. {You can find further hints/advises in *RIGHTS D3.1. RIGHTS NARRATIVE GUIDELINE*}

### Act 2.2.1.3. Preparing the needed materials for the campaign

Finally, all the needed materials for the campaign need to be designed, prepared and got ready to be used, e.g. boards, catalogues, brochures, flyers, posters, banners, stickers, publicity materials, social media posts, media interviews, video clips, cartoons, etc. Those materials should summarize the core values/principles, and often explain complex issues and ethical values through simple visual images or short texts/messages, helping people retain the information more easily. Here an important point is also the design of the logo and the branding which are the visual identities of the initiative. Another essential aspect is the creation of strong messages (different for the target groups) that are convincing and stimulating to attract more people to the initiatives. {You can find a set of creative materials and some learning resources in *RIGHTS D4.1. COMIC STRIP PACK, D4.2. ANIMATED CARTOON, D4.3. VIDEO STORIES*, and *D3.2. OPEN EDUCATIONAL RESOURCES*}

### Objective 2.2.2. Promoting the actions through different channels

#### Act 2.2.2.1. Using own resources (club's bulletin, internet page, etc.)

At first, it makes sense for the club to take full advantage of the existing communication channels, such as: club's website, special internet pages dedicated to the initiative (if available), club's bulletin, social networks, newsletters (e-mail lists), and other information materials at disposal (leaflets, specialized literature). Through these tools the club could moderate grassroots communities and disseminate effectively not only the general messages, but also information on things to follow. This is crucial for the external and especially for the internal (within the club) promotion of the club's new activities. To support those carrying out the AP's activities, the club needs to invest in active internal communications, so that everybody in the club is aware of the forthcoming initiatives. It is very important to have a way to communicate with and keep informed all potential participants, players, club officials, coaches, administrators, volunteers, parents, etc. if you want them to support effectively the implementation of the plan. These communications present also an opportunity to share the progress and ask for the participants' feedback.

#### Act 2.2.2.2. Cooperating with traditional and new (local) media

Considering the external communications, the club should seek support of traditional/mass (print media, radio and television) and new media (particularly online platforms) to increase the dissemination of the project scope, messages, events, etc. and the exposure of AP's outputs and results. Using media might be the easiest (and sometimes also the best) way to spread hate speech counter-narratives and to promote tolerance, pluralism, and non-discrimination. As it is important to recognise the community in which the club works, communicating with the local media plays a pivotal role for success. Local media need news so a summary of participants' experiences and success stories can provide the ideal materials to publicise and popularize the initiatives. Except making local press releases, the club could ask experts in the local community to write feature articles about the different AP-based activities. Other initiatives that could be very helpful are: inviting media representatives to the main events; organizing press conferences; giving occasional radio, TV, and online interviews. By doing so, the club could strengthen co-operation with its supporters and fan groups, make local communities aware of its endeavours and commitment, attract new stakeholders to its cause and partnership network (potentially including also journalists' associations and unions).

#### Act 2.2.2.3. Providing information materials at key places

Hanging posters, banners, displays, and other information materials at events and also in well-targeted settings depending on the specific objectives of the campaign (e.g. schools, sport facilities, fan clubs, local public institutions, NGOs or private companies dedicated to the issues, etc.) could be an effective way to inform many people of the different causes the club supports and the corresponding activities to be organized. These materials should be regularly updated and changed. Decisions of how to organize efficiently the whole activity must be based on deep understanding of needs, mind-sets, habits, perceptions, and behaviours of the target groups.

#### Act 2.2.2.4. Direct contact with staff, participants, and stakeholders

Direct contacts (rather formal or informal) with staff, participants, and potential stakeholders could play a critical role not only for attracting new people to the cause, but also for maintaining their commitment. In order to channel those contacts, besides its routines work meetings and briefings, the club might organize specific awareness-oriented and engagement-oriented events. Diverse

forms could be applied, such as: discussion/focus groups debating on actual problems and their solution; workshops for managers and coaches; ‘no hate’ games for players; trainings for parents with emphasis on some practical topics; meetings with community leaders; discrimination-focused seminars, conferences and forums; webinars / round tables on various topics (hate speech, social role of clubs, etc.).

### Objective 2.2.3. Connecting and working with various partners

#### Act 2.2.3.1. Inspiring and recruiting other organizations and professional groups

To address adequately the adverse trends of increasing discrimination, and to build progressive multi-organizational management models, it is important to harness the power of partners and stakeholders (with all their experience, knowledge, and skills). By forging new and strengthening existing linkages and partnerships, the club can enhance awareness and cooperation on the issue of hate speech. Transferring knowledge is based on very broad range of activities to support mutually beneficial collaborations between sports clubs, professional associations, civil society organisations, youth and community leaders, educational institutions, human rights institutions and equality bodies, social media platforms, media representatives and regulators, universities, private sector organizations, financial bodies, state actors and the public sector. In this connection, it might be useful for the sports club to organize events and set up forums aimed at fostering partnerships, more efficient coordination of efforts, and better understanding of how to put research findings into practice. The club might also organize training workshops for sharing good practices and building capacity to make local partners more capable of contributing to the initiatives and encourage and support them in developing innovative approaches. On the other hand, finding and attracting the needed specialists might be one of the key steps in accomplishing successfully the whole AP. Depending on the aims and the scope of initiatives, the club should identify the needs and then eventually recruit different specialist, such as: experts in public relations and communication; coaches and trainers with special abilities; professors and experts in sports psychology, discrimination, integration, etc.; fundraisers; among others.

#### Act 2.2.3.2. Connecting with the local authorities and grassroots communities

Gaining the support of and grassroots communities and local authorities, especially of their departments dealing with sports, youths, discrimination, might be a decisive factor for the success of

the club's AP. Cooperation among sport clubs, fan organizations, public authorities, NGOs dealing with racism and discrimination, and other civil society organisation is crucial for eradicating hate speech in sport. That is why the sports club should use a variety of sources of evidence to present a broad justification of the benefits of its activities and work to the community and the key decision-makers. The club could use the evidence to develop political justification, support, and eventually funding. From that point of view, the sports club should set its AP activities within the existing national and local strategies and policy documents, and explain how exactly the planned club's activities will fit into these concepts, and support or even complement the role of the local authorities.

#### Act 2.2.3.3. Creating a net of volunteers

Volunteers can be an important resource for many organizations. The sports club should consider carefully opportunities to attract volunteers and to work with voluntary sector organisations in a view to ensure further 'outside' support for creating respectful and peaceful environment. Volunteers can also be recruited in different roles at the club, such as: tutors; mentors; coaches; people coordinating and managing specific activities and events; master volunteers that teach other volunteers; committee members that assist paid staff in planning, implementing, and evaluating the AP; people that are simply devoted to the cause and are spreading the messages to wider audience (influencers). The extent to which volunteers are involved within the organization and the value derived from that involvement depend largely on taking into consideration the specifics of the AP's scope and concept, and finding the right approach to connect with, recruit, and further motivate volunteers.

### Priority 2.3. Documenting and monitoring

#### Objective 2.3.1. Keeping records of all activities

##### Act 2.3.1.1. Gathering all project-related documents

Documenting actions are not only useful, but sometimes are even a responsibility of the club (set for example by the funding body). Documentation should be carried out systematically in one form or another and needs to be adapted to the resources within the club. It is important to document all the activities done in a kind of a logbook, not only to communicate and demonstrate later external

parties what was done and achieved, but also to gather feedback for further development of the initiatives. That is why the sports club should keep project diaries with recorded experiences, strengthen data collection and systems to monitor changes of participation in all related activities, and document models of good practice in creating inclusive and respectful sport culture and ‘no hate speech’ environment. Information collected might be used further in decision-making and networking activities.

#### Act 2.3.1.2. Preparing specific reports for members, stakeholders, and stockholders

Presenting regular reports for its activities might also be a kind of obligation for the club, but even if not so, preparing such structured reviews of what is done is helpful. These reports for members, stakeholders, and stockholders could also be perceived as a way to communicate aims, objectives, expenses, results, and achievements. That makes it easier for the key partners and stakeholders to understand the idea standing behind the AP’s indicatives and find out ways to contribute. Considering the sponsors, these reports provide them also with the vital information of how and for what purposes are spent the financial resources.

### Objective 2.3.2. Conducting ongoing evaluations

#### Act 2.3.2.1. Monitoring feasibility, content, budget, and timetable

Monitoring the feasibility of each activity during the implementation of the AP in terms of content, budget, and timetable, is crucial as it provides an opportunity to identify as early as possible some problems, incoherencies, stumbling blocks, etc. It is extremely important to ensure systematic review of the AP, because the results should be used to define corrective actions and adjust the AP, redefine goals and measures, if necessary. Audits should be developed by the staff managing AP activities to verify that:

- The sequence and the logics of the planned activities and operating procedures, set in the development phase, are followed;
- Applied activities are in conformity with the quality management system and the quality plan;
- AP’s logbooks and diaries are regularly updated;
- Necessary interim progress reports are issued;

- Activities are timely executed and the project runs according to the planned timetable;
- Partnership agreements are followed and the needed reports are produced;
- Outputs are developed using agreed common template and consistency with the general visual identity;
- Intermediate outcomes are achieved as foreseen and stay consistent with the project scope;
- Public outputs and deliverables are communicated with the relevant target groups;
- There is a plan of how to respond to any potential risk or contingency already indicated
- The budget is monitored on regular basis in order to foresee the need of possible reallocation of resources or need for additional funding.

Sometimes it might make sense to designate or appoint an independent monitoring mechanism to oversee implementation of the AP, contribute to the evaluation of ongoing activities, and ensure the representation of civil society and community stakeholders.

#### Act 2.3.2.2. Making formative and process evaluations

Formative evaluations ensure that a programme or activity is feasible, appropriate, and acceptable before it is fully implemented. It is usually conducted when a new initiative is being developed or when an existing one is being adapted or modified. Process/implementation evaluation determines whether programme's activities have been implemented as intended. It is connected with analysing the records of what actions have been delivered to achieve the aims of the programme. The general aims of process evaluation are:

- to provide evidence whether the programme's goals and objectives have been achieved (using quality indicators to monitor and control the deliverables);
- to find out what was successfully accomplished and what could be improved;
- to get evidence in order to prove possible impacts and impact factors;
- to assess the usability and transferability of the deliverables;
- to make financial checks and assess if the principle of 'best value for money' is met.



## Stage 3: Assessing and follow-up

### Priority 3.1. Feedback and evaluation

#### Objective 3.1.1. Analysing views and opinions of the different sides involved

##### Act 3.1.1.1. Getting feedback from staff and participants

Periodical inquiries about the participants' satisfaction with the club and its activities and about club members' views on their experiences in the ad hoc trainings is essential for getting feedback from those most closely involved and potentially most influenced by the initiatives implied in the AP. A valuable method of collecting a wide range of information from a large number of individuals is using questionnaires (rather structured or unstructured). When properly constructed and responsibly administered, they become a vital instrument for making statements and conclusions about specific groups or people (sometimes even about the entire statistical population observed). The next crucial question is how you can get use of the collected information and conclusions made. This should be a starting point for re-thinking and re-designing (if necessary) similar activities to be implemented in the future.

##### Act 3.1.1.2. Getting feedback from stakeholders and stockholders

Seeking feedback and understanding the critical reasoning of those who support your mission to counter hate speech and discrimination, or who have a specific interest in the organized activities, can be vital as in this way the club will have an opportunity to get external views and assessments of its work. Moreover, collecting stakeholder's and stockholder's concerns and feedback is a valuable source of information that can be used to improve the design and the outcomes of eventual follow-up project, and help the club identify and control better external risks. The feedback can also form a solid base for future collaboration and partnerships, and even engage deeper the stakeholders into the ongoing processes, in general, and the club's activities, in particular.

### Objective 3.1.2. Complex assessment of the AP

#### Act 3.1.2.1. Making outcome and short-term evaluations

After an initiative set in the AP has been executed, it is important to review the actions done and compare whether they were realised as planned and met the aims formulated at the beginning. There may be also a requirement by external funding bodies to produce some evaluation reports. Outcome/effectiveness evaluation examines and measures the direct impacts of the activities upon the participants. In general, short-term outcomes are measured at the end of the initiative or soon after it has finished. Short-term outcomes refer to changes in knowledge, attitudes, or behaviours and can include reports of behaviours that participants intend to change, as well as of their actions based on what they have learned. The evaluation should focus on estimating any positive transformation. Various indicators to measure increased awareness of hate speech impacts, new relevant training courses, developed social abilities, improved mental health, engagement of club members, etc. could be used. Another object of an outcome and short-term evaluation might be the setting itself, i.e. the club. It is then a question about the changes the initiatives generated in the club managing structures, ethos, codes of conduct, and operating procedures. Here indicators related to introduced innovative practices, produced resources, improved partnership networks, etc. could be applied. Outcome and short-term evaluations create information of potential value to those who fund, deliver, and participate in the activities. These evaluations might also be very helpful for eventual project follow-up as they assess the quality of the results achieved in order to identify what can be considered a good practice to be capitalized and what needs further development.

#### Act 3.1.2.2. Making mid- and long-term evaluations

While short-term outcomes can be directly tied to the intervention, mid- and long-term outcomes can be less directly attributed to the initiative. Generally they are measured at least several months (for mid-term) or several years (for long-term) after the completion of the activities and include changes in conditions, behavioural stereotypes, organizational structure, etc. There are greater demands on resources when evaluating mid- and long-term outcomes. These resources include primarily funds, time, and qualified people. Ensuring these resources is essential, particularly if more specialised methods are needed to analyse data. Given that only high-quality evaluations can

provide real understanding of the strengths and weaknesses of the AP initiatives, the sports club should consider the options to collaborate with commercial organizations or academic groups to support (or fully execute) the evaluations process. Generally, commercial organisations are able to offer more speedy services and to capture larger panels of survey data, while academic groups offer more rigorous (but also time-consuming) evaluation design, methods, and in-depth analyses.

## Priority 3.2. Dissemination of the results and further development

### Objective 3.2.1. Sharing results outside and beyond the club

#### Act 3.2.1.1. Producing relevant counter-narratives and resources

After accomplishing the implementation phase of the AP (sometimes it could be also during this phase), the sports club might concentrate on producing qualitative materials that summarize experience, lessons learned, information gained, etc. They could be based both on direct sources from the project's deliverables and on indirect sources from HP promoting materials collected from other reliable sources. The produced materials could be in various forms, starting from leaflets, multimedia presentations, teaching packs, etc., and ending with more complex outputs like cartoons, sourcebooks, databases, guidelines, etc. The idea is to store in this way good practices, useful tools, successful models and stories, studies and researches about creating inclusive, supportive, and positive environment and the role and the potential of sports clubs in this context. It might also be a good idea to try creating kind of a playbook/guideline with different strategies of how to use effectively counter-narratives and bring the needed transformation of values and behavioural changes.

#### Act 3.2.1.2. Facilitating the exchange of information and effective peer-learning

Sharing club's experiences and lessons learnt from its AP initiatives is essential to acquaint more people within and outside the club with some key issues, to spread success and/or warn for potential stumbling-blocks, and to encourage effective peer-learning. In this way the club could create new channels for exchange of good practices that reach directly the target groups and final beneficiaries and become the basis for effective future work and cooperation. Considering that errors in design or implementation also offer valuable learning if programmes/strategies to be created react and respond adequately to the new information, sharing examples of mistakes might

also prove useful to others. In short, it is important to ensure that the right type of information is presented to the right audience (club's staff and players, partners, other sport organizations, government departments, district councils, national sports associations, local sports bodies, business organizations, research centres, schools, etc.), so the club can foster knowledge transfer and an effective peer-learning process.

#### Act 3.2.1.3. Providing information to the scientific community

By sharing their 'lived experience' and providing the scientific community with collected empirical data and detailed information of achievements and evaluations of the AP initiatives, the sports club could support innovative researches concerning hate-speech impacts, inclusion mechanisms, behavioural stereotypes, etc., and further assist the whole process of understanding and promoting the role of sports. That is even more important regarding that in order to impose the idea that sport might be key intermediary for bringing cohesive and resilient communities, and to make use of it, more and better evidence is needed. There is also a scarcity of high quality evidence of how different instruments can be successfully utilized in sport-based environment. Sharing profound information and stories with researches could also help them provide new evidences for innovative ways to reduce aggression, hatred, discrimination, and radicalization in society through sport.

### Objective 3.2.2. Building long-term strategy

#### Act 3.2.2.1. Creating and/or collaborating in diverse networks

As a sort of grassroots educational units, sports clubs should cooperate with other sport settings and local stakeholders on a regular basis if they want to become more effective and produce real impact on communities. Also, through networking and enhanced involvement from stakeholder, sports clubs can improve their capacity to work outside a tournaments-based framework and to implement effective initiatives. Moreover, a single club alone cannot ensure as significant impacts as it could do being involved in partnerships. Collaborating with others is necessary to ensure practices and effective knowledge transfer/exchange, but mostly to reach a higher level impact and support the needed social changes. In the ideal situation the club would be able to create or engage in a network able to operate both horizontally (among clubs and local stakeholders) and vertically (with national and European stakeholders). In this way the club and its partners would integrate their competences, skills, and know-how, commit themselves to continue both their collaboration and the

related activities after the end of the AP/project, and enhance their capacity to involve and mobilize other clubs at local, national, and international level to guarantee the long-term impacts.

#### Act 3.2.2.2. Finding an adequate strategy for sustainable use of AP's achievements

The successful completion of the AP activities should not be the end point of club's efforts, but vice versa - it has to turn into a base for initiating sustainable strategy to keep the momentum going, exploit the achievements, and bring some added value into the future work. Not so many sports clubs (especially at grassroots level) are experienced in applying tools to counter hate speech, so they must be encouraged to experiment, think creatively "outside of the box", and foster innovations. In building its long-term strategy the sports club should adopt a holistic methodology and a follow-up horizon by trying to create and explore synergies, as well as support other sports organizations, associations, and research centre to promote together UN and EU relevant policies/recommendations and to put into action what national authorities and sports federation aim to achieve in fighting hatred, racism, and discrimination. The design of such long-term strategy is a very complex task. Therefore, its elaboration should be assisted by diverse experts who can envision and assess the applicability of potential future activities from different perspectives.

#### Act 3.2.2.3. Mainstreaming RIGHTS principles, values and messages

The sports club should find ways to ensure not only that AP achievements become inseparable part of its very existence and a base for its sustainable development, but also that the club serves as a role model and inspires the others. The club and its partner networks should commit themselves to disseminate all project deliverables and outputs (including the AP Guide) in every possible way to ensure that the RIGHTS concepts, principles, perceptions, values, and messages are heard. By communicating and mainstreaming its moral view and norms, the club might also foster lifelong learning at personal level, perceived as ongoing, voluntary, and self-motivated pursuit of knowledge that contributes to social inclusion, enhanced intercultural understanding, active citizenship, personal development, and self-sustainability. Further, in this way the club's activities might answer the needs of certain groups, enhance social solidarity, and arouse public awareness of the transformed role of sport in modern society and its capacity to change life and well-being of people and societies.

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