



SENTRY Toolkit

*Surfacing, preventing and mediating
discrimination through sport*



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More about the project: www.sentrysport.org



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GLOSSARY

Antigypsyism: a specific form of racism, an ideology founded on racial superiority, a form of dehumanisation and institutional racism nurtured by historical discrimination. This is expressed, among other ways, by violence, hate speech, exploitation and stigmatization towards Roma, Sinti, Travellers and others who are viewed as 'gypsies' in the public imagination;

Antisemitism: a certain perception of Jews, which may be expressed as hatred of Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities;

Convention Refugee: a person who is outside his or her former country of origin owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion. The individual is unable or unwilling to return to the country for fear of persecution, and is not otherwise excluded from the refugee definition;

Denigration: this means the attack on the capacity, character or reputation of one or more people in connection with their membership of a particular societal group;

Domestic Violence: domestic violence can be defined as a pattern of behavior in any relationship that is used to gain or maintain power and control over an intimate partner. Abuse is physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviors that frighten, intimidate, terrorise, manipulate, hurt, humiliate, blame, injure, or wound someone;

Differential treatment: is wide-reaching and includes any distinction, exclusion, restriction or preference, be it past, present or potential;

Direct racial discrimination: means any differential treatment based on grounds such as race, colour, language, religion, nationality or national or ethnic origin, which has no objective and reasonable justification. Differential treatment has no objective and reasonable justification if it does not pursue a legitimate aim or if there is not a reasonable relationship of proportionality between the means employed and what the aim of the treatment is;

Discrimination: means any differential treatment based on grounds such as "race", colour, language, religion, nationality or national or ethnic origin, as well as descent, belief, sex, gender, gender identity, sexual orientation or other personal characteristics or status, which have no objective and reasonable justification;

Discriminatory violence: an act of discriminatory violence is a violent incident which the victim, a witness or any other person perceives as being motivated by prejudice, intolerance, bias or hate, and which may or may not constitute a criminal offence under the relevant penal code;

Empowerment: increasing the spiritual, political, social, or economic strength of individuals and communities. It is used to give marginalised individuals and groups the ability claim their rights and participate fully in society through, for instance, legislation, affirmative action and training;

Harassment: consists of conduct related to one of the enumerated grounds which has the purpose or the effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating or offensive environment;

Hate crime: should be understood as any criminal offence motivated by hate or prejudice on grounds such as "race", colour, language, religion, citizenship, national or ethnic origin, sexual orientation, gender identity or sex characteristics whether real or presumed;

Hate speech: is the advocacy, promotion or incitement, in any form, of the denigration, hatred or vilification of a person or group of people, as well as any harassment, insults, negative stereotyping, stigmatization or threats towards an individual or group. It is the justification of all the preceding types of expression, 'on the grounds of race, ethnicity and national origin, age, disability, language, religion or belief, sex, gender, gender identity, sexual orientation and other personal characteristics or status; it may take the form of the public denial, trivialisation, justification or condonation of crimes of genocide, crimes against humanity or war crimes which have been found by courts to have occurred, and of the glorification of people convicted for having committed such crimes;

Homophobia: means prejudice against, hatred towards or fear of homosexuality or of people who identify as/are perceived as being bisexual, gay, lesbian or transgender;

Inclusion: is an approach that values diversity and aims to afford equal rights and opportunities to everyone by creating conditions which enable the full and active participation of every member of society;

Indirect racial discrimination: means cases where an apparently neutral factor such as a provision, criterion or practice cannot be as easily complied with or disadvantages people belonging to a group designated by grounds such as race, colour, language, religion, nationality or national or ethnic origin, unless this factor has an objective and reasonable justification. The latter would be the case if it pursues a legitimate aim and if there is a reasonable relationship of proportionality between the means employed and what the aim of the action is;

Intersectional discrimination: refers to a situation where several grounds interact with each other at the same time in such a way that they become inseparable and their combination creates a new ground;

Irregularly present migrants: should be understood as individuals – women, men and children – present in a member State that is not their country of origin, who do not, or no longer, fulfil the conditions under national law for entry or stay in that member State;

Islamophobia: means prejudice against, hatred towards, or fear of Islam or Muslims;

LGBT people or LGBT persons: is an umbrella term used to encompass lesbian, gay, bisexual, and transgender persons. It is a heterogeneous group that is often bundled together under the LGBT heading in social and political arenas. Sometimes LGBT is extended to include intersex and queer people (LGBTIQ);

Mandate Refugee: a person who is determined to be a refugee by UNHCR acting under the authority of its Statute and relevant resolutions of the UN General Assembly and Economic and Social Council (ECOSOC). Mandate refugee status is especially significant in States that are not parties to the Convention or its 1967 Protocol;

Negative stereotyping: means the application to a member/members of a group of a generalised belief about the characteristics of those belonging to that group that involves viewing all of them in a negative light regardless of the particular characteristics of the member or members specifically concerned;

Non-Governmental Organization (NGO): an organization that is functionally independent of, and does not represent, a government or State. Use of the term derives from Article 71 of the UN Charter permitting ECOSOC to grant consultative status to international, regional, sub regional and national NGOs, provided they have recognized standing within their particular field of competence, an established headquarters, a democratically adopted constitution, authority to speak for their members, a representative structure, appropriate mechanisms of accountability to their members, who must exercise effective control over policies and actions, and resources derived primarily from independent contributions;

Positive action: includes temporary and proportionate measures or strategies to counter the effects of past discrimination, to eliminate existing discrimination and to promote equality of opportunity;

Queer: is a term with various meanings and a long history, but currently often denotes persons who do not wish to be identified with reference to traditional notions of gender and sexual orientation and eschew heterosexual, heteronormative and gender-binary categorisations;

Racism: means the belief that grounds such as such as race, language, religion, nationality or national or ethnic origin justifies contempt for a person or a group of persons, or the notion of superiority of a person or a group of persons;

Roma: refers not only to Roma but also Sinti, Kali, Ashkali, “Egyptians”, Manouche and kindred population groups in Europe, together with Travellers;

Sexual orientation: refers to each individual’s capacity for profound emotional, affectional and sexual attraction to individuals of a different gender or the same gender or more than one gender;

Transgender persons: include people who have a gender identity which is different from the one assigned to them at birth and those people who’s gender identity is different from the gender they were assigned at birth;

Transphobia: refers to prejudice against, hatred towards, or fear of transsexuality and transsexual or transgender people, based on the expression of their internal gender identity;

Xenophobia: means prejudice against, hatred towards, or fear of people from other countries or cultures.

CHAPTER 1.

INTRODUCTION

1.1. WHAT IS SENTRY SPORT?

SENTRY Sport is a methodology for the surfacing, prevention and mitigation of the discriminatory phenomenon in the places of sport and beyond, based on the role grassroots sport can play in tackling discrimination and supporting victims.

Sports places are frequented by many potential victims of discrimination and many discriminatory acts take place within the sports world. Victims of discriminatory acts often do not report discriminations suffered or witnessed. As the discriminatory phenomenon is “under-reported”, many victims do not receive support, and no mediation actions are undertaken. Sport operators and other professionals in the sports sector can play an important role as SENTRIES of discrimination in uncovering the phenomenon, giving support to victims and shaping conflict mediation actions.

SENTRIES need training to acquire specific skills. SENTRY Sport and toolkit, focuses on providing the means to empower and guide coaches, youth monitors, educators and social workers on how to act when facing a discriminatory act, especially in a sport-related context.

1.2. WHO IS SENTRY TOOLKIT FOR?

SENTRY Toolkit has been created to provide a tool for coaches, instructors, monitors, educators, youth or social workers, on how to identify and act when facing a case of discrimination in a sport related context. Ultimately, SENTRY Sport aims to reduce and prevent discriminatory acts and aggressions.

This toolkit is also intended for anyone interested or involved in social work concerning discrimination. You don't need vast experience in fighting discrimination to use this toolkit. The most important factor is your interest in a fairer, more equal and inclusive society, where everyone feels comfortable and enjoys equal opportunities.



Sentry toolkit aims to inspire individuals and communities who want to promote sport as a means to gather people, feel good and benefit from everyone's diversity. This journey begins with your interest in sport and equal rights.

There are many reasons to decide to train a team in a diverse environment. "To teach values", "to learn things while playing", or just "the pleasure of playing and sharing", among many others. You may be a coach. Or maybe you're not. You may have taken part in community initiatives. Or maybe you haven't. You may feel empowered to train young people, or maybe you're full of questions before you begin. In any case, if you have decided to promote an equal rights and fair society through sport, this toolkit is definitely for you!

1.3. HOW TO USE SENTRY TOOLKIT

SENTRY Toolkit explains the importance of denouncing discrimination, and how to identify them. This is quite important, since many individuals just don't realize what a discriminatory act is and is not.

The information is organised in a pathway in such a way to empower all users (individuals and organisations) to become aware about the complex phenomenon of discrimination, and get to know "what to do" when facing it.

SENTRY Toolkit offers a pathway of how to act, when assessing or identifying a discriminatory act or aggression. It provides a clear distinction between different types of discrimination. It also shows hypothetical cases that unfortunately still happen in reality, related to how discrimination occurs in the sport context.

The toolkit users will get a clear idea on how to help and understand victims of discrimination. But also, how to act at an institutional level, the organisations using the toolkit will get a clear idea about the importance of partnerships to work more effectively. Definitely, this toolkit provides advice on how to create and strengthen relevant partnerships among different actors from civil society to prevent and fight against discrimination.

As mentioned above, reporting discrimination is a crucial step to stopping and preventing this act. Considering not everyone is experienced in denouncing and reporting, the toolkit provides a complete pathway on how to report and monitor cases of discrimination, including samples of forms, and other useful materials.

To inspire coaches, monitors, social workers and organizations, the toolkit also provides a list of best practices in the field of sport to fight discrimination. These best practices are organised by topics, including the most relevant information about them. You can find them also here: www.sentrysport.org/goodexamples

The toolkit finally provides references and a glossary for those interested to learn more, or clarify concepts

CHAPTER 2.

MANIFESTO

2.1. WHY SENTRY SPORT?

Sport brings together millions of people, regardless of their sex, ethnicity, gender, age, nationality or religion, and thus has the potential to play an important role in creating an inclusive society¹.

Sport is considered as a tool for inclusion, particularly through the organisation of sport events and training. Some may consider these activities enough to be inclusive, but, in reality, grassroots sport associations usually need to increase their skills, competences and capabilities to improve the inclusivity of sport.

The approach proposed by SENTRY Sport highlights the role that sport ecosystems (venues, clubs, federations, municipal services, etc.) and, specifically, sports educators can play in our societies to monitor and mitigate discriminatory acts.

This idea stems from the experiences of many sports clubs. Sports educators often report that they play a role that goes beyond mere coaches, making them figures of trust that players can rely on. Victims of discrimination or abuse tend to be more open talking about these issues with their sport trainers, compared to social workers, family members or teachers. As such, sport can contribute towards wellbeing and happiness. The playing field is equal for everyone, concerning athletic performance. It also represents a place where values such as fair play and inclusivity are promoted. Both sides are important to create a truly winning athlete.

In this sense, we want sport centres and sport educators to become SENTRIES in their communities by monitoring discriminatory acts not only in the sport world, but also in their neighbourhood, and act as mediators and conflict-resolvers.

The role of SENTRY is to listen to concerns, help victims, and create area-specific awareness-raising campaigns.

2.2. SENTRY SPORT GOALS

Grassroot sport can contribute significantly in tackling acts of discrimination in our society. Sports venues and sports operators are pertinent stakeholders in promoting more inclusive societies, offering victims or potential victims of discrimination, support and advice. Through their actions, they can contribute to establishing a dialogue between communities and designated institutions, and ultimately, prevent discrimination.

The main goal of SENTRY Sport is to develop a methodology which puts sports educators at the centre, and provides them with the necessary knowledge and tools for monitoring, preventing and responding to discriminatory acts in their neighbourhood.

In particular, SENTRY Sport aims to provide training programmes to help educators by:

- Providing better support for victims of psychological, physical and or verbal abuse;
- Providing better understanding and recognition of the various forms of discrimination, racism and intolerance;
- Creating and establishing a broad social network of different stakeholders involved in sentry goals;
- Awareness-raising and dissemination campaigns throughout sport actions to improve public awareness of the multidimensional and cross-cutting nature of issues of discrimination.

¹FRA Report (2010), Racism, ethnic discrimination and exclusion of migrants and minorities in sport: https://fra.europa.eu/sites/default/files/fra_uploads/1207-Report-racism-sport_EN.pdf

2.3. HOW CAN YOU GET INVOLVED IN SENTRY SPORT?

While grassroots sport organisations play a big role in the field of social inclusion and cohesion, they cannot solve all the problems and difficulties that victims of discriminatory acts face today. This is why we believe there is a need for a **SENTRY Sport Network**.

If you believe that sports centres can become key areas, where sports operators are able to collect the testimonies of victims and encourage them to liaise with the right bodies, who can then offer professional advice and assistance, then please join us.

This is therefore an invitation for you and your organisation to become a stakeholder in the SENTRY Sport network. If you are a sports operator, volunteer, professional in the sport sector, an NGO fighting discrimination, a cultural organisation, victim support centre, health care workers or a local authority, you are invited to become a SENTRY and listen to concerns, help victims, and create area-specific awareness-raising campaigns!

2.4. WHY ACT NOW?

- Incidents of racism and discrimination remain underreported, making it difficult for local and national authorities, as well as for European bodies, to understand and address the issue.
- Understanding the local context of each territory involved in SENTRY Sport is also essential in order to prevent acts of discrimination. Currently, only extremely violent cases are reported by the media and cause a public uproar, while other incidents tend to be downplayed and do not receive the necessary attention.
- SENTRY Sport aims to improve the under-reporting of racism and discrimination, and help liaise with relevant law enforcement agencies and public and private bodies dedicated to data collection on discrimination, racism and intolerance.



Why the name SENTRY Sport?

SENTRY Sport is the name of the project, supported by E+, led by UISP from Italy. More here: www.sentrysport.org

The word 'Sentry' in this project is not used in a military sense, but rather refers to the etymology of the Italian Sentinella "hearing over" (sentinella comes from the verb "sentire", to hear).

The idea behind the project's name is to have somebody who is "vigilant", who can respect the implementation of fundamental rights, who has the capacity to collect information about acts of discrimination and report about it, but also has the necessary tools to assess the best way to act on it.

The project's partners were also inspired by the symbol of the "vedette" boat, which, in the past, was used in order to find a secure and safe harbour. Today, NGOs employ boats or aircraft in the Mediterranean to find those in need. SENTRY Sport wants to empower grassroots sports stakeholders to become a beacon of hope for vulnerable people, just as vedette boats have.

CHAPTER 3.

DISCRIMINATION AND FUNDAMENTAL RIGHTS IN EUROPE. FACTS AND CURRENT STATUS

3.1. CURRENT STATUS OF DISCRIMINATION

The Special Eurobarometer Report 493 “Discrimination in the European Union” (published by the European Commission in October 2019),² takes a snapshot of the European socio-cultural context on the issue of discrimination, confirming that prejudice and intolerance towards minorities and diversity remain widespread across the EU.

The results of the survey conducted using interviews with 27,438 people belonging to different social and demographic groups in the 28-member states, show a sort of ranking of groups whom European citizens feel are discriminated against:

- Roma ethnicity (61%);
- Individuals of other ethnicities and skin colours (59%);
- People with a non-heterosexual orientation (lesbian, gay, bisexual, 53% transgender 48%, intersex 39%);
- Human beings of various beliefs and religions (47%);
- People with disabilities (44%).

In general, the level of tolerance rises in northern European countries. For example, 63% of French and 50% of Italians, recognize discrimination against disabled people, while 75% of French and 71% of Italians discriminate against people of Roma origin.

In contrast, the level of tolerance in Nordic countries such as Finland, is 41%. The European average is 61%. At the same time, fewer than one in five Europeans (19%) consider the efforts made in their country to include the Roma to be effective.

The “Special Eurobarometer Report 493” also tells us that Europeans discriminate by 58% based on sexual orientation, 48% against being transgender and 39% against being intersex.

76% of European citizens agree gay, lesbian, or bisexual people should have the same rights as heterosexual people (5 points more than in 2015), but this figure should also be examined considering that in 9 countries this percentage decreased (Bulgaria 39%, Romania 38%, Slovakia 31%).

Moreover, for 46% of those surveyed believe that a third option should be considered for those who do not identify as either male or female. 42% take the opposing position, with the remaining 12% stating that they “do not know”, with significant variations between countries (Spain 63%, Italy 49%, Bulgaria 7%).

Finally, the majority of European citizens surveyed believe that lessons on “diversity” should be introduced in schools. Especially when it comes to disability (86% in favour), ethnicity (82%), or creed and religion (81%). The percentage decreases when it comes to school lessons about Roma history and culture (72%) and, above all, when dealing with sexuality variables. Only 65% are in favour of offering information about being transgender or intersex in the school context.

The European context shows an increase in cases of discrimination. For this, we must reaffirm the fundamental importance of freedom of expression and opinion, tolerance, and respect for the equal dignity of all human beings.

² <https://fra.europa.eu/en/publication/2021/fundamental-rights-report-2021>



3.2. WHY DOES SENTRY WORK AGAINST ALL FORMS OF DISCRIMINATION?

The Universal Declaration of Human Rights (United Nations General Assembly, Paris 1948) ³, Article 1 states:

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”.

Article 2 continues: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinions, national or social origin, property, birth or another status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty”.

The Declaration was a milestone document in the history of human rights and sets out, for the first time, fundamental human rights to be universally protected. The European Convention on Human Rights (Rome, 1950), ⁴ Article 14, defines the “Prohibition of discrimination”.

The rule says: *“The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or another opinion, national or social origin, association with a national minority, property, birth or another status”.*

³ <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

⁴ http://www.eods.eu/library/CoE_European%20Convention%20for%20the%20Protection%20of%20Human%20Rights%20and%20Fundamental%20Freedoms_1950_EN.pdf

The Treaty of Amsterdam (1997)⁵, which came into effect on 1st May 1999, contains Article 10 which states: *“Without prejudice to the other provisions of this Treaty and within the limits of the powers conferred by it upon the Community, the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament, may take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation”*.

These rules are to be considered undoubtedly milestones of civilization for humanity in the field of fundamental rights and Article 14 of the European Convention on Human Rights has been implemented in different countries of the European Union through the enactment of national laws.

Despite this, we are still far from the practical implementation of such prohibition. Scenes from everyday life, unfortunately, demonstrate frequent incidents of discrimination against people of different ethnicities, religions, sex, sexual orientation, or with physical or mental disabilities.

The manifestation of discriminatory behaviour comes from, and feeds on prejudices and stereotypes, but also feeds on “toxic” narratives amplified by media and social networks, outlining a complex and worrying situation.

3.3. HOW COVID-19 AFFECTED MARGINALISED PEOPLE

The European Union Agency for Fundamental Rights (FRA) ⁶ published its Annual Report 2021 in which it analyses the difficulties related to the protection of human rights in the European Union over the past year. Particular attention is given to the chapter on Covid-19 and its impact on the daily lives of people, especially the most vulnerable and marginalised.

During the pandemic, a rise in hate crimes, hate speech, and violations of fundamental rights were seen at the fringes of society, and inequality in accessing education, particularly for children from disadvantaged social classes, became more evident.

Pandemic has impacted numerous sports clubs, especially in grassroots sports, that have suffered serious economic losses.

The spread of Covid-19 initially appeared as a phenomenon that affected the citizens of the North and South of the world indiscriminately. However, over time, this has proved not to be the case. Today we find ourselves in a situation in which poor countries do not have sufficient economic resources to contain the spread of the virus, whereas many developed economies have reached the third mass vaccination.

Among the victims of this pandemic are those who were marginalised even before the arrival of Covid-19. These are people with disabilities, immigrants, women, and homeless people. Those with disabilities have been deprived of assistance during the lockdown, forced to stay at home, with few opportunities to go out on their own. Immigrants have limited access to health services due to administrative and socio-cultural barriers and are more exposed to the risk of contracting the virus due to their inability to follow safety and prevention measures (for example, in cases of overcrowding in apartments, dormitories, camps, informal settlements, or detention centres).

Women have been forced to stay at home, often in the presence of violent partners and are unable to move away from them due to instructions from governments to contain the virus.

Homeless people have suffered because government measures to contain the virus have diminished their access to voluntary services and casual jobs, the only livelihood resources for them. They also suffered because of their inability to purchase coronavirus protection tools (masks, antibacterial gels, disposable gloves).

The Covid-19 pandemic was, therefore, a phenomenon that affected everyone, but not in the same way.

⁵ <https://www.europarl.europa.eu/about-parliament/en/in-the-past/the-parliament-and-the-treaties/treaty-of-amsterdam>

⁶ <https://fra.europa.eu/en>

CHAPTER 4.

DIFFERENT FORMS OF DISCRIMINATION

SENTRY Sport is based on the historical heritage of Europe: a duty of remembrance, vigilance, and resistance in the face of racism, gender discrimination, sexism, homophobia, transphobia, xenophobia, anti-Semitism, islamophobia, antigypsyism, and intolerance in sports. The goal must be to launch a comprehensive European strategy to counter hate in all its forms in grassroots sport.

In sport, the safeguarding of those values, summarized with the term “sporting spirit” (ethics, fair play, honesty, education, solidarity, etc.) is often professed, however, although animated by the aforementioned noble intentions, this sector ends up “putting in place” many discriminatory behaviours:

4.1. DISCRIMINATION AGAINST INDIVIDUALS WITH DISABILITIES

When we talk about discrimination against people with disabilities, we are referring to the fact that people with disabilities have long been ostracized and relegated to the margins of society. The protection of their rights also ensures their possibility of practising a sport.

Sporting activity is a great tool for inclusion and integrating all those who are left on the margins of society, including people with disabilities. Therefore, it is important to guarantee them the opportunity to express their skills through sporting activities.

Discrimination against people with disabilities in sports can be countered by promoting initiatives that enable sporting practice for people with disabilities. Sport allows people with disabilities to improve their cognitive abilities and relationships, increase their physical abilities and gain a sense of gratification from the results achieved. It is useful for achieving greater autonomy if supported and directed towards the sport that best suits their abilities and personal inclinations.

4.2. DISCRIMINATION BASED ON GENDER IDENTITY OR SEXUAL ORIENTATION

A person’s sexual orientation concerns their identity and the ability to fully express themselves. Discrimination based on sexual orientation and gender identity rejects, denigrates, and stigmatizes any form of non-heterosexual behaviour, identity, relationship, or community. It is widespread and legitimised in many countries. This makes it difficult for LGBTQI+ people to play sports freely.

This is an exclusion that can be explicit because it is legislated (as still happens in some countries) or implicit, in which LGBTQI+ people move away from sports to avoid suffering discrimination. We can fight discrimination based on sexual orientation and gender identity through awareness campaigns on LGBTQI+ issues, including in the sports field.

4.3. DISCRIMINATION AGAINST INDIVIDUALS BECAUSE OF THEIR RELIGION

The migratory processes have increased the number of encounters between people of different faiths. It is discrimination, also present in sports, which excludes or disfavours people for their religious convictions.



People who support this type of discrimination believe that there is an incompatibility between different cultures and religious orientations. Sports practices, however, should encourage respect for the opponent regardless of their origin, religious belief, etc.... We can counter religious discrimination through awareness campaigns on religious freedom.

4.4. DISCRIMINATION OF CITIZENSHIP (AGAINST INDIVIDUALS BECAUSE OF THE BIRTHPLACE)

A type of discrimination that is specific to the right to citizenship. It is a discrimination that establishes a binomial between EU / non-EU citizens, between citizens and foreigners, and therefore between those who have citizenship rights and those who do not have these rights. In sports, this is a clear watershed that also determines who has access to sports facilities or activities.

Those with the right to citizenship have greater freedom of movement and therefore greater freedom to practice sport at any level. In the absence of this right, however, one is forced to comply with a series of bureaucratic directives that hinder or otherwise make it difficult to compete in some categories or the simple freedom of movement.

The right to citizenship is therefore fundamental to allow access to free sporting practice. This form of discrimination can be countered by strengthening the prevention and fight against racism and recognizing the importance of sport in facilitating the integration of migrants and people of foreign origin. In this perspective, sport becomes an instrument for promoting exchanges between people with different cultural and sporting backgrounds and encouraging the encounter between people from all walks of life.

4.5. DISCRIMINATION BASED ON GENDER

Gender-based discrimination is the unfavourable treatment of a person because of their gender. It is discrimination that often affects women by excluding them from political, social, economic, cultural, and sports life. In sport, we are aware of many situations in which women are treated unfavourably due to their gender: they are targeted because they are considered not to be up to par, not considered strong enough, or as good as men. Sport is still viewed by many to be an exclusively male practice.

This misconception has alienated women from practising sports, and, in some sports, women have been excluded. Practising sports makes you feel healthy and allows you to make new acquaintances. It is therefore necessary that it be made accessible to all 'without any discrimination. Gender discrimination must be tackled by facilitating women's access to all sports, without distinction of sports deemed to be exclusively female or sports deemed to be exclusively male.

The European Commission High-Level Group on Gender Equality in Sport recently published its recommendations to achieve a more equitable gender balance in sport. These recommendations apply at the EU level, but also national and local levels, and are addressed to the European Commission, EU Member States, and the national and international sport bodies and grassroots organisations. The report identifies eight transversal topics to be considered when developing and implementing actions: gender mainstreaming, intersectionality, funding, research and policy monitoring, education, communication, coordinators for gender equality, and men as allies.

European Commission, Directorate-General for Education, Youth, Sport and Culture, Towards more gender equality in sport : recommendations and action plan from the High Level Group on Gender Equality in sport (2022), 2022, <https://data.europa.eu/doi/10.2766/10036>

4.6. DISCRIMINATION BASED ON RACE, ETHNICITY AND NATIONAL ORIGIN

People can be discriminated against because they are a person of colour, or because they belong to a minority ethnic group such as Roma. In all these cases, we are talking about ethnic-racial discrimination.

In sport, ethnic-racial discrimination is revealed through cases of intolerance, marginalisation of people, or sometimes federal regulations that specifically disadvantage sporting practices for minorities. To counter this type of discrimination, we must promote a sporting culture that respects the opponent regardless of their ethnic origin or skin colour.

CHAPTER 5.

DISCRIMINATION IN THE SPORT CONTEXT

5.1. OVERVIEW OF DISCRIMINATION IN SPORT

The sports world is not exempt from discrimination. Sport should guarantee equality and respect for human dignity: the Olympic Charter ⁷, which represents the codification of the fundamental principles of Olympism, the rules and statutes adopted by the International Olympic Committee; Article 4 states that sport is a human right, the enjoyment of which must be guaranteed for all, without discrimination of any kind.

The principle of non-discrimination, thus, becomes a founding principle of sport. Any form of discrimination against a person or a nation based on racial, religious, political, sexual, or other grounds is incompatible with membership of the Olympic movement. However, in practice, this principle is not fully implemented in sport.

Still too often, the prohibition of discrimination, seen in international, European, and national legislation, as well as in the Olympic Charter, the statutes of the national Olympic committees and the sports federations, is not respected on the playing fields, in the sports centres, by players, sports managers, fans, or in federal rules. Racist and homophobic insults by athletes, discriminatory chants by fans, federal regulations that exclude and discriminate against foreign players, lack of equal opportunities between women and men, confirm that sexism, racism, and homophobia continue to occur in the world of sport, not only among fans or athletes but also at an institutional level.

5.2. ROLE OF SPORT IN SOCIAL INCLUSION

Sport is a set of practices aimed at leisure, personal improvement, and competitive spirit. It is an exclusionary phenomenon by nature (whoever wins is superior to whoever loses) that favours competitiveness and the tendency to think in terms of in-group vs out-group. There are numerous cases of intolerance, discrimination, and racism that have emerged in the world of sport by fans, athletes, or managers of sports federations. However, it is up to the associations, organisations, and institutions that are involved in the sports world to foster a culture of fair play.

This kind of culture teaches respect for the adversary, tolerance, and acceptance of differences as fundamental principles of the International Olympic Committee. Among these principles is the pedagogical function that sport covers, so much so that it represents a personality training agency. Those who practice sport tend to pursue objectives, to know how to deal with different situations. It is through this that a sporting culture is spread based on the values of friendship, solidarity, fair play, and the rejection of all forms of discrimination.

The White Paper on Sport (Bruxelles, 2007) of the European Commission ⁸ constitutes a milestone about the recognition of the social role sport plays and its contribution to social inclusion.

It states: "Sport makes an important contribution to economic and social cohesion and more integrated societies. All residents should have access to sports. The specific needs and situation of under-represented groups, therefore, need to be addressed, and the special role that sport can play for young people, people with disabilities, and people from less privileged backgrounds must be taken into account. Sport can also facilitate the integration into society of migrants and persons of foreign origin as well as support inter-cultural dialogue".

As emphasised by the European Union, sport is a source of social inclusion and is recognized as an excellent tool for the inclusion of minorities and groups at risk of social exclusion. As well as promoting physical and psychological wellness, sport is also an important educational and training tool and often anticipates social changes.

⁷ <https://olympics.com/ioc/olympic-charter>

⁸ <https://op.europa.eu/en/publication-detail/-/publication/4b75cc21-bca8-4fbc-85a8-9b68c07a65e4>



The great potential of sport in the process of inclusion and social transformation is well represented by the words of one of the greats of our time, Nelson Mandela, firm opponent of apartheid policies in South Africa and as a result, forced to 27 years in prison before becoming President of South Africa (1994-1999) and winning the Nobel Peace Prize in 1993:

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope, where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination”.

Sport brings people together by encouraging knowledge and establishing confidence in individuals to denounce and reflect upon discriminatory acts. It creates a sense of community that makes it easier for a person suffering from discrimination to open up, speak about what is wrong and seek help. For these reasons, a coach or a teammate, can become a point of reference for an athlete who has suffered from discrimination. That is why it is important that all sports actors (players, coaches, managers, sports centre providers, fans) know how to behave and act in such cases.

At the same time, it is equally important for sports actors to commit themselves to preventing any kind of discrimination within their environment and promoting access to sport for all, regardless of an individual’s economic, cultural, and social conditions, removing any obstacles that prevent the exercise of the right to practice sport.

To achieve this goal, each sports organisation should be committed to being inclusive and open to all members of the community regardless of age, gender, disability, cultural or religious background or sexual orientation, or other attributes that may lead to any person feeling excluded or isolated. Sports break down barriers and build bridges where boundaries usually exist. Sport can be understood across cultures, languages, and religions.

These things that are often very divisive today in the sporting environment can become enriching for every person. SENTRY Sport project aims to develop a common methodology for bringing to the surface, preventing, and mitigating the discriminatory phenomenon in the places of sport.

Sport can facilitate accessibility, empowering women and girls, and building communities for newcomers, long-time residents, and marginalised groups in our society.

5.3. EXAMPLES OF DISCRIMINATION IN THE SPORT CONTEXT

Below we have provided some examples of discrimination. Although fictional, these sorts of incidents occur in real life in a similar way, to greater or lesser extent, in the different playing fields of Europe and the whole world.

Religious discrimination

Mustafá, Mohammed and Amina are part of the football team in a multicultural neighbourhood in Dublin. All three are Muslim, and this year, the fast or “Ramadan” falls in the hot month of June, in the middle of the league season. They tell their coach that despite the heat, they will respect Ramadan. They used to play regularly, but the coach has decided not to let them play for a single minute during the four games that have taken place this year, coinciding with Ramadan. They ask him for an explanation, but the coach argues that he has to take the “fittest” players and that they, due to their religious customs, cannot be in the same condition as the rest. The three decide to report the case to the club president.

Racism and xenophobia

The young people of Peruvian and Colombian origin living in Vienna like to play soccer on university facilities. They are free and are easily accessible by public transport. In addition, many young people who live near the area will play. The first to arrive are usually the Peruvians and they all play “king of the pitch”. They like to set some rules: for example, when the ball hits the outer fence, it is not out, but the game continues to make it more dynamic. They have good technique and physical condition, and they win many of the matches. Some of the aggressive youngsters leave frustrated at not being able to beat them and tell them to “go back to your country with your rules” and have strong arguments mixed with offensive comments about their origin and ethnicity, calling them Indians or Sudacas. Antonio reports the case to the university rectorate to take action on the matter

Sexism

Ex.1. In Turin there is the public school “Garibaldi”. It stands out for having a very good women’s team that is does very well in the interschool league. When they play in the opposite field, they receive frequent comments such as “they don’t play like guys, they’re just guys!” or “I’m sure they’re all lesbians.”

Ex.2. Isabel has decided to inform the school of these offensive comments and the director is going to send a letter and request a meeting with the Parents’ Association of each reported school, to discuss the issue, and even sanction the schools that allow these comments, with the team losing points in the competition.

Ex.3. Marta is a girl who has just joined a mixed team at the university. She is a very good attacker. Marta plays against rival teams made up mostly of boys. She blatantly notices that some of her rival defenders, specifically three whom she has clearly identified, touch her when defending, which she finds very annoying. She decides to report him to her university, so that the three aggressors are reprimanded, and if they are repeat offenders, they will be expelled from the university league.

Anti-Semitism

The Jewish school located on the outskirts of Amsterdam has only one sports field and is very small. Attached to it, there is a municipal facility with two soccer fields, where the boys like to go to play after class. It has been found painted with swastikas, threatening and contemptuous towards the boys and their community. The director of the school, before the death-threatening graffiti, decided to report it, and go to the municipal security office. Thanks to the cameras installed on the outside wall of the school, they can find out the identity of the aggressors and take the necessary measures.

Homophobia

Teodoro signed up for the basketball team at a club on the outskirts of Lyon. He is shy and only has a good relationship with a couple of team members, who know Teodoro intimately, and not just as a basketball player. Teodoro is homosexual and only two of his team mates know it. One day he decides to talk to his coach and tell him the truth about his sexuality. He recommended that Teodoro discuss it openly with the team. Since that day, two of his teammates have completely stopped talking to Teodoro. In addition, Víctor, the coach, has received an anonymous letter, asking that Teodoro should not be admitted to the team, as other team members may feel uncomfortable. Victor has shown the letter to the club manager and a file has been opened to try to find out who it was, and eventually denounce or engage in a dialogue with the parents who signed said letter.

CHAPTER 6.

UNDERSTANDING THE TARGET

6.1. APPROACHING VICTIMS OF DISCRIMINATION

A victim is any person who has suffered harm, such as physical or mental injury, emotional suffering, or substantial impairment of his or her fundamental rights, through acts or omissions that are in violation of the criminal law. The definition of victim might include indirect victims like the immediate family or dependents or even colleagues of a direct victim.

Understanding why it is important to work with victims is the first step and the second step, is finding ways to approach the victims of discrimination. Compared to victims of non-bias motivated crimes, victims of hate crime are far more likely to suffer from depression and withdrawal, vulnerability, anxiety and nervousness, a sense of isolation, long lasting fear, psychosomatic symptoms, problems with their job or schoolwork and major issues with family members or friends.

A Victim/Survivor-Centered Approach is necessary, focusing on recognizing and prioritizing the rights, needs, and wishes of the person who has experienced discrimination/violence, creating a supportive environment, ensuring safety and dignity to enable a survivor's recovery.

Approaching the victims of discrimination could be achieved by organising seminars and workshops for non-discrimination, educational programs that raise awareness about the mechanisms of prejudice and intolerance, distributing information for example through information campaigns, providing legal and psychological support / counselling and establishing contacts with national and local authorities to make the concerns of victims of discrimination visible. Direct assistance could be provided through psychological support, training, social services and legal support, providing free advice on administrative and legal issues.

The information relevant to the victim should be available in different formats that are easy to access, via online portals, helplines, social media channels, brochures, leaflets and posters in public places. Furthermore, it should be available translated into minority languages, and should be accessible for people with disabilities or sensory limitations.

Victims should be treated with humanity. It is important to respect their dignity and human rights, taking appropriate measures to ensure their safety, physical and psychological well-being and privacy, as well as those of their families.

The Guiding Principles Key Principles for working with victims are:

- Confidentiality: Not respecting confidentiality can discourage victims from coming forward for help.
- Safety: it includes physical safety and security, as well as psychological and emotional safety, to protect any person from further violence.

We recommend you to learn more here:
Guiding Principles for working with Gender-based Violence Survivors
https://pdf.usaid.gov/pdf_docs/PA00TMNM.pdf

Further reading:
Mapping capacity of civil society dealing with anti-discrimination, 2005, Human European Consultancy:
https://www.migpolgroup.com/_old/public/docs/37overview_mapping_civil_societydealingwithanti-discrimination_09.05.pdf
Discrimination and Intolerance, COMPASS Manual for Human Rights Education with Young people, Council of Europe:
<https://www.coe.int/en/web/compass/discrimination-and-intolerance>

Further reading here:
Understanding the Needs of Hate Crime Victims, 2020, OSCE Office for Democratic Institutions and Human Rights (ODIHR):
<https://www.osce.org/files/fdocuments/0/5/463011.pdf>

- Respect: respecting the dignity, wishes and choices of victims. Failing to respect dignity might increase feelings of helplessness and shame and cause re-victimization, reducing the effectiveness of interventions.
- Non-discrimination: all people have an equal right to be treated without unfair discrimination.
- Honesty: victims should receive honest and complete information about possible implications and the referrals available.

Some of the practical tips for interacting with victims/survivors of discriminations are the following:

- Be aware of your body language. Your expression and your tone of voice send a clear message about how you perceive the situation.
- Explain who you are, your role and responsibilities, and that you are there to support the survivor.
- Ask what would make the survivor feel safe right now and whether they have any immediate needs they have for your help.
- Use a survivor - centred approach.
- Reassure the survivor. Ask if there is anything they would like to ask or tell you. This helps take the pressure off the survivor and empowers them to lead the conversation.
- Explain that all information will remain confidential.
- Show a non-judgmental and supportive attitude and validate what the survivor is saying.
- Use an empathetic voice to reassure the survivor.
- Listen carefully to the survivor's experience and assure them their feelings are justified.
- Emphasise that violence is not their fault, and that the perpetrator is responsible for their own behaviour.
- Use supportive statements, such as "I'm sorry this happened to you" or "You have really been through a lot."

Victims find it helpful if this primary point of contact is a trained professional with good knowledge of the criminal justice system, who can show compassion and empathy and provide moral support. Victims want to feel that they have been treated fairly, and they need to be properly informed of the aid they may be entitled to. If victims aren't provided with appropriate information, this could result in dissatisfaction with the criminal justice system and in some cases lead to victim disengagement.

Example:

Victims Strategy, HM Government, September 2018, available online from <https://www.gov.uk/government/publications/victims-strategy>



6.1.1. INTERVIEWING VICTIMS OF DISCRIMINATION

Through observation and interviews we can understand people, trying to build a picture based on what they say, do, think, and feel. When interviewing victims, start by having a conversation. Be human, building rapport and trust. Introduce yourself and your project in ways that are easy to understand.

After exchanging names, ask something like: *“We are working on a project about the experience of ... Would you be available to talk for a few minutes??”* Be affirmative to build trust. *“Tell me a little bit about (your experience today ... how you use ... , what you think about ...)”*.

When interviewing victims, the phrasing of the questions is important, as it can be perceived by a victim as blaming them for their actions or for something they might not be able to recall.

Starting with questions like *“Would you tell me what you can recall about your experience? What were you thinking at that point? How did you feel at that moment, when it happened?”*, invites the victim to describe what happened, their feelings and their thoughts, which is valuable evidence to document in the case report.

Using open-ended questions gives the opportunity for the interviewee to share more information. This method helps the victim’s brain to retrieve information from a traumatic event giving them more control compared to the time they were violated and had no control.

Further reading:

Policy paper - Victims Strategy - The cross-government Victims Strategy sets out our vision for victims of crime.

www.gov.uk/government/publications/victims-strategy

We recommend you to use the template here:

Final Design Successful Trauma Informed Victim Interviewing, International Association of Chiefs of Police

www.theiacp.org

6.1.2. EMPOWERING THE VICTIMS OF DISCRIMINATION

Victims should have the opportunity to participate in activities that are aimed at their empowerment through the delivery of efficient and quality services by service providers and through local victim empowerment forums, providing direct trauma support and assistance to victims of crime and violence, ensuring referral of victims to appropriate agencies and networking with all community groups and organisations that assist victims of crime and violence.

It is important to inform the victims of discrimination or hate crime of the practical support they could receive through stakeholders who can help them file complaints; accompany victims to hearings and mediation sessions; represent victims before administrative tribunals; support those who need to appear in court to defend themselves or sue others for civil rights violations; and intervene in court cases involving important equality and civil rights dimensions.

General and specialized resources on equal treatment and non-discrimination should be provided to victims of discrimination or hate crimes, services at a state level specializing in certain discrimination grounds, and regional and local resources followed by information on how to file a complaint.

Further reading:

National Policy Guidelines for Victim Empowerment

https://www.ohchr.org/sites/default/files/Documents/Issues/Women/SR/Shelters/National_policy_guidelines_for_victim_empowerment.pdf

Further reading:

How to deal with cases of discrimination and hate and intolerance crimes, Practical Guide, Instituto de la Mujer y para la Igualdad de Oportunidades

www.inmujeres.gob.es



6.2. EMPATHY

Empathy definition

The term empathy comes from the Greek “*empathia*” which is a composite of the words “*en*” and “*pathos*” and translates into “*being in some sort of suffering, feeling or emotion*”.⁹

*“Empathy is the ability to recognize, understand, and share the thoughts and feelings of another person. It involves experiencing another person’s point of view and through this process it enables prosocial and helping behaviours that derived genuinely, rather than being forced.”*¹⁰

Empathy is crucial for the establishment of relationships and development of compassionate behaviour. The presence of empathy is associated with prosocial behaviour and the absence of antisocial behaviour.

There are two basic types of empathy; cognitive empathy (adopting the perspective of another person) and emotional empathy (emotional responses to another person that either are like those the other person is experiencing, which is called parallel empathy, or are a reaction to the emotional experiences of the other person, which is called reactive empathy). Cognitive empathy may reduce prejudice as it leads people to realise that they are not as different as they thought they were. Sometimes it could lead them to perceive that both themselves and the members of the other group share a common humanity and a common destiny. The creation of a sense of a common identity has been found to reduce prejudice and discrimination. Cognitive empathy could teach people about the attributional patterns of members of other groups, and this could also reduce prejudice. By understanding the ways others view the world can potentially make them seem less alien and frightening.

It seems lately that empathy is on a decline and that the system lacks empathy for victims of discrimination. Empathizing with victims who have suffered from discrimination is essential as it may lead to people to reconsider their assumptions regarding the victim blame and they may come to believe that the victims do not deserve the mistreatment to which they are being subjected. In this case, since the victims do not deserve this unjust treatment, there is no need to maintain negative attitudes towards them. By sharing a sense of common identity with other cultural groups or by arousing feelings of injustice empathy can reduce prejudice.

Further reading:

Zimmer, Michael J., *Systemic Empathy*.
Columbia Human Rights Law Review, Vol. 34, p.
575, 2003

<https://ssrn.com/abstract=414460>

⁹ Vilardaga, R. (2009). A Relational Frame Theory account of empathy. *International Journal of Behavioural Consultation and Therapy*, 5(2), 178-184. <http://dx.doi.org/10.1037/h0100879>

¹⁰ <https://www.psychologytoday.com/us/basics/empathy?msclkid=bfe373d1c6dd11ec86ff765ef4881df1>

Especially with regards to victims of domestic abuse, empathy could be extremely important. There is wide evidence that indicates that the unsupportive responses survivors are met with further dissuades cases from being reported. *“Moreover, past research has shown that by fostering empathy toward domestic abuse survivors among students and educators can reduce the endorsement of harmful victim-blaming attitudes that these individuals may otherwise carry with them.”*¹¹

Empathy training has shown to be successful in educational settings at reducing acts of discrimination from educators towards students of colour. Researchers have encouraged educators to practise empathic discipline by focusing on what led to deviant behaviour rather than punitive discipline which focuses on punishment for deviant behaviour towards students. Findings demonstrated that, when educators practised empathetic discipline over punitive discipline, at-risk students’ suspension rates were cut in half, and at-risk students’ respect for educators increased. Empathetic practices could be used in a variety of different settings beyond the classroom.

Another study investigated strategies for reducing negative stigmas associated with being overweight. Initial findings showed that participants who reported high levels of fat phobia also reported higher social alienation and stronger reactions towards people who are obese. Then they were randomly assigned to one of five different conditions: empathy, perspective-taking, causal information, empathy/information blend, or a control condition. Researchers found that participants in the empathy and perspective-taking conditions demonstrated greater warmth and more favourable attributes toward obese people than those in the other conditions. These findings suggest that strategies and practices aiming at lowering prejudice attitudes may be more successful if they incorporate empathetic and perspective-taking exercises.¹²

However, techniques designed to activate empathy may run the risk of creating compassion without leading participants to recognize that they are also part of the social forces responsible for the suffering with which they are empathising. Another risk is that participants might fear that similar suffering could occur to them, which might lead to defensive avoidance, distancing them from the victims of discrimination, which could lead to increasingly negative attitudes.

*There are ways of implementing empathy that could maximise its impact. For example, inviting participants to identify themselves while reading or listening to the members of the other group, posing questions to the participants, such as what emotions are the members of the other group feeling, what are they thinking, how do they view the world, and how do you feel about their responses to the situation?*¹³

¹¹ Seeing Life in their Shoes: Fostering Empathy Toward Victims of Interpersonal Violence through Five Active Learning Activities, *Journal of Criminal Justice Education*, 28:3, 393-410, DOI: 10.1080/10511253.2016.1256417

¹² <https://pubmed.ncbi.nlm.nih.gov/17062811/>

¹³ Stephan, W. G., & Finlay, K. (1999). The role of empathy in improving intergroup relations. *Journal of Social Issues*, 55(4), 729-743. <https://doi.org/10.1111/0022-4537.00144>



6.2.1. DEVELOPMENT OF EMPATHY

Empathy can be provoked through simple instructions. Training can be used to increase empathy.

Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others being bullied. Humans begin to show signs of empathy in infancy and the trait develops steadily through childhood and adolescence. Still, most people are likely to feel greater empathy for people like themselves and may feel less empathy for those outside their family, community, ethnicity or race.¹⁴

In addition to the direct contact effects, training in empathy showed high potential for promoting intergroup attitudes via social-cognitive abilities. The beneficial influence of empathy has long been discussed in the developmental literature on intergroup attitudes and a recent meta-analysis has confirmed its importance for prejudice development, especially in elementary school age children

We recommend you to read:

Beelmann, A., & Heinemann, K. S. (2014). Preventing prejudice and improving intergroup attitudes: A meta-analysis of child and adolescent training programs. *Journal of Applied Developmental Psychology, 35*(1), 10-24.

<https://doi.org/10.1016/j.appdev.2013.11.002>

The steps for developing empathy are:

- Immersion: Experiencing/feeling what the other person experiences/feels. In the case of victims of discrimination, trying to feel what the person describes is very important.
- Observation: Observing the people's behaviour in the context of their lives.
- Engagement: Interacting with the people and interviewing them.

6.2.2. CAN WE INCREASE OUR EMPATHY?

Researchers believe people can choose to cultivate and prioritise empathy. People who spend more time with individuals different from themselves tend to adopt a more empathic outlook toward others. Other research finds that reading novels can help foster the ability to put ourselves in the minds of others. Meditation has also been shown to help cultivate brain states that increase empathy.

Empathy is a factor that plays a critical role in understanding the nuances of others' experiences. Empathy is a complex capability enabling individuals to understand and feel the emotional states of others, resulting in compassionate behaviour. Empathy requires cognitive, emotional, behavioural, and moral capabilities to understand and respond to the suffering of others. Compassion is a tender response to the perception of another's suffering. Compassion cannot exist without empathy. Compassion and empathy are part of the same perception and response sequence that moves human beings from observation to action.

Self-empathy and other empathy lead to replenishment and renewal of a vital human capacity. If we are to move in the direction of a more empathic society and a more compassionate world, working to enhance our native capacities to empathise is critical to strengthening individual, community, national, and international bonds. As the Dalai Lama stated, "Love and compassion are necessities not luxuries. Without them humanity cannot survive".¹⁵

¹⁴ <https://www.psychologytoday.com/us/basics/empathy?msclkid=bfe373d1c6dd11ec86ff765ef4881df1#developing-empathy>

¹⁵ Riess H. (2017). The Science of Empathy. *Journal of patient experience, 4*(2), 74-77. <https://doi.org/10.1177/2374373517699267>



What is a partnership?

A group of different stakeholders **with a common interest who agree to work together towards a common goal.**

CHAPTER 7. PARTNERSHIPS

7.1. THE IMPORTANCE OF PARTNERSHIP IN SENTRY SPORT: A NETWORK APPROACH

Building a strong partnership is one of the key principles of the SENTRY Sport project. The SENTRY manifesto highlights the role of sport stakeholders in monitoring and mitigating discriminatory acts, not only on a professional level but also on a grassroots level. Grassroot sports sectors indeed play a big role in the field of social inclusion and cohesion, however, they cannot solve all the problems and difficulties that victims of discrimination face today.

This is why the project aims to build a **SENTRY Sport Network**, composed of different stakeholders, such as social and cultural NGOs, local bodies, health care systems, victims help centres, anti-discrimination associations, housing centres, welfare centres etc, under a strong partnership. The aim of this network is that the places where sport is exercised (such as sports centres, halls, football grounds, sports facilities, clubs etc.) become the centres where sports educators, coaches and other key figures could act as so-called SENTRIES to collect testimonies, observe and monitor.

These SENTRIES can help and support victims of discrimination and refer them to other partners of the network where they can expect professional consultation that is focused on the specific problems and experiences.

If such a network is based only on a weak and loose partnership it could mean that other partners and stakeholders do not take it seriously enough when a SENTRY Sport sends an affected player or member of the sports club to them. A strong partnership is vital so that all organisations of the network are committed to the cause.

Who should take action?

Local authorities, grassroots sports clubs, sports federations and clubs, referees, supporters' groups, civil society organisations working on anti-racism and anti-discrimination, victim support centres, health care workers, youth representatives, volunteers and the media.

7.2. TYPES OF PARTNERSHIPS

All partnerships are based on the belief that working together is more effective than working alone. However, there are several types of partnerships.

Are the members on an equal level or does a hierarchy exist?

Is the partnership an institutional one or does it have a bottom-up, participatory -democratic approach?

Is the focus on a local or regional level or even wider on a national or international level?

Even if they are composed by similar stakeholders and follow the same objectives, partnerships can be structured and organised differently. In the Social Sciences there are varied, conflicting views on the concept of partnership. Its meaning differs vastly according to context and vested interest. Neglecting the fact that differences in power, capacities and capabilities exist could lead to a malfunction of the partnership.

For example, in the field of international development, partnerships tend to be hierarchical. *“Through the mechanism of providing funding, donors and international NGOs are in the driving seat of setting the agenda and deciding on priorities. Ownership and decision-making of those entities at the receiving end of the aid chain are extremely limited. In a situation of economic deprivation local NGOs, community groups and beneficiaries (...) have limited options to turn down project funding.”*¹⁶

In particular, in the field of development cooperation, the top-down approach still prevails.

A diversity in scope and expertise increases the ability of the partnership to reach out to different target audiences and communities. Involving sports associations (UISP from Italy), social cooperatives (Koinsep from Greece), international networks of cities and in the fields of sports and cultural network (Efus from France, ISCA from Denmark) and anti-discrimination organisations (Red Deporte y Cooperacion from Spain, fairplay initiative at VIDC from Austria), the SENTRY partnership covers a wide range of different organisations. As the lead organisation, UISP is responsible for the management but the partnership is meant to be an equal one. Responsibilities for the various activities are distributed, the main milestones are planned and developed in a joint process, while important decisions are made unanimously.

7.3. LOOSE OR FORMALISED PARTNERSHIP / NETWORK

The SENTRY project, whose result is this toolkit, is (was) co-funded by the Erasmus+ programme of the European Union. Such a “sport collaborative partnership” requires a formalised partnership, meaning that the partner organisations mandated the lead organisation to maintain the communication, administration and report to the European Commission. This implies mutual trust among the partners.

Local / regional SENTRY network or partnership

- At grassroots level having a common goal, a joint impetus, personal relationships or friendships are the driving and binding force behind the partnership. At a later stage, such loose partnerships could develop into networks in which individuals or organisations could become members.

Dedication and commitment

- The SENTRY partnership needs to take an inclusive approach, in which all actors are involved in all stages. Strong commitment from each of the partners is reflected in the fact that all partner organisations are equally present at all stages.
- In order to ensure that collaboration can continue in both the short and long term, local authorities, and in particular local authority sport departments, need to support sport associations and organisations, both financially and with regards to organisation, including appropriate, professional training.

¹⁶ Wachter K. (2014). Understanding the Issue of Partnership in Sport and Development through the Theoretical Perspective of Empowerment. Written Essay – Unit LEI402: Social Theories and Issues in Sport and Development. MA course in Sport and Development at Southampton Solent University

7.4. ADVANTAGES OF BUILDING A PARTNERSHIP

- Long working experience of one (or more) of the partners, could guarantee a reliable, stable partnership with openness to new collaborations.
- Partnerships could provide know-how transfer, empowerment, creativity, enhanced visibility, more expertise, division of responsibilities, strengthening open-mindedness, sharing of best-practise, knowledge and expertise, moral support, and increase capacities to the involved organisations in order to strengthen the partnership.
- Innovative aspects, arise primarily from the diverse expertise, target groups and working methods of the respective project partners.
- Stakeholders that lack knowledge, capacities or resources benefit from the collaboration within a partnership, from a “learning by doing” approach that is led by more experienced partners.

7.5. THE DISADVANTAGES OF BUILDING A PARTNERSHIP

If single partner organisations are misusing power and capacities (e.g. financial, organisational), this predominant role could lead to a strong hierarchy and dependency. In the worst-case scenario, this could lead to frustration and a loss of partners who do not feel appreciated.

- Lacking commitment or engagement to reach the common goal, a lack of accountability or disrespect among the partners are not helpful for the development of a strong partnership.
- A weak project coordination and management will lead to delays in reaching milestones, organizing activities and events.
- A chaotic internal coordination and communication bears a higher risk of conflict. In such an atmosphere, consent from among the partners needed for certain decisions is hard to achieve.
- If most of the partners work together, incorporating different approaches and methodologies might take time to establish an agreement, a joint strategy and binding commitments. In such a period, the partnership is unstable and weak, partners could slow down the working process or even break away.
- Unexperienced or smaller organisations lack knowledge, capacities or resources and can become insecure, not stable or strong enough to join a partnership.

7.6. HOW TO ENGAGE WITH THE LOCAL COMMUNITY?

The aim of **SENTRY Sport Network** is to bring together sports centres with associations, NGO’s and civil society organisations working on anti-racism and anti-discrimination, victim support centres, health care workers and youth representatives. In order to build a strong partnership, the community as a whole, needs to be involved and mobilised.

Community engagement and empowerment activities are essential to prevent and fight acts of discrimination, racism and intolerance in sport. Indeed, tackling discrimination in sport requires the mobilisation of a wide local partnership that includes the involvement of the local community. Local communities have a better knowledge and understanding than local authority sport departments, and have generally more credibility when addressing issues of discrimination.

Today, only extremely violent cases are reported on in the media, while other incidents tend to be downplayed and do not receive the necessary attention.

Maintaining a constant dialogue with the community will allow the right stakeholders to be mobilised, including youth representatives and civil society organisations, to guarantee mutual trust and coordination, facilitating both the reporting of incidents and the active participation of the local community.



For instance, sport stakeholders will be able to identify a **credible messenger** in the local community, who is a neighbourhood leader or an experienced youth advocate whose role is to help youth transform attitudes and behaviours around violence.

7.7. HOW TO FOSTER YOUTH PARTICIPATION?

Young people are key agents in building democratic cultures and societies and represent a creative force and a dynamic source of innovation. SENTRY SPORT believes it is necessary to mobilise young citizens to encourage social cohesion and a more inclusive society. Initiatives aimed at encouraging their participation in sport activities should be promoted and reinforced by local authorities, grassroots sports clubs, sports federations and clubs.

Example: Safety to Integrated Prevention (Loano, Italy)

The municipality of Loano (Italy) is working on the inclusion of disabled people, making sports facilities more accessible and hosting various championships, including some at international and Paralympic level.

The project aims to train sports clubs' instructors/coaches on the prevention of discrimination, racism and intolerance. In order to do so, the municipality is currently building a partnership with sports associations and other local stakeholders to promote the prevention of discrimination in sport.

Example: The Pact for Healthy, Friendly and Respectful Sport (Liège, Belgium)

In the city of Liège (Belgium), various amateur sports federations as well as the Fan Coaching programme have set up the Liège Pact for Healthy, Friendly and Respectful Sport, which brings together a series of different projects and actions managed by different stakeholders. The pact promotes fair play, responsible parenting, and sports' values against polarisation.

CHAPTER 8.

THE PATHWAY TO REPORT AND MONITOR A DISCRIMINATION CASE

8.1. DISCRIMINATION IN SPORT: STILL AN OPEN PROBLEM

SENTRY Sport is a methodology for surfacing, preventing and mitigating acts of the discrimination in sport at all levels, from the grassroots to the elite level.

After analysing many official documents and research carried out by various national centres for the prevention of discrimination, it is clear that a phenomenon of “under-reporting” exists.

Many victims are afraid to speak-up and disclose that they were verbally or physically abused, while many witnesses might turn a blind eye to the issue out of fear or disinterest. There is also a tendency to undermine acts of discrimination: “it’s a joke”, “now with #metoo you can’t court a woman anymore”, “I am not racist, but gypsies...”.

And often there is a general consensus. Some victims do not recognise (or admit) that they suffer forms of discrimination because of their ethnicity, their gender, their gender, their sexual orientation. Many of them, in particular the most vulnerable ones, will give up because they consider what they are subject to that as “normal”: “there is so much racism in this country”, “if I had to rebel against all the sexist jokes in the office, I would not work”.

Sport is not immune from similar situations, and sometimes coming forward to denounce forms of discrimination is even more complicated because of a series of behaviours that have sometimes become accepted habits by many like:

“you play like a sissy”, “have you ever seen a black man skiing?”, “there are sports for boys and sports for girls”, “if someone is crazy, they should lock him up in an asylum, not let him play volleyball”.

Only extremely violent cases are reported by the media, such as violent and racist clashes between fans, xenophobic chants, shocking comments against the LGBTQI+ community by federation leaders. However, what is never considered is everyday behaviours that take place in training sessions or in amateur leagues, like LGBTQI+ people who are banned from entering sports facilities because of prejudiced beliefs of organiser or facility owners. Sports facilities also may not have sufficient infrastructure to support the LGBTQI+ community, such as a lack of gender-fluid bathrooms. A further issue is racist and xenophobic insults in amateur league matches.

The practice of sport is a right for all and every attack (verbal or physical) or obstruction is a form of discrimination.



8.2. WHY IS IT SO IMPORTANT TO REPORT?

If we do not know how widespread the phenomenon is and which people are the most discriminated against, we cannot design and implement adequate social policies. Underreporting also leads to underestimation by sports authorities, not taking punitive measures for discriminatory behaviour seriously, but above all, not funding education and awareness-raising projects.

To prevent acts of discrimination in sport, a serious awareness-raising campaign is needed, involving athletes, coaches, managers, parents and supporters from the grassroots up to the top level of sport.

Starting point

Sport educators and other sport professionals can play an important role (as SENTRIES) in detecting acts of discrimination, supporting victims, referring them to relevant organisations or services and shaping conflict-mediation actions. Years of experience in the field have confirmed that people trust their coaches, more than others. This is particularly true for kids and vulnerable people, they see their coach as the person who can understand them, who lets them play and have fun, who has confidence in their capacities and can help them overcome each barrier. For these reasons, it is easier for people to talk to them about their personal problems, and eventually, issues relating to discrimination and physical or psychological abuse.

8.3. WHO IS A SENTRY?

A SENTRY is a person who knows his or her community of reference, sports centres and the world of sport in general; he/she is able to recognise direct and indirect discrimination and to create a series of relationships with different stakeholders.

Competences and skills required:

- empathy
- listening
- communication
- networking

It is best if a SENTRY is a sport educator or a social worker.

A SENTRY is responsible for:

- creating a local network of contacts,
- teaching local communities about the problem of discrimination in sport,
- filling in the monitoring form (denouncing discriminatory acts).
- evaluating the methodology proposed and give advice on how to improve and which policies would be needed

8.4. SENTRY METHODOLOGY 3 STEPS

STEP 1 - CREATION OF A NETWORK

A SENTRY, or a group of SENTRIES, cannot work alone. It is impossible to follow all the sport championships, sports clubs and athletes in his / her town. This is why it is so important to create a network of stakeholders that will help the SENTRY in having information and collecting the denunciations. *(For further information on how to create a partnership, please see chapter 7).*

Who are we looking for?

The first thing to do is mapping the territory where a SENTRY will work and understand which organisation could be useful for the realisation of the activities.

Here are 3 categories of stakeholders to take in consideration:



SPORT

- Sport clubs
- Sport organisations
- Sport federations



ORGANISATIONS WHO WORK WITH VICTIMS OF DISCRIMINATION

- Migrants' communities, associations who works with asylum seekers and refugees
- Anti-violence centres for women or LGBTQI+ people
- Associations who work with people with a disability



LOCAL/NATIONAL AUTHORITIES OR CULTURAL ORGANISATION

- Department of sport, social affairs, youth
- National or local office for preventing discrimination
- Universities, research centres, schools, media

How to involve them?

It is important that each stakeholder has a designated role and feel that they are important for the carrying out the project, offering them the possibility of playing an active part in the action.

They can

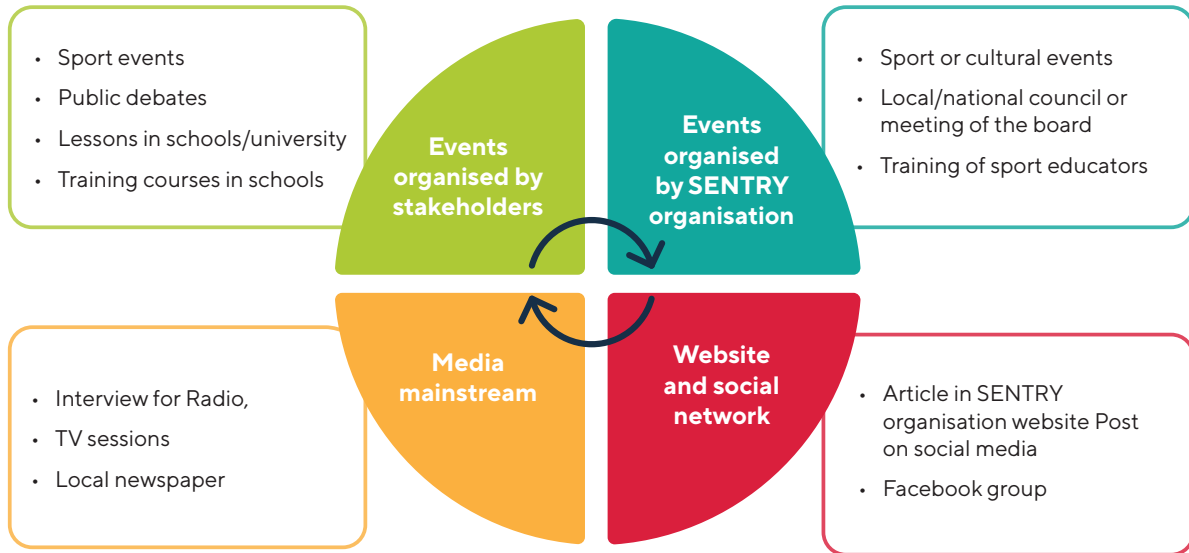
- **Share information about cases or victims of discriminations**
 - It is important that SENTRY has contacts with people who inform you whenever discrimination happens, to provide you contacts with victims or witnesses who can tell you the story.
- **Spread information about SENTRY Sport**
 - SENTRY and other stakeholders need to spread information about the importance of denouncing cases of discrimination in sport at sport events, universities courses, schools, churches, migrant communities, public debates, etc.
 - SENTRY role is to present the challenges and solutions, share information about SENTRY Sport tools, and offer to everyone the opportunity to contact him/her and the organisation in case of discriminatory acts
 - In this sense, it is important that SENTRY also shares information on types of discrimination, shares data and explains the best process for fighting against discrimination (more in chapters 3, 4, 5, 10, 11).
- **Help victims**
 - SENTRY needs to guide victims of discrimination to relevant centres or services that can help them (psychologist centre, lawyer, anti-violence centre, etc.).

STEP 2 – AWARENESS RAISING CAMPAIGN

It is important to develop a communication strategy, to promote the importance of “Speaking up against discrimination” and “Not turning a blind eye towards discriminatory acts”.

SENTRY can select the best programme, based on the those available by the stakeholders that can help in the SENTRY process, in particular in collecting cases of discrimination in sport.

Below are some examples of different opportunities:



STEP 3 - MONITORING

The key task of a SENTRY is collecting the cases of discrimination from victims or witnesses.

It is important to underline, that:

- A SENTRY is not a psychologist.
- A SENTRY's task is to collect the information about a discriminatory incident to understand how more about this phenomenon and which actions need to be taken in the future to prevent any other cases.
- It is not easy to confront discrimination act, to meet with victims and talk with them. That's why a SENTRY needs to develop empathetic skills and become a good listener (see more chapter 6).
- A SENTRY is not a policeman/policewoman.
- A SENTRY does not judge.

In this toolkit, in the annex, you can find a monitoring template for identifying an episode of discrimination from victims or witnesses.

You can also find the monitoring template here:
www.sentrysport.org/resources/

Here is a simple guideline on how SENTRY can complete the monitoring template with the victim/witness:

WHAT	HOW
Presentation	<ul style="list-style-type: none">• present in a clear and short way what the role of a SENTRY is• make the person feel at ease
Language	<ul style="list-style-type: none">• use non-discriminatory language• example: the deaf community don't like terms such as "hearing-impaired" they want to be called deaf
Anonymity	<ul style="list-style-type: none">• guaranteeing the person's anonymity
Collection	<ul style="list-style-type: none">• complete, together with the victims/witness, the monitoring template• asking as much as possible to be specific and clear
Language	<ul style="list-style-type: none">• if the SENTRY and the victim/witness don't speak the same language try to find a translator (it is important in a migrant community) or someone else to assist
Victims	<ul style="list-style-type: none">• if the incident is very serious or the victim is severely shaken, give them the address of a centre for victims of discrimination
End	<ul style="list-style-type: none">• SENTRY encourage victim/witness to spread the info about the monitoring and also to give to SENTRY information about other discrimination acts• word of mouth is more effective than a campaign of information

How to complete the monitoring form?

Please follow the below guidelines:

From a form	Additional guidelines
<p>1. General information</p> <p>Where the discrimination has happened Date _____ City _____ Sport centre, place of the discrimination _____</p>	<p>It is important to specify if it was in the sport centre, on the field, in the parking lot, in the stadium, etc.</p>
<p>2. Information about the person who inform the episode</p> <p><input type="checkbox"/> Victim <input type="checkbox"/> Witness <input type="checkbox"/> Sentry</p>	<p>If the news of the episode come from media, or if the person who reports the episode doesn't want to fulfil the questionnaire mark SENTRY</p>
<p>3. Information about the victim</p> <p>Gender <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Other Age: <input type="checkbox"/> minor 18 <input type="checkbox"/> 18-29 <input type="checkbox"/> 30-64 <input type="checkbox"/> more than 65</p>	<p>Try to collect as much information as possible. If SENTRY does not have enough information please write "age and gender is approximately"</p>
<p>4. Detailed description of the episode <i>(What happened, who carried out the discrimination, how, what damage/consequences on the person who suffered discrimination, presence of witnesses, evidence, reactions of the victim, intervention of the referee, club coach, families or others, any sanctions taken, any precedents etc.).</i> NB: Attach screenshots in case of online violence, insert links if the source of the information is a press article.</p> <p>Previous episodes <input type="checkbox"/> no <input type="checkbox"/> yes (specify) _____ _____ _____</p>	<p>Try to complete a form with as much information as possible and be clear with a description of the act.</p> <p><i>Example: A black girl who was training for football has been verbally abused by a group of kids around her shouting "you are a girl and n****, you cannot play with us". The trainer and her mates protected the girl and asked the kids to go away. A girl was shocked. The kids were not part of the sport centre, they were there to watch the match. The girl has been verbally abused many times even in her classes because she is black and plays football.</i></p>
<p>5. Information about who made the discriminatory act:</p> <p><input type="checkbox"/> individual <input type="checkbox"/> group <input type="checkbox"/> Player/athlete <input type="checkbox"/> single supporter <input type="checkbox"/> group of supporter <input type="checkbox"/> referee/judge <input type="checkbox"/> sport manager <input type="checkbox"/> trainer/coach <input type="checkbox"/> Private citizen <input type="checkbox"/> Other (specify) Gender <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Other Age: <input type="checkbox"/> minor 18 <input type="checkbox"/> 18-29 <input type="checkbox"/> 30-64 <input type="checkbox"/> more than 65</p>	<p>Try to collect as much information as possible. If SENTRY does not have enough information please write "age and gender is approximately"</p>
<p>6. Information about the discrimination:</p> <p>Type of discrimination <input type="checkbox"/> Verbal violence <input type="checkbox"/> Offense <input type="checkbox"/> menace/harassment <input type="checkbox"/> discriminatory propaganda <input type="checkbox"/> Physical violence <input type="checkbox"/> against a person <input type="checkbox"/> against property</p>	<p>Try to select a type of discrimination from a description of the act you heard about.</p>
<p><i>In case of discriminatory propaganda specify if</i></p> <p><input type="checkbox"/> statement <input type="checkbox"/> poster, banner <input type="checkbox"/> graffiti <input type="checkbox"/> publication <input type="checkbox"/> hate speech online <input type="checkbox"/> website, social network <input type="checkbox"/> single post in social network</p>	<p>This is information about discriminatory propaganda, in case you notice it.</p> <p>Leave it empty if you didn't see it.</p>
<p><i>Reason for discrimination: (several reasons for discrimination may be indicated)</i></p> <p><input type="checkbox"/> National or ethnic origin <input type="checkbox"/> racism <input type="checkbox"/> gender <input type="checkbox"/> disability <input type="checkbox"/> religious belonging <input type="checkbox"/> sexual orientation <input type="checkbox"/> social economic background <input type="checkbox"/> other (specify) _____</p>	<p>This refers only to the case of discrimination</p> <p><i>Example: In the case of the black verbally abused "you are a girl and n****, you cannot play with us" you tick sexism and racism (regardless of the person's ethnicity)</i></p>

<p><i>In which level of sport the discrimination has been done</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional sport/ élite sport/ amateur sport of high level <input type="checkbox"/> Amateur sport and competitive grassroots sport <input type="checkbox"/> Recreational and non-competitive activities 	<p>Professional sport/elite sport/amateur sport of high level: includes all sports with professional athletes; all top competitions; high and medium level amateur competitions, for which the athlete(s) involved receive a salary or compensation for performing.</p> <p>Amateur sport and competitive grassroots sport: this includes all the cases taken from the world of amateur sport. This is the world of grassroots sport in which people, teams and participants compete in competitions for fun without earning any financial reward. These are the championships, tournaments and competitions at the lowest level of the federations, all the basic youth tournaments and almost all the competitive activities of the sports promotion bodies.</p> <p>Recreational and non-competitive activities: these include activities and disciplines whose aim is not to compete with others (in any case with oneself) but whose aim is to promote one's own mental and physical well-being. Examples: yoga, walking, or participation in non-competitive races, free swimming</p>
<p>7. Action done when discrimination is recognised:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Don't know <input type="checkbox"/> None <input type="checkbox"/> Penalties imposed on the club/team (specify the type of penalty) _____ <input type="checkbox"/> Penalties imposed on managers, athletes, members (specify the type of penalty) _____ <input type="checkbox"/> Closing of the sport centre/stadium <input type="checkbox"/> Other (specify) _____ 	<p>Try to get as much as possible information. You can use more sub-questions that can help you to identify the actions. Find more in the chapter 6.</p>
<p>8. Notes of the Sentry</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>This is a section for SENTRY's special comments, that might help identify the discrimination act.</p>

CHAPTER 9.

BEST PRACTICES IN THE FIELD OF DISCRIMINATION IN SPORT

In this chapter, we are presenting practices that support SENTRY Sport methodology for the monitoring, prevention, and mitigation of the discriminatory phenomenon in the places of sport and beyond, based on the role grassroots sport can play in tackling discrimination and supporting victims. A collection of good practices provides inspiration and learning materials for SENTRIES to prevent discrimination and support victims.

In the table below, you can find 11 practices that cover the following type of discrimination:

- Gender Discrimination in Sports
- Racial Discrimination in Sports
- Religious Discrimination in Sports
- Disability Discrimination in Sports
- LGBTQI+ Discrimination in Sports
- Sexual Discrimination in Sports

Selected practices are initiatives in one or more types of discrimination that have (or may have) a significant impact on its running, are inventive, and can be applied generally in different countries and fields of sport. Specifically, they present a project/initiative/programme/activity, that includes substantial proof of success and that also had/has an impact and/or has successfully met programs objectives with clear evidence that they can be also transferred to or replicated in different contexts.

Practices present different creative solutions to a common problem we are addressing in the SENTRY project or enable the implementation of new methodologies. We believe that practices can be taken as a learning opportunity. They are also all sustainable in terms of durability of programme results, efficient use of available resources with long-term outcomes.

Please find on the following page a list of all selected good practices and links to the website where practices are also presented: <https://www.sentrysport.org/goodexamples>



BEST PRACTICES

#1. DIFFERENCES - EXPERIMENTAL WORKSHOPS ON GENDER EDUCATION IN HIGH SCHOOL TO PREVENT AND COMBAT VIOLENCE AGAINST WOMEN

Leading organisation: UISP APS

Country: Italy

Website of the organisation: www.uisp.it/nazionale

Type of discrimination:

- Gender Discrimination in Sports
- LGBTQI+ Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_01.pdf

#2. NATIONAL OBSERVATORY AGAINST DISCRIMINATION IN SPORT - MAURO VALERI

Leading organisation: UISP APS

Country: Italy

Website of the organisation: www.uisp.it/nazionale

Type of discrimination :

- Gender Discrimination in Sports
- Racial Discrimination in Sports
- Religious Discrimination in Sports
- Disability Discrimination in Sports
- LGBTQI+ Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_02.pdf

#3. WOMEN'S SWIMMING POOL

Leading organisation: UISP Torino APS

Country: Italy

Website of the organisation: www.uisp.it/nazionale

Type of discrimination:

- Gender Discrimination in Sports
- Religious Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_03.pdf

#4. FOR RESPECT AND SAFETY. AGAINST SEXUAL ASSAULT IN SPORTS.

Leading organisation:

100% Sport - Austrian Centre for Gender Competence in Sport

Country: Austria

Website of the organisation: 100prozent-sport.at/

Type of discrimination

- Sexual Discrimination in Football

Find more here:

sentrysport.org/files/SENTRY_bestpractises_04.pdf

#5. FAIRPLAY INITIATIVE - MONITORING OF DISCRIMINATORY INCIDENTS IN FOOTBALL

Leading organisation: VIDC

Country: Austria

Website of the organisation: www.vidc.org/en/

Type of discrimination:

- Racial Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_05.pdf

#6. OMBUDSPERSON OFFICE

Leading organisation: Football for All. Association for networking and support of homo-, bi-, trans- and intersexual persons in football

Country: Austria

Type of discrimination:

- LGBTQI+ Discrimination in Sports
- Sexual Discrimination in Football

Find more here:

sentrysport.org/files/SENTRY_bestpractises_06.pdf

#7. KICK IT OUT

Leading organisation: Kick It Out

Country: UK

Website of the organisation: www.kickitout.org

Type of discrimination

- Gender Discrimination in Sports
- Racial Discrimination in Sports
- Religious Discrimination in Sports
- Disability Discrimination in Sports
- LGBTQI+ Discrimination in Sports
- Sexual Discrimination

Find more here:

sentrysport.org/files/SENTRY_bestpractises_07.pdf

#8. GRLS (GIRLS RIGHTS THROUGH SPORTS)

Leading organisation: WOMEN WIN

Country: The Netherlands

Website of the organisation: www.womenwin.org

Type of discrimination

- Gender Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_08.pdf

#9. CEEYOUSPORT

Leading organisation: European Gay and Lesbian Sport Federation

Country: Germany

Website of the organisation: www.eqlsf.info

Type of discrimination

- LGBTQI+ Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_09.pdf

#10. HERTS DISABILITY SPORTS FOUNDATION

Leading organization: Herts Disability Sports Foundation

Country: United Kingdom

Website of the organisation: hdsf.co.uk

Type of discrimination

- Disability Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_10.pdf

#11. #FOOTBALLPEOPLE WEEKS

Leading organisation: Fare (Football Against Racism in Europe) Network

Country: UK/The Netherlands

Website of the organisation: www.farenet.org

Type of discrimination

- Gender Discrimination in Sports
- Racial Discrimination in Sports
- Religious Discrimination in Sports
- LGBTQI+ Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_11.pdf

#12. EL MUNDO EN MOVIMIENTO

Leading organisation: Fundación Red Deporte y Cooperación

Web site of the organisation: www.redeporte.org

Type of discrimination

- Racial Discrimination in Sports
- Religious Discrimination in Sports

Find more here:

sentrysport.org/files/SENTRY_bestpractises_12.pdf

CHAPTER 10.

PROJECT PARTNERS

The SENTRY project is led by a consortium of six organisations from six EU countries who are committed to tackling discrimination. All of them work actively in the field of sport for social change.

10.1. EUROPEAN FORUM FOR URBAN SECURITY – Efus (FRANCE)

Founded in 1987, the European Forum for Urban Security (Efus) is the only European network dedicated to fostering discussion, cooperation and support among local and regional authorities in the field of urban security. Bringing together 250 cities and regions from 15 countries, Efus has the following objectives:

- To promote a balanced approach to urban security combining prevention and social cohesion
- To support local authorities in the design, development and evaluation of their local security policy
- To reinforce the role of local and regional authorities within national and European governance

Recognised for its expertise by national and European institutions, Efus is a network that represents the diversity of territories and promotes the exchange of experience between local and regional authorities, beyond political affiliations, according to the principle of “cities helping cities”.

Efus promotes a holistic approach to urban security, which involves all local actors and citizens in the co-production of policies. Therefore, Efus:

- affirms the central role of local elected representatives and their role as guarantors of democratic principles;
- considers security to be a fundamental right and advocates policies that guarantee the protection of human rights;
- chooses prevention as a rational and strategic approach, which promotes social cohesion in the long term.

These principles are at the core of Efus’ activities and are expressed in the Security, Democracy and Cities.

For over 30 years, Efus has been working on cross-cutting topics linked to urban security such as nightlife, risky behaviours, gang violence, violent radicalisation, new technologies, violence against women, etc. In particular, Efus has been leading or taking part in projects to prevent discriminatory violence in professional and amateur sport. Efus has been working to support local and regional authorities that host sports events in strengthening preventative and educational initiatives within amateur sports to promote tolerance and non-discrimination. Efus has thus led or participated in projects on: preventing racism on the occasion of the Euro 2000 football tournament; preventing violence stadia; collecting and disseminating local practices of prevention through sport in Europe, and preventing discriminatory violence in amateur sport.

10.2. FUNDACIÓN RED DEPORTE Y COOPERACIÓN (SPAIN)

Fundación Red Deporte y Cooperación is a Spanish NGO that promotes education, health, integration and employability through sport. We are experienced in more than 20 countries worldwide carrying out programs in the community, focusing on youth development. Red Deporte has been sponsored by the EU Youth program with European Voluntary Service, Grundtvig and EU Preparatory Action in the Field of Sport.

In 2002 RDC launched its sport for integration department in Spain, working in schools, educational centres and sport clubs, promoting youth integration and employability. We use sport as a tool to develop life and employability skills, focusing on underprivileged young men and women at risk of social exclusion. Since



2004 we have organised many training courses and conferences focused on promoting sport as a tool for psychosocial integration. Red Deporte is an NGO with ECOSOC consultative status in the Economic and Social Council of the United Nations.

In Spain, we are especially active working with the Roma community and migrants at groups at risk of exclusion: providing them with interpersonal communication and employable tools to improve their social integration into the community. We create opportunities for dialogue through sport and cultural meetings and networks with different vulnerable communities living in Spain and Europe. Red Deporte has an average of 7 paid staff. Annually we benefit directly around 2,400 vulnerable youth and children.

10.3. INTERNATIONAL SPORT AND CULTURE ASSOCIATION – ISCA (DENMARK),

The International Sport and Culture Association (ISCA) is a non-governmental and not-for-profit umbrella association open to organisations working within the field of recreational sport and physical activity. Established in 1995, ISCA now has 260 member organisations from 89 countries on six continents. ISCA's tagline is Moving People. ISCA's mission is to empower organisations world-wide to enable citizens to enjoy their human right to MOVE. With a vision of "A world of physically active citizens in vibrant civil societies", ISCA has been at the forefront of development and implementation of activities of specific European relevance. This can be seen by ISCA's long presence as a reliable partner and financial beneficiary of European Commission co-funded activities.

The association is governed by an executive committee of nine elected members and is steered by continental and technical committees. The secretariat is based in Copenhagen. ISCA has a paid staff of approximately 10 at any one time, though this can vary. ISCA also has an unpaid staff of approximately 5 at any one time.

10.4. ITALIAN SPORT FOR ALL ASSOCIATION – UISP APS (ITALY). COORDINATING PARTNER

UISP APS (Italian Sport for All Association) is a national sports promotion body operating in Italy since 1948 with the aim of encouraging and guaranteeing the right to physical activity for citizens of all ages, going beyond any barrier of class, sex, origin, physical condition, as well as promoting the values of solidarity and environmental protection, social inclusion, health protection and the enhancement of artistic and cultural heritage.

Over the years, UISP has brought sport to all parts of Italy, becoming an organisation that has roughly 1,000,000 individual members and around 15,000 affiliated sports clubs. UISP is present in all regions, provinces and in many cities with 142 local branches, and 20 activity structures.

Besides the everyday sport activities carried out in the facilities and structure of the clubs, UISP APS organises competitive tournaments in several sports which are officially recognized by the Italian Olympic Committee. These initiatives involve people in Italy and in cities abroad.

10.5. KONSEP EN DRASEI (GREECE)

KOINSEP en drasei is an organisation that operates within the framework of "Social Economy". Social Economy is defined as all economic, business, productive and social activities undertaken by corporations or associations of people whose purpose is to seek collective benefits and serve general social interests.

As a new organisation of the Social Economy, KOINSEP "AC ACTIVITIES" mainly has a social purpose but also deals with challenges and emergencies - through all kinds of events and initiatives, either alone or in

cooperation with educational institutions and bodies, competent authorities, NAP. ID, meaningful individuals – of the importance of public health issues, proper nutrition, sport, environmental protection, culture for everyone’s quality of life, with an emphasis on children, parents and the elderly.

At the same time, it organises educational events, by developing pilot projects and designing methodologies for the promotion and dissemination of sports, ecotourism and health tourism through various events. For example, by utilising camping sites for the education of children in sports, proper nutrition and health education, or organising sporting events for all ages for day-to-day physical activity.

10. 6. VIENNA INSTITUTE FOR INTERNATIONAL DIALOGUE AND COOPERATION – VIDC (AUSTRIA)

The Vienna Institute for International Dialogue and Cooperation (VIDC) is a Non-Governmental Organisation (NGO) registered as a fund with the City of Vienna. VIDC has a consultative status with ECOSOC of the United Nations.

The VIDC has a long tradition in the field of development cooperation in Austria and was founded at the “Conference for Economic Cooperation and Partnership” which took place in July 1962 in Salzburg and Vienna. The organisation was founded by Bruno Kreisky and other prominent politicians from developing countries, as a think-tank for cooperative development and development policy and cooperation. VIDC’s core values since the 1960s are education, sensitization and awareness-raising amongst multipliers and stakeholders in the Global North.

The VIDC is divided into three departments. The department “Global Dialogue” which focuses on international politics and development, the department “Moving Cultures” which engages in intercultural exchanges between European, African, Asian and Latin-American countries and the department “fairplay initiative”, which is working for diversity and anti-discrimination in and through sport. The fairplay initiative was founded in 1997 as part of the European Year Against Racism. As an interface for mediation work and networking activities, for emancipatory and participatory initiatives, fairplay acts as a contact and advice center as well as a competence center in matters of (anti-) discrimination and diversity in football. The thematic focuses are on anti-discrimination and diversity, social inclusion, and human rights and development and just recently the prevention of extremism in sport.



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5. Information about who carried out the discriminatory act:

- individual group
- Player/athlete single supporter group of supporters referee/judge sports manager trainer/coach
- Private citizen Other (specify)
- Gender M F Other
- Age: minor 18 18-29 30-64 over 65

6. Information about the discrimination:

Type of discrimination

- Verbal violence
- Offense
 - menace/harassment
 - discriminatory propaganda
- Physical violence
- against a person
 - against property

In case of discriminatory propaganda specify if it is a:

- statement
- poster, banner
- graffiti
- publication
- hate speech online
- website, social network
 - single post in social network

Reason for discrimination: (several reasons for discrimination may be indicated)

- National or ethnic origin
- racism
- gender
- disability
- religious belonging
- sexual orientation
- social economic background
- other (specify) _____

At which level of sport the discrimination has been carried out

- Professional sport/ élite sport/ amateur sport of high level
- Amateur sport and competitive grassroots sport
- Recreational and non-competitive activities

Sport discipline

- football

- volleyball
- basketball
- swimming
- gymnastic (all kinds)
- athletics
- cycling
- handball
- tennis/paddle
- traditional/folk games
- dancing
- skiing
- rugby
- other, specify: _____

7. Action taken when discrimination was recognised:

- Don't know
- None
- Penalties imposed on the club/team (specify the type of penalty)

- Penalties imposed on managers, athletes, members (specify the type of penalty)

- Closing of the sport centre/stadium
- Other (specify)

8. Notes of the Sentry



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