



Training framework & programme

Work package 3 - Deliverable 3.1

Partner responsible: Champions Factory

Date: October 2025

SISTERS



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the European Union

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Table of Contents

1. Introduction to the project.....	3
2. The training programme on inclusive sport	3
2.1. Objectives & Expected outcomes.....	3
2.2. Indicators and target values	4
2.3. Activities.....	4
2.4. Deliverables	5
2.5. Time flow	5
3. Target group	6
4. Learning outcomes	6
5. Methodology	8
6. Table of contents (Sports Bag)	9
7. Local trainings directives	10
8. Risk management & counteract actions.....	11
9. Assessment of the international training	12
10. Annexes	13
10.1. Annex I: International training materials.....	13
10.2. Annex II: International training evidence	13
10.3. Annex III: Feedback questionnaire responses.....	13



1. Introduction to the project

The **SISTERS project**, co-funded by the European Union under the Erasmus+ programme - Sport, seeks to:

- **Understand** trends, facts, and reasons behind women's and the LGBTIQIA+ community's **inequitable access to sport** through an **intersectional** lens;
- **Raise capacities of grassroots sport organisations**, trainers and players through gender-sensitive and intersectionality informed methods to (1) **advance equity** in sport and to (2) **tackle episodes of discrimination and violence** on grounds of gender and SOGIESC;
- **Raise awareness** among sport professionals, players, organisations and the wider society of the detrimental **effects of intersecting forms of discrimination and violence** on women's and the LGBTIQIA+ community's full participation in sports.

The organisations taking part in the initiative and leading the activities at a local level are:

- [CESIE](#) (Italy)
- [Associação de Futebol do Porto](#) (Portugal)
- [Champions Factory](#) (Bulgaria)
- [Symplexis](#) (Greece)
- [CSI Center for Social Innovation LTD](#) (Cyprus)
- [Sarajevo Meeting of Cultures](#) (Bosnia and Herzegovina)

2. The training programme on inclusive sport

2.1. Objectives & Expected outcomes

WP3 is directly linked to **Specific Objective 2: raise capacities of grassroots sport organisations, trainers and sport players through gender sensitive and intersectionality-informed methods** in order to:

- advance equity in sport and;
- tackle episodes of discrimination and violence on grounds of gender and SOGIESC

This specific objective builds on the results of **SO1** and will be realised through **active participation and co-designed workshops** that create replicable good practices with partners. The aim is to generate a **sustainable model within sport dynamics**, with a focus on disciplines at greater risk of exclusion.

The **expected outcome** is that **gender and LGBTIQIA+ equity and inclusion in sport** will be strengthened by countering common behaviours and practices that prevent women and LGBTIQIA+ communities from full participation. Trainers and players will increase their sensitivity to:

- gender and SOGIESC, and
- the intersectionality of different identity attributes.



2.2. Indicators and target values

To monitor progress, the following **indicators** will be used:

- Capacity-building trainings targeting different stakeholders;
- Proposed exercises;
- Published videos and online material;
- Coaches, players, and managers participating in activities;
- Organised tournaments;
- Athletes participating in tournaments;
- Other stakeholders engaged through these events.

The **target values** expected to be achieved under WP3 are:

- **120 participants** (20 per country) from sport organisations engaged in training on gender-sensitive governance;
- **240 sport players** (40 per country) trained in gender-sensitive practice;
- **360 young participants** (60 per country) involved in local tournaments and ‘Extra-time’ activities;
- Around **60 teams** across 6 countries competing in tournaments, with 2 final winners;
- Approximately **7.000 people** (consortium level) reached through ‘Extra-time’ activities.

2.3. Activities

To achieve the objectives described above, the following activities will take place across all partner countries:

Activities	Description
T3.1 - International training on gender and LGBTIQ+ equity in sport	<p>Format: 1-day f2f workshop with interactive activities.</p> <p>Activities planned:</p> <ul style="list-style-type: none"> • Workshops on gender, identity, and inclusion. • Hands-on sessions with tools like the Genderbread Person and Intersectionality Wheel. • Group discussions to share experiences and ideas. <p>Goal: Develop a clear Training Framework & Programme (D3.1) to guide future training sessions</p>
T3.2 - Development of training for sports staff and athletes	<p>Creation of the "Sport Bag" toolkit developed using insights from T3.1.</p> <p>Training goals;</p> <ul style="list-style-type: none"> • Build awareness around gender and LGBTIQIA+ sensitivity. • Help participants recognize and address discrimination effectively. • Promote inclusive practices and equitable governance in sports
T3.3 - Deployment of the training	<p>Two-level speed-training programme</p> <p>1. For sports staff & management (8 hours):</p> <ul style="list-style-type: none"> • Aimed at trainers, managers, and sport professionals (including semi-professionals). • Focuses on promoting gender-sensitive governance and inclusive leadership in sports. • Target 20 sports staff <p>2. For athletes & players (8 hours):</p> <ul style="list-style-type: none"> • Designed for young athletes and players. • Emphasises teamwork, respect, and equality in practice. • Target 40 athletes

2.4. Deliverables

The deliverables resulting from these activities are outlined in detail below:

Deliverables	Description	Additional information
D3.1 Training framework & programme	<p>General training guidelines (participants, duration, etc).</p> <ul style="list-style-type: none"> List of learning outcomes (knowledge, skills, attitudes). Programme content and methods (topics, tools, training flow). Risk management actions (to avoid or counter discrimination, disengagement) Agreed index/structure for the Sports Bag 	<p>Available by October 2025 Format: digital on partners' websites Languages: English and partners' national languages (Italian, Portuguese, Bulgarian, Greek, Bosnian/Serbian)</p>
D3.2 Sports bag	<p>This is a toolkit containing exercises, methods, videos, quizzes, self-assessment tests, readings that will be uploaded on the project website and made freely downloadable.</p> <p>All these materials will be tested in the WP3 activities, in particular during the 2-level training.</p>	<p>Available by February 2026 Format: digital on partners' websites and on Salto YOUTH Languages: English and partners' national languages (Italian, Portuguese, Bulgarian, Greek, Bosnian/Serbian)</p>

2.5. Time flow

WP3: Training programme on inclusive sport	ott-25	nov-25	dic-25	gen-26	feb-26	mar-26	apr-26	mag-26
	M9	M10	M11	M12	M13	M14	M15	M16
T3.1 International training on gender and LGBTIQ+ equity in sport	D3.1							
T3.2 Development of training for sports staff and athletes				Recruit	D3.2			
T3.3 Deployment of the training								

3. Target group

The present **Manual (D3.1)** is primarily intended for **project partners**, providing them with guidance and practical tools to effectively carry out the activities planned under WP3.

While partners are the direct users of this manual, the activities described within it will mainly target the **final beneficiaries**, namely:

- **Sport trainers and sport players (TG1):** including young people engaged in sport for recreational purposes, whether through associations, clubs, or informal groups;
- **Sports managers (TG2):** individuals directly or indirectly involved in the governance, coordination, and decision-making processes of clubs and sport associations.

4. Learning outcomes

The SISTERS training programme aims to strengthen the **knowledge, skills, and attitudes** of participants to promote inclusive and equitable practices in sport. The specific goals are;

- Build awareness around gender and LGBTIQIA+ sensitivity.
- Help participants recognise and address discrimination effectively.
- Promote inclusive practices and equitable governance in sports.

As a result of this training, all participants are expected to achieve:

- Improved understanding of **gender sensitivity, LGBTIQIA+ equity, and intersectionality** in sports.
- Enhanced ability to recognise and address **discrimination and violence**.
- Improved ability to resolve conflicts

The learning outcomes are divided into 2 target groups and address 2 main thematic areas:

- Understanding Gender, SOGIESC and Intersectionality in Sport
- Acting for Inclusion and Change

By the end of the training, sports managers, coaches & staff (TG1) will be able to:

Knowledge (know)	Skills (do)	Attitudes/Values (become)	Priority (H/M/L)
1. Understand the key concepts of gender equity, GBV, and SOGIESC discrimination in sports contexts. Recognise how intersectionality influences access, participation, and experiences of athletes.	Identify and analyse exclusionary behaviours, language, or structures in their sport environment. Apply intersectional thinking to evaluate organisational policies and team dynamics.	Become aware, reflective, and open-minded leaders who value diversity and equality as drivers of team performance and wellbeing.	H
2. Understand the principles of inclusive governance, co-creation, and shared responsibility in sports.	Co-develop and implement inclusive strategies, campaigns, or team charters promoting equity and respect.	Become proactive change agents who model inclusion, accountability, and	H

Know the essential elements of a Code of Conduct addressing SOGIESC discrimination.	Facilitate participatory processes engaging staff and athletes in defining standards of behaviour.	integrity in their organisations.	
3. Conflict Resolution and Safe Communication in Diverse Teams	Understand the causes and dynamics of conflict in diverse sport settings. Know effective communication and mediation techniques for preventing and resolving conflicts. Recognise the link between inclusive communication and psychological safety in teams.	Apply constructive communication methods to mediate disputes and de-escalate tensions. Integrate inclusive dialogue practices that respect all perspectives.	M

Sports players & young athletes (TG2) will be able to:

Knowledge (know)	Skills (do)	Attitudes/Values (become)	Priority (H/M/L)
1. Know what constitutes discrimination, bullying, and GBV in sport settings. Understand how gender identity, expression, and sexual orientation can affect sport experiences.	Recognise and call out unfair or harmful behaviour among peers. Demonstrate respect and solidarity in training and competition.	Become respectful, empathetic, and inclusive teammates who value equality and diversity as part of fair play.	H
2. Understand the importance of co-leading inclusion initiatives and campaigns with peers and coaches. Know the role of individual behaviour in shaping inclusive team cultures.	Participate in co-creation of campaigns or team Codes of Conduct promoting gender equity and safety. Share and replicate positive practices across other teams or clubs.	Become ambassadors for inclusion who inspire peers through everyday actions and multiply positive impact (“butterfly effect”).	H



5. Methodology

The SISTERS Training Framework is built on an inclusive, transformative, and human-centred learning approach. It combines theoretical understanding with practical experience, reflection, and peer learning to strengthen the capacity of both sports managers and athletes to promote equity, safety, and inclusion in sport.

The methodology draws on several key pedagogical and ethical approaches:

- **Intersectional lens:** Recognises that people experience discrimination and privilege differently depending on the interaction of multiple identity factors such as gender, age, ethnicity, ability, sexual orientation, and socio-economic status. This perspective ensures that learning materials, discussions, and examples reflect real-life diversity and complex social dynamics in sport.
- **Trauma-informed approach:** Acknowledges that some participants or communities may have experienced trauma linked to violence, exclusion, or discrimination. The training is therefore designed to create safe spaces, respect boundaries, and avoid triggering content, promoting emotional safety and empowerment throughout all activities.
- **Non-binary and inclusive approach:** Moves beyond binary understandings of gender (women/men) and embraces the full diversity of gender identities and expressions. Language, visuals, and examples are intentionally inclusive and representative of diverse lived experiences, ensuring everyone can identify with the content.
- **Rights-based approach:** Frames inclusion and equality not merely as moral choices but as fundamental human rights protected under international conventions (e.g., the EU Charter of Fundamental Rights, IOC and UEFA frameworks).
- **Experiential learning and non-formal education methods:** The programme emphasises “learning by doing,” reflection, and peer exchange. Exercises and group activities encourage active engagement, self-awareness, and transformation of attitudes, rather than passive knowledge absorption.

Together, these approaches ensure that SISTERS training goes beyond awareness-raising, it nurtures lasting behavioural change and equips participants with the tools and mindsets to apply inclusive values in everyday practice.

() The methodology of the Sports Bag has been co-developed during the international training in Porto, 8th Oct 2025.*

6. Table of contents (Sports Bag)

This table of contents outlines how the Sports Bag will be structured and developed. Each section briefly explains its function and contribution to the overall training framework. (*) *The Sports Bag content emerged from a co-creation process carried out during the international training with the active involvement of all partners.*

Table of contents

- 🔥 **Glossary** - Key definitions and concepts related to gender, inclusion, and equality in sports
- 🔥 **Introduction** - Presents the project's foreword, objectives & learning outcomes, target groups
- 🔥 **Methodology** - Describes the pedagogical approach and theoretical foundations guiding the Sports Bag.
- 🔥 **Module 0 Introductory section for building a safe and inclusive learning environment** - Create a safe and trusting space for participants
- 🔥 **Module 1 Gender introduction and key concepts** - Fundamental concepts of gender, equality, and inclusion in the sports context.
- 🔥 **Module 2 Intersectionality and inequality** - Exploration of how diverse identities interact to shape access, privilege, and barriers.
- 🔥 **Module 3 Gender and LGBTIQIA+ inclusion in sports** - Understanding discrimination, stereotypes, and strategies for inclusive practice.
- 🔥 **Module 4 Good practices and reflective activities** - Real-life examples and reflection-based learning to promote behavioural change.
- 🔥 **Activities - Practical exercises to consolidate learning.**

Module content in detail

The following outline provides guidance on what each module should include. It serves as a framework for partners when developing the training materials, ensuring coherence and complementarity across all modules.

- **M0 Introductory section** This section is essential to establish a safe environment, build trust among participants, and introduce the sensitive issues that will be explored throughout the training.
Include:
 - Ice-breaking activities
 - Presentation of the *SISTERS* project aims and values.
 - Initial reflection on experiences of inclusion/exclusion in sport.
 - Real case studies to illustrate relevance.
 - Co-creation of a *Safe space* (mutual respect, confidentiality, active listening).
- **Module 1 – Gender introduction and key concepts** This module provides the conceptual foundation of the training, introducing core gender-related and SOGIESC terminology used throughout the programme. It builds participants' awareness of the social construction of gender and its implications in sport.
Include:
 - Basic gender and SOGIESC terminology.
 - Understanding sex, gender, and gender identity.
 - Gender roles, stereotypes, and their effects in sport.
 - Difference between gender equality and gender equity.



- **Module 2 – Inequality & intersectionality** This module deepens understanding by introducing the concept of intersectionality, as well as power and privilege dynamics.

Include:

 - Introduction to intersectionality, power, and privilege.
 - Gender-based violence and structural discrimination.
 - Barriers for women, LGBTQIA+, and minority athletes.
 - Inclusive and non-discriminatory communication.
- **Module 3 – Gender and LGBTQIA+ in sport:** This module connects theory to real-world practice, highlighting the challenges and progress of LGBTQIA+ inclusion and gender equality in sport.

Include:

 - Policies and frameworks for inclusion (IOC, UEFA, EU, UNESCO).
 - Case studies of LGBTQIA+ athletes and inclusive teams.
 - Addressing homophobia, transphobia, and sexism in sports environments.
 - Ensuring inclusive facilities, language, and leadership practices.
- **Module 4 – Reflection, Good Practices & Action Planning** The final module focuses on reflection, integration, and local action.

Include;

 - Reflective practice on personal and organisational change.
 - Identification of local and European good practices.
 - Design of inclusive actions; i.e. campaigns, or codes of conduct.
 - Planning monitoring and replication (“butterfly effect”) activities.

7. Local trainings directives

This section provides partners with practical guidance on **how to organise, deliver, and document the local training sessions** under the capacity building activities. It ensures a coherent implementation approach across all partner countries while allowing flexibility to adapt to national contexts.

These directives define the training format, recruitment criteria, monitoring tools, and evidence requirements needed to ensure quality, comparability, and impact measurement of all training activities. (*) *The training programme directives were developed on the basis of the Grant Agreement and finalised in agreement with all partners during the international training.*

When and who?

Deployment period: February – May 2026

Participant recruitment

- **Target group:** adult sports players and staff, aged **18–30**.
- **Exclusion:** minors (under 18) are not eligible.
- **Diversity goal:** involve **mixed groups** (men and women) and promote the participation of individuals with diverse backgrounds and identities.
- **Recruitment channels:** partner networks, local sport clubs, federations, and universities.
- **Possible incentives:**
 - ✓ Participation in a **mobility activity** (*T5.4 international final event*)
 - ✓ **Certificate or badge** upon completion of the course.
 - ✓ **Distribution of branded project materials** (e.g. sports socks, water bottles, wristbands).

How will the training be delivered?

The training program will be implemented using a **hybrid approach** (in-person + online).

- **In-person sessions** for direct engagement and practical exercises.
- **Online components** (ca 20% of total hours) at the start and end of the training to:
 - Introduce project goals and scope.
 - Assess participants' knowledge before and after the training.
 - Foster collaboration and reflection.

Online modules and evaluation forms will be made available on the project web page sisters-project.eu/, accessible to all partners and participants.

Training structure

1. **For sports staff (trainers, managers, practitioners)**
 - **2 half-day sessions**, repeated **4 times over 2 months**.
 - Aim: Reach at least **20 participants per country** (5 per session pair).
2. **For young sport players**
 - **2 half-day sessions**, repeated **4 times over 2 months**.
 - Aim: Reach at least **40 participants per country** (10 per session pair).

Training materials provided to participants:

- SISTERS Handbook (D2.1)
- Sport Bag (D3.2)

8. Risk management & counteract actions

To ensure the successful implementation of WP3, potential risks have been identified along with measures to prevent or mitigate them. These actions aim to maintain the quality and consistency of activities across all partner countries. (*) *Risks and mitigation actions were identified collectively during the international training.*

Risk	Impact	Counteraction	Who is responsible
1. Sensitivity and discomfort when discussing gender, SOGIESC, or GBV issues	Participants may feel uncomfortable, defensive, or resistant, leading to disengagement or conflict during sessions.	<ul style="list-style-type: none"> - Conduct an introductory <i>safe-space agreement</i> at the start of training. - Use ice-breaking and trust-building exercises before sensitive topics. - Frame discussions around respect, empathy, and shared learning. - Offer optional reflection breaks or smaller group discussions if needed. 	Local trainers & facilitators;
2. Inconsistent quality or interpretation of training content across countries	Variations in delivery may lead to uneven learning outcomes and inconsistent	<ul style="list-style-type: none"> - Provide a unified <i>Training Framework (D3.1)</i> and <i>Sports Bag (D3.2)</i> with standardised materials. 	All partners

	messages about inclusion.	<ul style="list-style-type: none"> - Organise an online coordination meeting before national rollouts. - Conduct peer observation or feedback between partners. 	
3. Low participation or lack of engagement from sports organisations and athletes	Failure to reach target numbers; reduced project visibility and impact.	<ul style="list-style-type: none"> - Promote training through local networks, federations, and clubs. - Highlight benefits (capacity building, certification, visibility). - Offer flexible formats (hybrid/online options) and inclusive timing. - Involve role models or ambassadors to increase attractiveness. 	All partners
4. Cultural or institutional barriers to applying inclusive practices	Difficulties in implementing new policies or codes of conduct locally.	<ul style="list-style-type: none"> - Encourage co-creation of realistic actions adapted to each national context. - Share examples of good practices and successful policy adjustments. 	All partners

9. Assessment of the international training

The international training was held on 8 October 2025 in Porto, hosted by AF Porto.

The assessment was conducted following the project’s Quality Assurance (QA) directives and aimed to evaluate the relevance, effectiveness, and perceived impact of the training on participants’ knowledge, engagement, and satisfaction.

At the end of the training day, participants were asked to complete an [evaluation questionnaire](#), assessing several aspects on a 1–5 Likert scale (1 = Poor; 5 = Excellent), including:

- Relevance of content
- Organisation and logistics
- Clarity of facilitation
- Interactivity and engagement
- Usefulness of material
- Time management and balance of sessions

Overall satisfaction level: **4.8/5 (Excellent)**.

The feedback was collected anonymously from representatives of consortium partners, and then compiled according to QA procedures. The international training was rated as **highly successful**, both in terms of **content quality** and **overall impact**. The results confirm the **relevance of the methodology and tools** developed and validate the next steps toward the local adaptation of the training framework and Sports Bag.

10. Annexes

10.1. Annex I: International training materials

- PowerPoint presentation [link](#)
- Handouts [link](#)

10.2. Annex II: International training evidence

- Attendance sheet signed by all participants [link](#)
- Photographs [link](#)

10.3. Annex III: Feedback questionnaire responses

- Raw data from the Google Form questionnaire [link](#)





**FoStering gender & LGBTQIA+ equity
In Sports through an
inTERSectional approach**

International training on gender sensitivity and intersectionality informed methods



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SISTERS



Agenda



- 9.30 - 9.45h: Welcome, registration & Introduction
- 9.45 - 11h: Gender introduction
- *10-minutes break*
- 11.10 - 12.30h: Inequality & Intersectionality
- *Lunch*
- 14.00 - 15.15h: LGBTQIA+ and women in sports
- 15.15- 16.15: Reflecting on our daily work experiences
- *10-minutes break*
- 16.25 - 17.25 h: Setting local activities
- 17.25 - 17.30 h: Closure

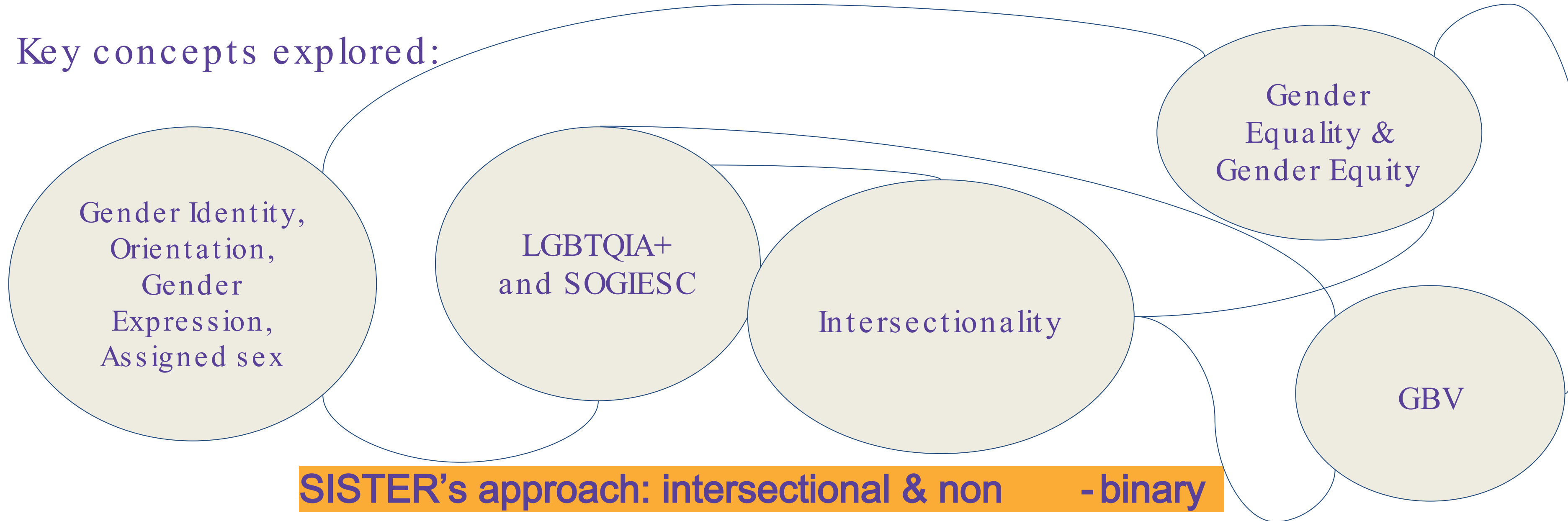


Recap from KOM training



An introduction on gender, gender stereotypes & the intersectional approach

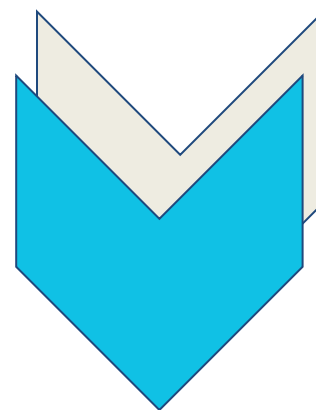
Key concepts explored:



What to expect? Learning outcomes



- **Review core concepts** : gender, intersectionality, and LGBTQIA+
- **Apply inclusive methodologies:** how to integrate gender- and LGBTQIA+-sensitive approaches in sport?
- **Experience participatory methods** : practice inclusive and engaging activities



Equip partners with tools and resources to lay the foundations for the Sports Bag content and implementation methodology

Let us meet



What's Your Pronoun?

Could be: She / They / He / (other)

What's your organization's aims and objectives?

What's your role in the organization?

What will be your role in the project?





PART ONE: GENDER INTRODUCTION

Gender Introduction



Gender Introduction



⊘ means a lack of what's on the right side

Gender Identity

⊘ → Woman-ness
⊘ → Man-ness

Gender Expression

⊘ → Femininity
⊘ → Masculinity

Anatomical Sex

⊘ → Female-ness
⊘ → Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

Sexually Attracted to... and/or (a/o)

⊘ → Women a/o Feminine a/o Female People
⊘ → Men a/o Masculine a/o Male People

Romantically Attracted to...

⊘ → Women a/o Feminine a/o Female People
⊘ → Men a/o Masculine a/o Male People

Gender Introduction



Let us explore some concepts!

Gender Introduction



Gender : Socially constructed attributes and opportunities associated with being woman*, man*, or any gender by which a person identifies themselves . This includes norms, behaviours and roles associated with being any of these genders as well as relationships with each other . As a social construct, gender varies from society to society and can change over time .

- **Cisgender** : A person whose gender identity match with the sex assigned at birth .
- **Transgender** : A person whose gender identity doesn't match with the sex assigned at birth

*The use of the terms “women” and “men” refers to people that are socialised as women or men, when not differently specified. When talking about anatomy we use the terms **AFAB** or **AFAM**, or people with vulva/penis. In a non binary perspective we understand women and men as all people who identify as such.

Gender Introduction



LGBTQIA+: An inclusive acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and other diverse sexual orientations and gender identities .

SOGIESC: Acronym for Sexual Orientation, Gender Identity and Expression, and Sex Characteristics, used to describe the full diversity of human experiences .



Gender Introduction



Gender Binary : The classification of gender into two distinct categories : male and female .

Gender Spectrum : A concept that recognizes gender as a wide range of identities beyond just male and female .

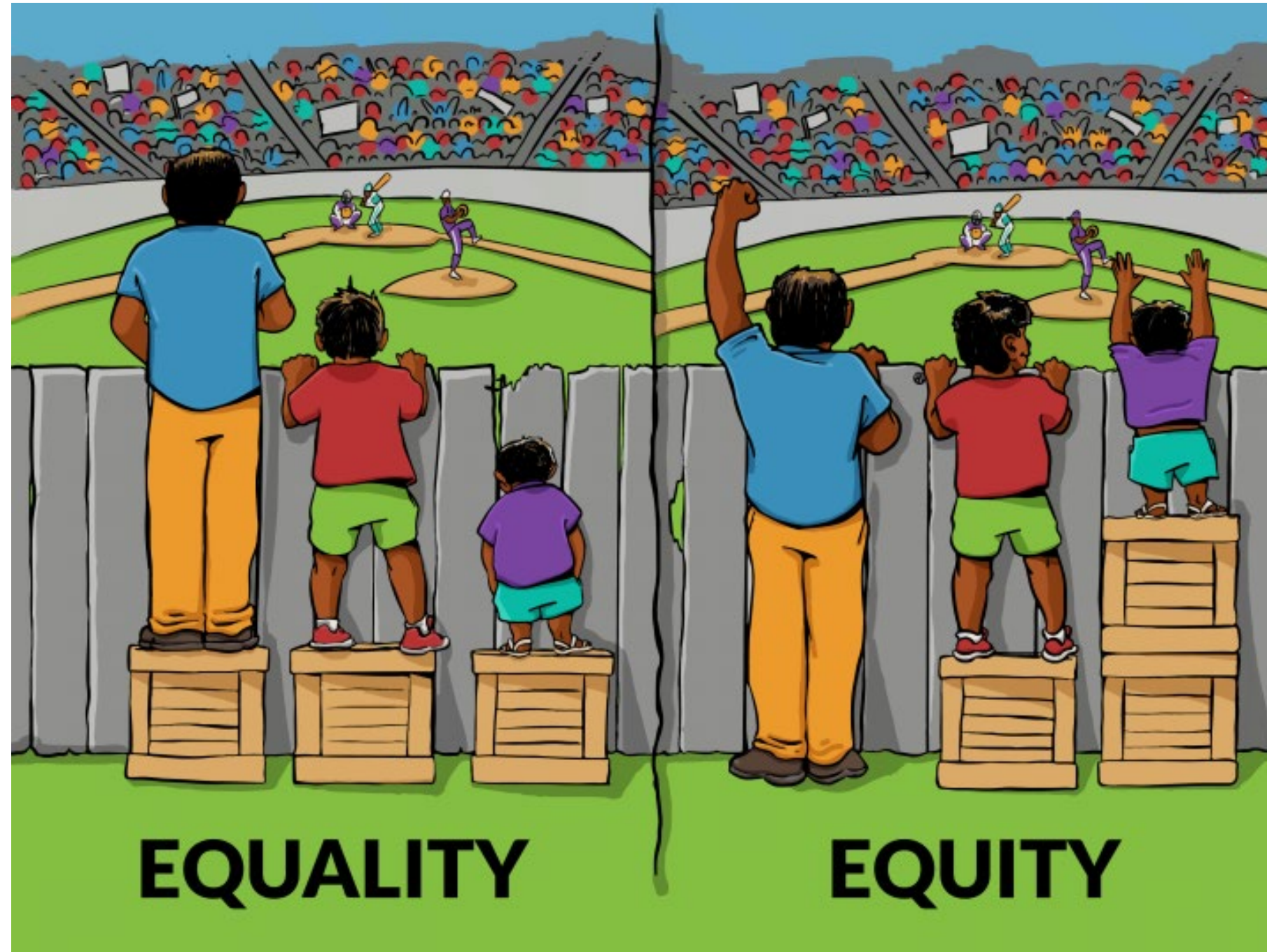
Gender Introduction



Gender Equality : The state in which people of all genders have equal access to rights, opportunities, and resources .

Gender Equity : Fair treatment and distribution of resources according to the specific needs of different genders, to achieve real equality .

Gender Introduction





What is the missing word?

What else?

- Sex assigned at birth
- Gender identity
- Sexual and romantic orientation / Sexual identity
- Gender expression

Heteronormativity



Heteronormativity

Heteronormative ideology refers to "the belief that there are two separate and opposing genders (women and men) with associated natural roles (masculine and feminine), which are in line with their assigned sex (female and male), and that heterosexuality is a given, rather than one of many possible sexualities."

(van der Toorn et al., 2020, p. 160)

Word of The Week
@DIVERSEOT_NATIONAL

Heteronormative Biases & Discrimination

- Forced to choose one gender or sex on an intake form
- Under representation of same sex/gender couples in advertising and entertainment media
- Laws present in over 76 countries criminalizing consensual, adult same-sex relationships, cross-dressing, cross-gender behavior, and/or even discussion of 'non-traditional sexual relations'
- Heterosexual people freely discussing their intimate relationships without second guessing to disclose their partner's name, gender or pronoun

Word of The Week
@DIVERSEOT_NATIONAL

Heteronormativity



How to Combat Heteronormativity



Ask for someone's pronouns



Share how you identify



Don't make assumptions



Use gender-neutral terms (i.e. "partner")

verywell

Gender Introduction





PART TWO: INEQUALITY & INTERSECTIONALITY

Inequality



Inequality



- What does it mean to be “like a girl”, “a woman”?
- And “like a boy”, “a man”?
- What is the impact of these biases and inequalities in women / the LGBTQIA+ community in sports?



Some key concepts

Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their assigned gender.



Gender -Based Violence (GBV)

Gender-based violence refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity . Gender-based violence is based on an imbalance of power .It is carried out with the intention to humiliate and make a person or group of people feel inferior and/ or subordinate . It can be sexual, physical, verbal, psychological (emotional), or socio-economic, among others .

Violence Against Women and girls (VAWG)

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life .



Let's make thing a bit more complex...

What about

INTERSECTIONALITY?



BUT WHAT ABOUT INTERSECTIONALITY?



A selection process is open to join a high-performance national youth team in a popular sport .

General requirements :

- *Full availability (for travel and competitions)*
- *Medical certificate of fitness*
- *Parental/guardian authorisation*

Application steps :

- 1. Fill out an online form*
- 2. Attend an in-person interview wearing the standardised uniform and complete a physical performance test*

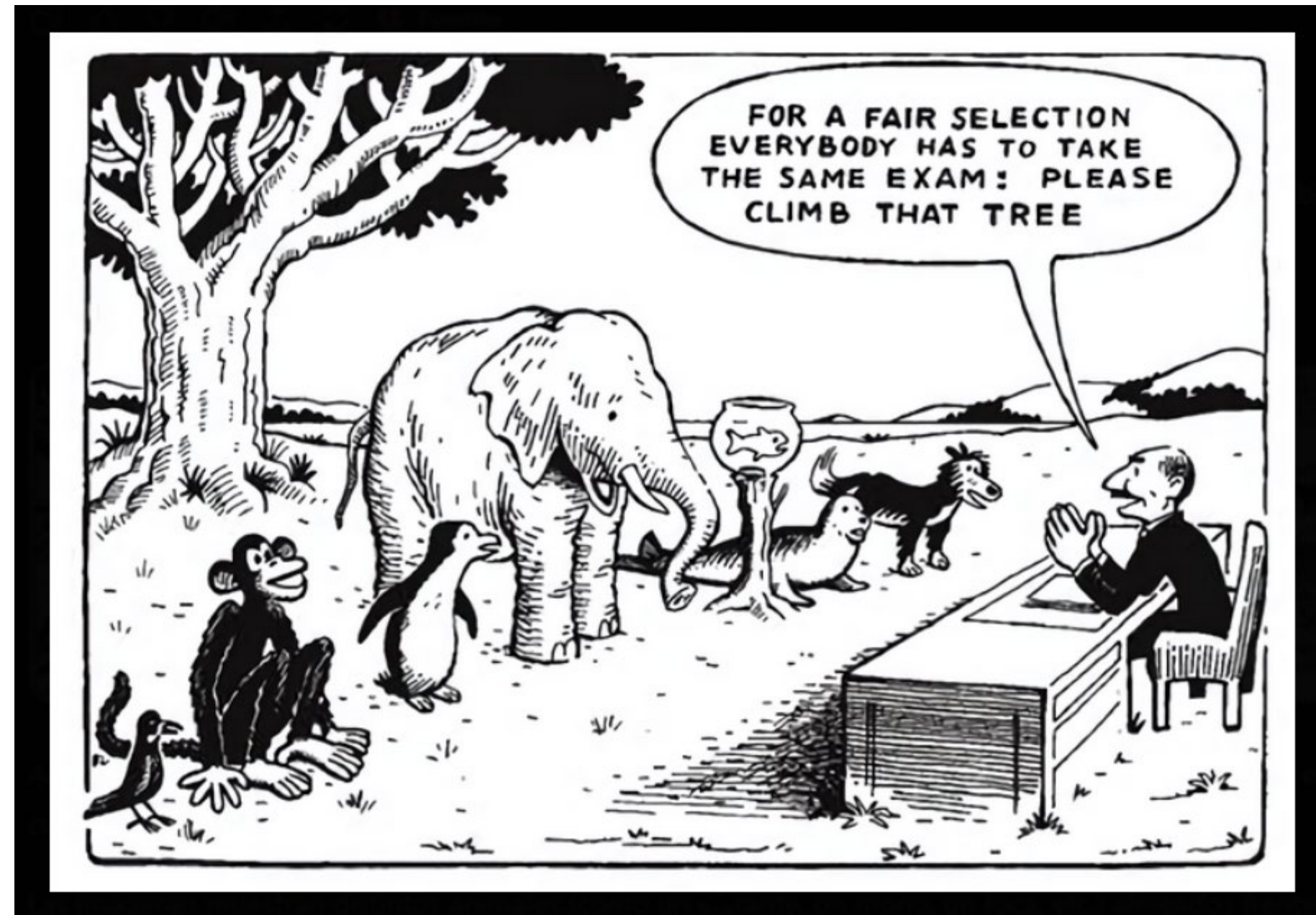


HAVE A LOOK AT YOUR CASE STUDIES:

- What advantages and disadvantages would each person have for being selected?
- What structural or social barriers might they face?
- Which aspects of their identity intersect and influence their opportunity to participate?



Inequality

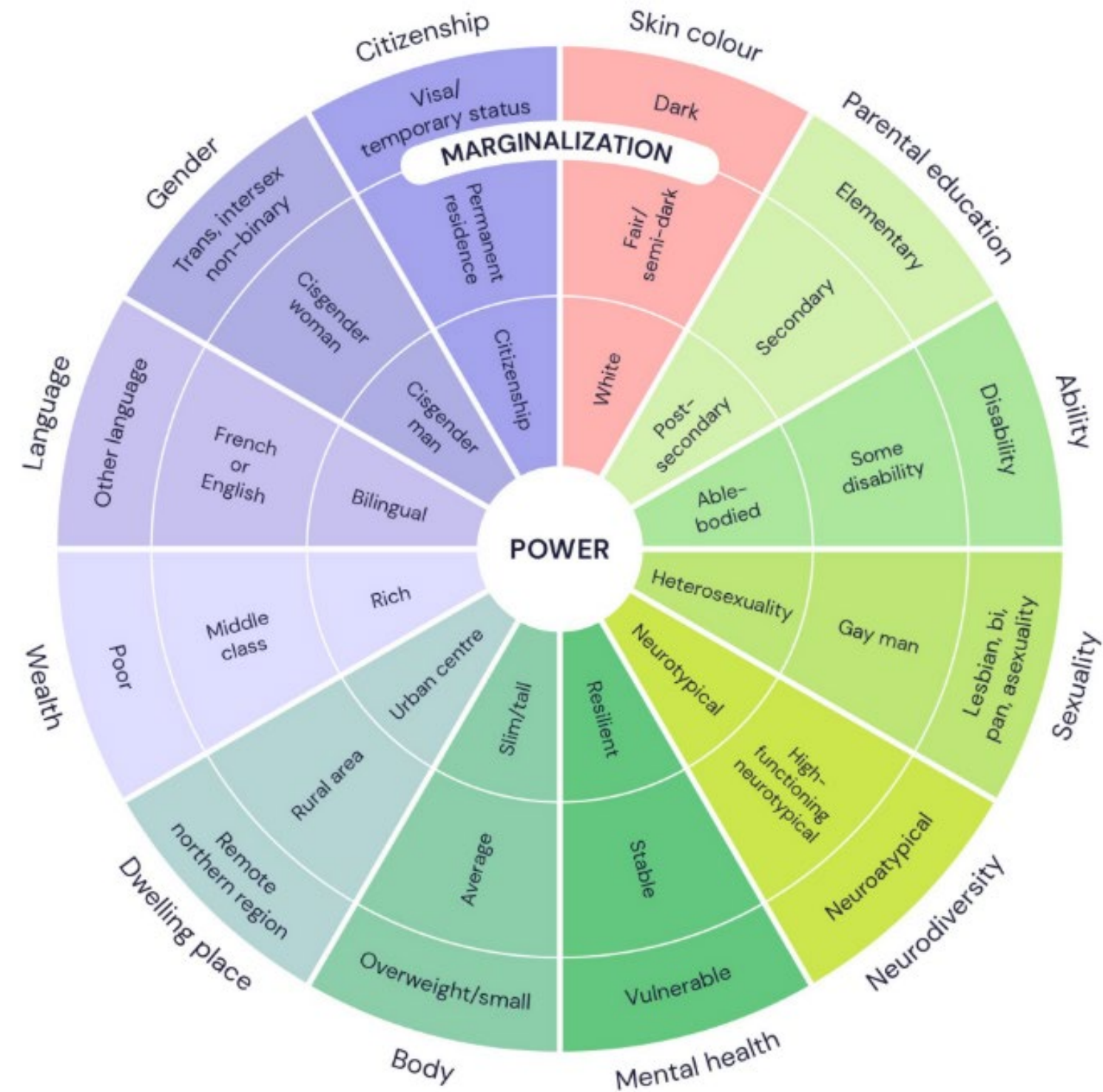


Inequality



Intersectionality

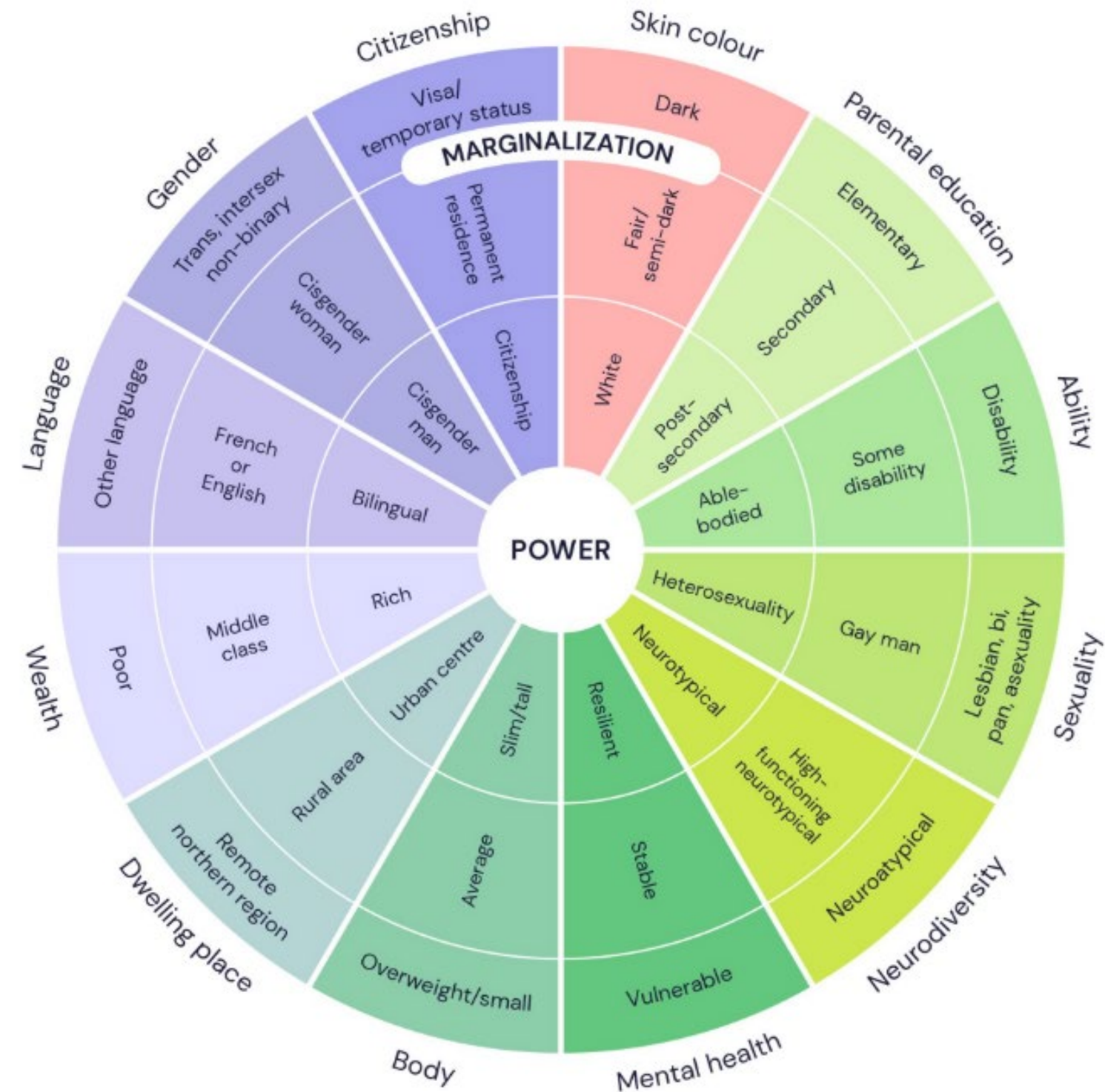
It refers to the simultaneous forms of oppression suffered by people whose identities overlap across categories such as gender, race, class, sexuality, or ability. This framework shows how different aspects of identity interact to create unique experiences of privilege or discrimination, emphasizing that systems of oppression (like sexism, racism, or classism) do not act independently but overlap, shaping complex patterns of inequality and marginalization.



Inequality



- Do you recognise anywhere in the intersectionality wheel? Why?





PART THREE:

Gender, women and LGBTQIA+ community in sports



Controversy in sports

- Read your article in small groups
- Reply to the questions in the handouts
- Be ready to share your discussions!





Plenary

- Which aspects do you find important to highlight?
- Can you see any area of intersectionality involved? Which one?
- What issues, inequalities, and/or discriminations are present in the article?





In November 2021, the IOC (International Olympic Committee) released the Framework on Fairness, Inclusion and Non-Discrimination on the Basis of Gender Identity and Sex Variations .

This followed a two-year consultation process with more than 250 athletes and concerned stakeholders, which took place in the context of growing discussion about the best ways to support trans athletes and athletes with sex variations to compete in sport in ways that affirm their identity and well-being, while also ensuring meaningful and fair competition. This approach aligns with the IOC's commitment to human rights as outlined in Olympic Agenda 2020+5.

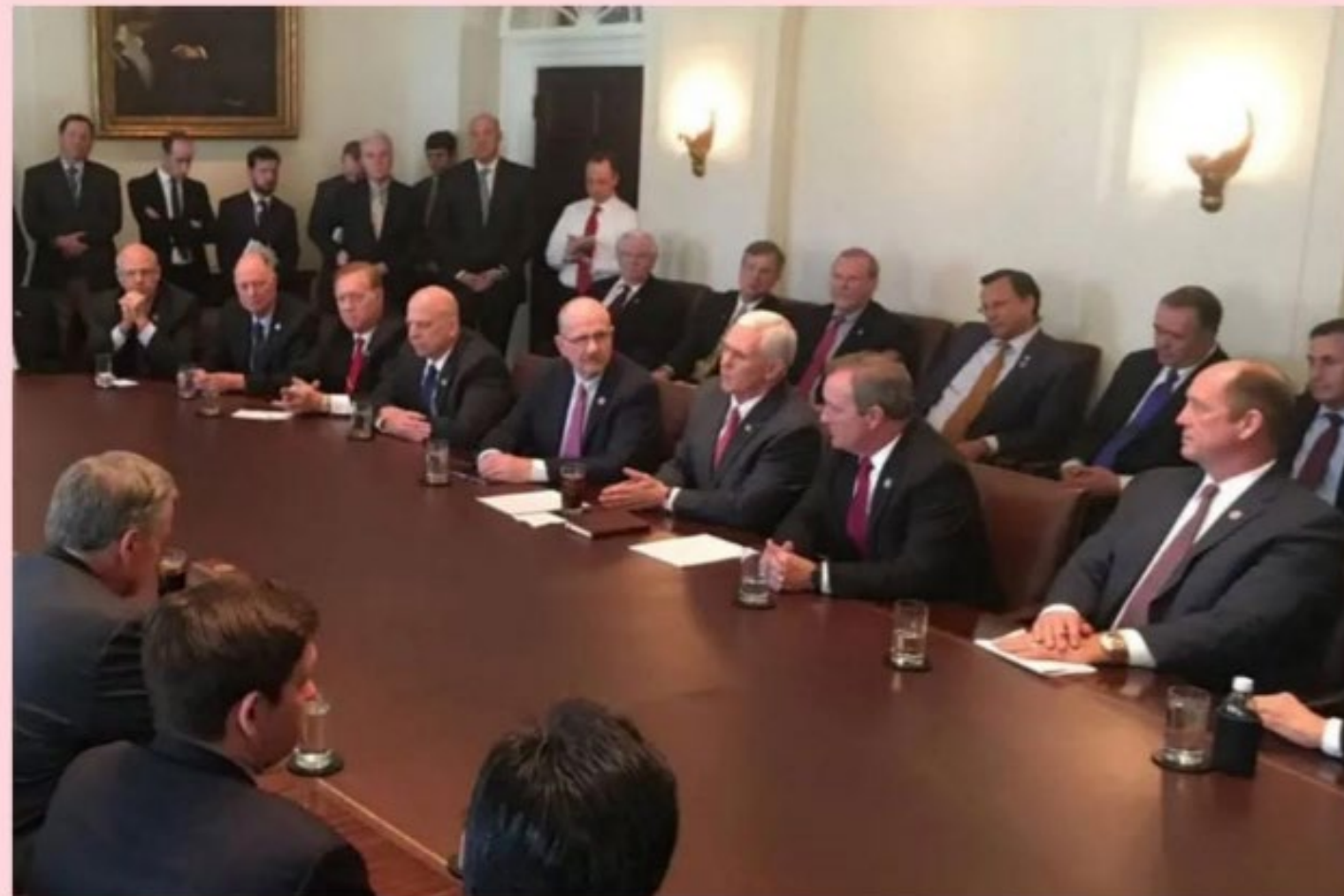


Take 10' to read one of them and share!

- Inclusion
- Prevention of harm
- Non-discrimination
- Fairness
- No presumption of advantage
- Evidence-based approach
- Primacy of health and bodily autonomy
- Stakeholder-centered approach
- Right to privacy
- Periodic reviews

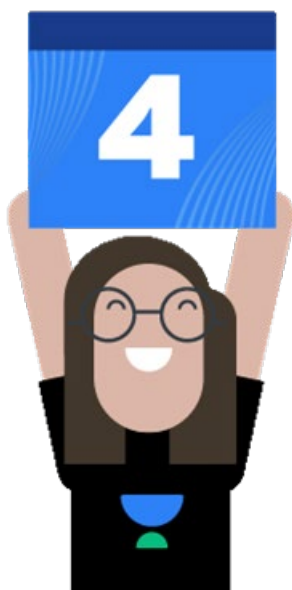


Not a single woman was at the white house meeting on 'women's health'.



@leadingwomen_





PART FOUR:

Reflecting on our daily work experiences



SHARING EXPERIENCES

In your current or previous workplace :

- Can you recall any situation that required intervention to foster greater inclusion?
- What was the situation?
- What actions do you think could have been taken?





SOME EXAMPLES OF GENDERBASED DISCRIMINATION & VIOLENCE IN SPORTS

Structural and Institutional Discrimination

Systemic barriers that limit access, visibility, or athletic development:

- Unequal access to resources (budgets, facilities, media coverage, sponsorships for women's or LGBTQIA+ teams).
- Lack of inclusive policies protecting trans, non-binary, or intersex athletes.
- Rules excluding based on gender or sex (e.g., testosterone levels, anatomy, gender identity).
- Low representation in decision-making roles (coaches, officials, executives).



Symbolic and Cultural Violence

Subtle but persistent forms of discrimination:

- Gender stereotypes (e.g., “male” sports like football vs. “female” sports like gymnastics).
- Constant questioning of abilities; assumption that women and LGBTQIA+ athletes are less competitive.
- Hyper-sexualization or invisibility in the media.
- Pressure to publicly come out, not expected of cis-heterosexual athletes.



Direct Discrimination and Harassment

Explicit acts of exclusion or violence:

- Offensive comments on body, clothing, voice, orientation, or gender identity.
- Physical, verbal, or sexual harassment, especially in male-dominated spaces.
- Denial of gender identity (misgendering, forced use of inappropriate facilities).
- Institutional violence (exclusion, disqualification, or non-selection for being LGBTQIA+).



Excluding Bureaucracy

Administrative obstacles limiting participation:

- Difficulties changing legal documents when legal gender differs from lived identity.
- Invasive medical exams for trans or intersex athletes.
- Unequal hormonal requirements applied to trans or intersex athletes but not cis men.



Invisibility and Lack of Positive Role Models

Few publicly out LGBTQIA+ sports figures.

- Limited media coverage of achievements by women and LGBTQIA+ athletes.
- Few safe sports spaces for LGBTQIA+ youth, leading to early dropout.

Symbolic or Performative Exclusion

- Superficial inclusion: diversity “celebrated” only symbolically, without meaningful internal change.
- Tokenism: featuring an LGBTQIA+ person as a symbol without giving real influence or decision-making power.



Last but not least ...

- Recognise that **we are part of this culture** .
- It is **not necessary** to know everything
- It is more important **to listen and ask**, rather than make assumptions.
- Often, it is only necessary **to expand the labels of what we expect from women, men, etc** .
- Recognise that **some categories** are at the same level as others .
- **Intersexuality** reveals that **biology is not “normal”** .
- **Queer theory** make focus on **sexual practices** (and not much on sexual identity)



**“Treating as equal those who are not yet equal
furthers inequality.”**

Baroness Kennedy of the Shaws



PART FIVE: Preparing Local Activities

Co-creation session plan: What we must produce today



Training Framework & Programme (D3.1)

- *A list of learning outcomes*
- *A common programme to run the local trainings*
- *A shared methodology (inclusive, participatory, intersectional).*
- *A list of actions to counter risks/dangers*

All of this will be summarised in a small manual (ENG + partners' languages).

Co-creation workshop -> breakout groups + plenary session.

All project partners, 60 minutes

Co-creation session plan: What this will feed into D3.2



Training
Framework &
Programme
(D3.1)



Sports Bag
(D3.2)

Toolkit with methods, exercises, videos, quizzes, self - assessments, readings.

2-level speed training programme (8h blocks × 4 times over 2 months)

- **Path 1** 20 sport actors (managers, trainers, practitioners)
- **Path 2** 40 sport players

Freely available online (website + SALTO YOUTH)

Given to participants at the end of the trainings.

(ENG + partners' languages)

What do we need to accomplish by today?



By the end of this 1 - hour workshop, we will have a good draft of the **Training Framework & Programme (D3.1)**, including:

- **general training guidelines** (participants, duration, etc).
- **list of learning outcomes** (knowledge, skills, attitudes).
- **programme content and methods** (topics, tools, training flow).
- **risk management actions** (to avoid or counter discrimination, disengagement, etc.).
- **Agreed index/structure** for the Sports Bag.

→ **ChF**, as **WP/ Deliverable Lead**, will finalise the deliverable

D3.1 Table of contents (draft version)



- Introduction to the project
- Application form details - objectives, indicators, activities, deliverables, timeflow
- Participants/TG
- Learning outcomes
- Methodology
- Index (Sports Bag)
 - Glossary
 - Introduction (foreword, objectives & learning outcomes, target group)
 - Conceptual framework
 - Activities
- Local trainings directives
- Risk management & counteract actions
- Deadlines
- Assessment & other evidence

Work groups



Group 1:
Learning
Outcomes

Group 2:
Content &
methods

Group 3:
Risk
management

Group 4:
Programme
design/ flow



Outputs from the session

- Draft list of **learning outcomes**
- Agreed **topics/methods** (programme backbone)
- Draft **risk counteraction** list
- Shared **index** for the training programme document (Sport Bag)



Feedback questionnaire



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 101184255





SISTERS

FoStering gender & LGBTQIA+
equity In Sports through an
inTERSectional approach

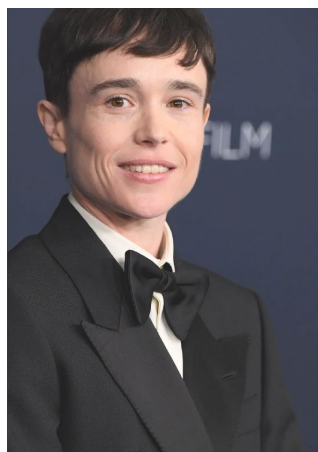
CONTACT DETAILS

yourname@email.com

Handout 1 Celebrities: What is the missing word?

On your sheet, you'll see a sentence with a missing word. Try to guess the correct word and fill it in. For each celebrity, we'll talk about some key aspects: Sex assigned at birth, Gender identity, Sexual and romantic orientation, Sexual identity, Gender expression

Celebrities' sheets:



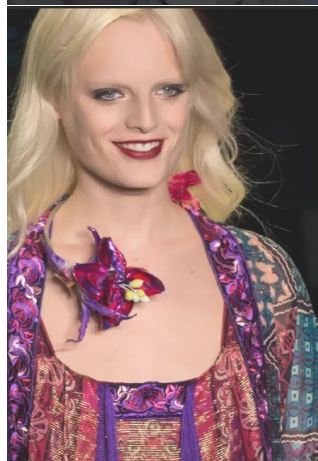
ELLIOT PAGE

Elliot Page is a Canadian actor known for roles in Juno and The Umbrella Academy. He publicly came out as _____ in 2020 and has become a leading voice for the visibility and rights of _____ people worldwide.



CASTER SEMENYA

Caster Semenya is a South African middle-distance runner and Olympic champion. She was born with _____ traits, which led to debates about fairness in women's sports. Semenya is an advocate for athletes' rights and the dignity of _____ individuals.



HANNE GABY ODIELE

Hanne Gaby Odiele is a Belgian model who publicly revealed in 2017 that she is _____. She uses her platform to raise awareness about _____ rights and to fight against non-consensual medical interventions on _____ children.



JONATHAN VAN NESS

Jonathan Van Ness is an American television personality and grooming expert, best known from Queer Eye. They identify as _____ and gender fluid, using pronouns he/she/they, and are a prominent advocate for LGBTQ+ rights.



ELTON JOHN

Elton John is a British singer, songwriter, and pianist, famous for hits like Rocket Man and Tiny Dancer. He is openly _____ and has been a long-time advocate for LGBTQ+ rights and HIV/AIDS awareness.



ELLEN DEGENERES

Ellen DeGeneres is an American comedian, actress, and talk show host. She came out as a _____ in the 1990s and has played a major role in increasing LGBTQ+ visibility in mainstream media.

Handout 2 Case study: Intersectionality

Case study context:

A selection process is open to join a high-performance national youth team in a popular sport.

General requirements:

- Full availability (for travel and competitions)
- Medical certificate of fitness
- Parental/guardian authorisation

Application steps:

1. Fill out an online form
2. Attend an in-person interview wearing the standardized uniform and complete a physical performance test

Participant profiles:

1. Aisha Khan

Age: 16

Gender: Woman

Sexual orientation: heterosexual

Ethnic background: Afro-descendant

Socioeconomic context: Lives in a low-income neighbourhood

Notes: She experienced bullying at school

Luca Rossi

Age: 17

Gender: Trans man

Sexual orientation: bisexual

Ethnic background: European

Socioeconomic context: Middle class

Notes: He is undergoing his gender re-affirmation process at the time of the application

3. Mei Lin

Age: 15

Gender: Woman

Sexual identity: lesbian

Ethnic background: Asian

Socioeconomic context: Middle class

Notes: Mild physical disability (requires minimal adaptations for some exercises)

4. Alejandro Torres

Age: 18

Gender: Man

Sexual orientation: heterosexual

Ethnic background: Latin American

Socioeconomic context: Working class

Notes: He is an undocumented migrant. He lives with his aunt because his parents are still in his home country.

5. Noor Al-Hassan

Age: 16

Gender: Non-binary

Sexual orientation: pansexual

Ethnic background: Middle Eastern

Socioeconomic context: Working class

Notes: They arrived in the country of residence a few years ago and are still learning its official language.

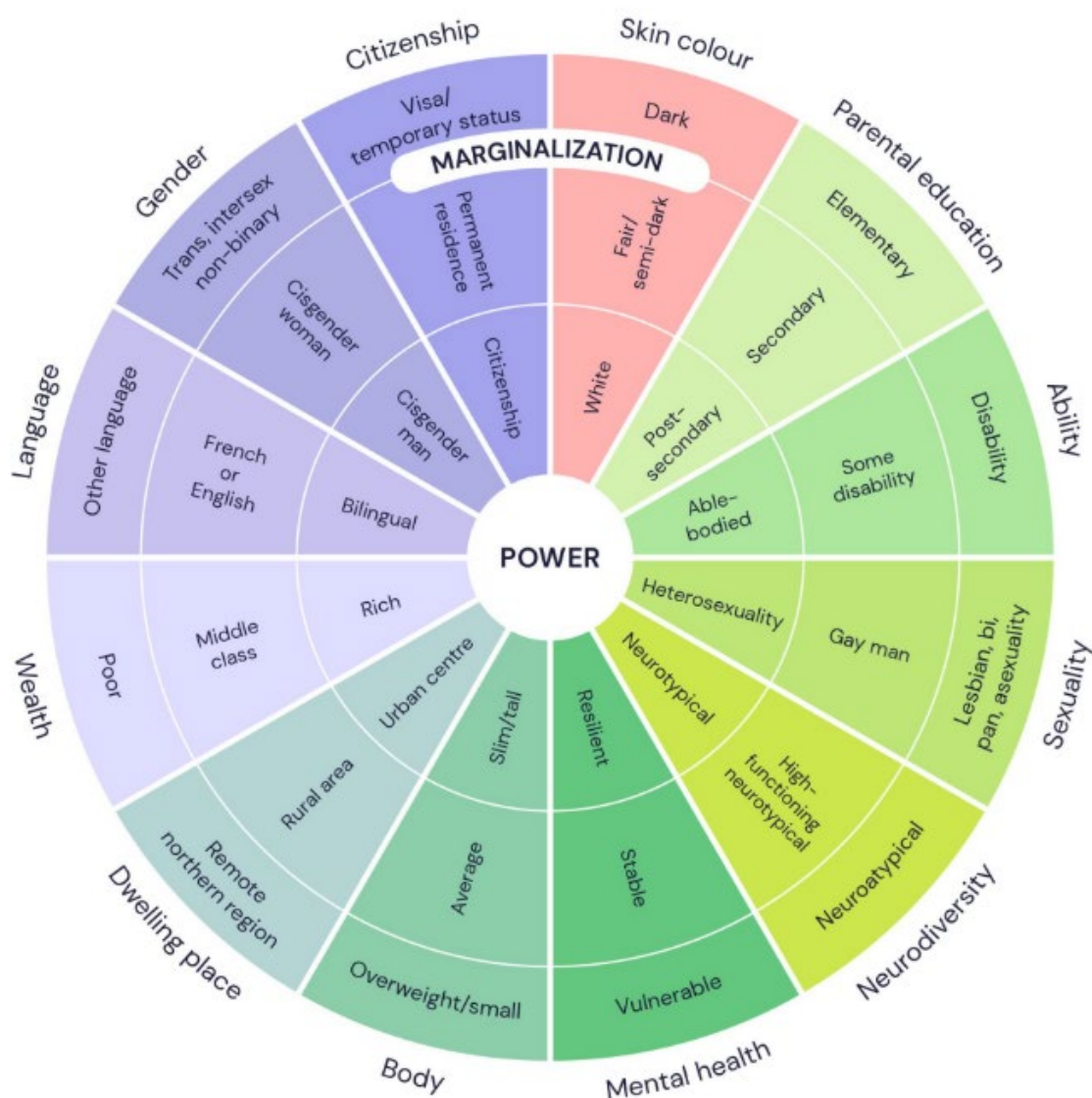
Questions to answer:

What advantages and disadvantages would each person have for being selected?

What structural or social barriers might they face?

Which aspects of their identity intersect and influence their opportunity to participate?

Handout 3 Intersectional wheel



Handout 4 Newspaper articles

Article 1 Handball Federation Changes “Sexist” Uniform After Criticism

Following protest and extensive criticism, the International Handball Federation will no longer require female beach handball athletes to compete in bikinis. By Kaitlyn McNab. November 1, 2021

The International Handball Federation has published new rules for its female beach handball athletes, officially changing their uniform from bikini bottoms to shorts. The amendment comes after months of criticism and accusations of sexism — and an act of protest from the Norwegian women’s beach handball team in July.

This past summer, the Norwegian athletes were fined 150 euros each (1,500 total for the entire team) by the European Handball Federation for wearing shorts instead of bikini bottoms during a championship game against Spain.

According to the International Handball Federation’s uniform rules at the time, women players were required to wear bikini bottoms with a maximum side width of 10 centimetres, or 3.9 inches, as well as a required “close fit and [a] cut on an upward angle toward the top of the leg.”

In comparison, male players had far less strict uniform guidelines: shorts that were “not too baggy” and 10 centimetres above the kneecap.

Per CNN, Norway’s team coach Eskil Berg Andreassen said that the female players were aware they would be fined for wearing shorts and had been pushing back against the bikini bottom for “several years.” Andreassen also told CNN that the bikini bottom uniform was controversial for many players, a requirement that would both divert and deter players from the sport, especially those who choose to express their faith through more modest clothing.

As reported by NBC News, the Norwegian team had been issuing complaints about the exposure of the uniform since 2006. Female players from around the world — including Denmark and American Samoa — have continually expressed their dissatisfaction with the uniform, citing both physical and emotional discomfort and unwanted attention and sexual harassment.

The EHF’s decision to penalize the Norwegian players was met with outrage, from those in the sports world and beyond. Even singer P!nk tweeted her support for the athletes and their protest, and offered to pay their fine.

“I’m very proud of the Norwegian female beach handball team for protesting the very sexist rules about their ‘uniform,’” she wrote on social media. “The European Handball Federation should be fined for sexism.”

“With those bikinis, we were all the time checking if it’s in the right place. We were focusing on other things than the sport — and that’s not something we want,” Julie Aspelund Berg, a defender for the Norwegian beach handball team told CNN in July. “We just want to be treated at the same level as the guys.”



Soon after, a change.org petition calling for the bikini bottom regulation to be eliminated gathered more than 60,000 signatures online. The Norwegian team's penalty coincided with a much larger conversation about the sexist and misogynistic double standards that female athletes are forced to endure, sparked by the 2020 Tokyo Olympics.

Now, in a new set of rules published last month, the IHF handbook states that beginning in January 2022, female players will be allowed to wear fitted tank tops instead of their previous crop tops that resemble sports bras. To replace the bikini bottom, female players "must wear short tight pants with a close fit." The shorts appear similar to spandex or bike shorts — there are still no specific requirements for the men's uniform to have a tight fit.

Be that as it may, Norwegian Handball Federation President Kåre Geir Lio told NBC News that he believed the regulation change was "both a real and symbolic step" towards addressing gender inequality in beach handball.

"I think it's good for the game, but first of all, it's good for the women, and it's good for how we treat each other in sports," he said.

(original source <https://www.teenvogue.com/story/handball-federation-changes-sexist-uniform-after-criticism?>)

Questions to answer – Article 1

- 1. Why do you think women and men have different uniform rules? (Think about beliefs, prejudices, or stereotypes.)**
- 2. What does "sexism" mean here? Why do you think uniform rules are still stricter for women than for men?**
- 3. Imagine you said this: "With those bikinis, we were always checking if it was in the right place. We were thinking about other things, not the sport — and that's not what we want." How would you feel?**

Article 2: EC infographic, Gender Equality in sport, 2024

AT A GLANCE
Infographic

GENDER EQUALITY IN SPORT



WOMEN IN SPORTS GOVERNANCE STRUCTURES

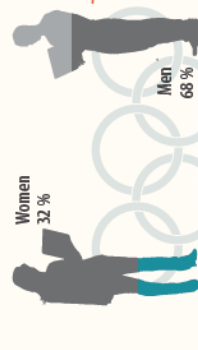
Strongly associated with masculinity, sport is one of the most gender unequal social institutions in modern society and has traditionally been dominated by men in terms of both participation and governance. Women were excluded from the first modern Olympic Games, held in Athens in 1896, and were only allowed to gradually start joining in four years later. Even though women's presence and involvement in the Olympic Movement have progressively evolved, girls and women across the world still get fewer opportunities and less investment, training and corporate and media attention when they play sport.

Today, despite a clear trend towards increased female presence, there is still ample room for improvement when it comes to women's participation in sports governance structures. The International Olympic Committee currently **numbers** just one third female members and honorary members – 47 out of a total of 147. In the EU, only 4 of the 27 presidents of national Olympic committees were women in 2023. Also in 2023, only 22 % of all top decision-making positions in the national EU federations of the 10 most popular sports were held by women, ranging from 7 % in Slovenia to 51 % in Sweden. Sweden aside, all the other countries had a share of under 40 % women, although women's presence has been rising over the years.

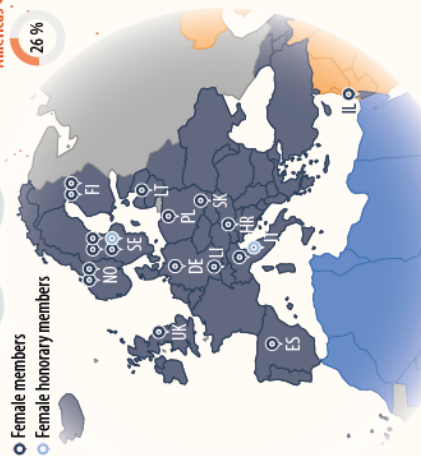
WOMEN AS COACHES AND ROLE MODELS

Although the number of women actively involved in sport has increased dramatically over the past 50 years, female

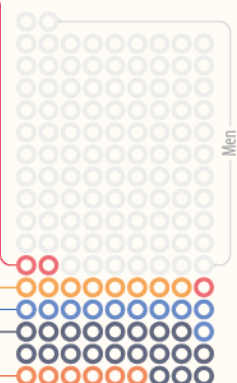
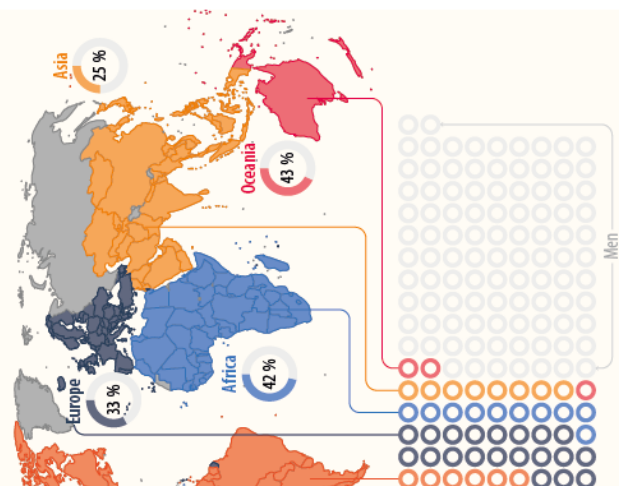
Women on the International Olympic Committee



- Female members
- Female honorary members



Number of women among IOC members/honorary members per continent



Data source: International Olympic Committee, 2024.

EPRS | European Parliamentary Research Service

Author: Ionel Zamfir; Graphics: Samy Chahri
Members' Research Service
PE 759.597 – March 2024



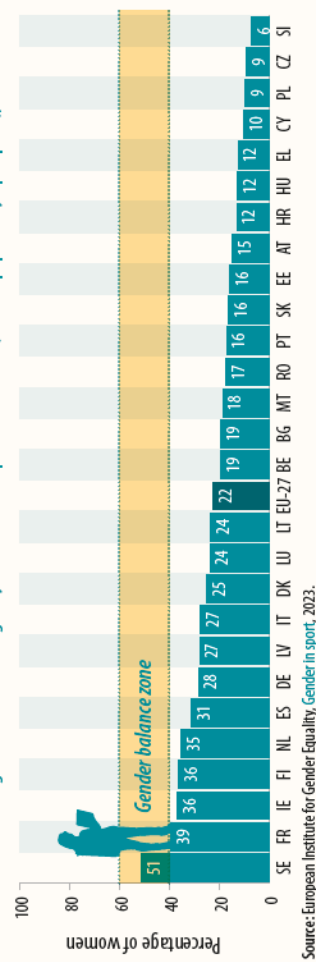
coaches across the globe are a statistical minority in nearly all sports, at all performance levels. In Europe, only 31 % of all sports coaches were women in 2019, based on a sample of 18 European countries surveyed, with significant differences between countries. The share of women coaches ranged between 9 % in Portugal and 77 % in Montenegro. Researchers highlight the importance of having strong female role models in sport, particularly in coaching, to inspire others to pursue and realise similar achievements or to offer insight and advice on how to navigate a difficult environment and challenge negative stereotypes.

INEQUALITY IN PAY AND MEDIA COVERAGE

Most sports now award men and women equal prize money. Football, golf and basketball remain the sports with the biggest financial gaps in awards, but efforts are being made to eliminate the disparities. In football, in 2022, FIFA (International Federation of Association Football) launched a Football Unites the World campaign with a 'Unite for

Gender Equality' component. FIFA tripled its prize money for the women's world cup in 2023 compared to 2019, but this was still only a third of the prize fund for the men's similar competition. Several national football federations (England, Ireland, Norway, Spain, Slovenia, the United States) have decided to pay men and women footballers representing their countries equally. Nevertheless, the gap between men and women footballers' salaries remains enormous, and football is not unique. In 2023, there was not one woman among the 100 best paid athletes in the world. While such disparities can be explained by market forces and customers' strong preferences for certain male sports, experts also point to other less visible factors that help to perpetuate this situation. These include gender stereotypes in the media, viewers' gender bias and the history of sports being designed specifically for men, with women as latecomers. In addition to the pay gap, women also face difficulties when it comes to their rights to maternity leave and pay.

Share of women in the highest decision-making body of the national sports federations (10 most popular Olympic sports), 2023



Source: European Institute for Gender Equality, Gender in sport, 2023.

This is an update of an earlier infographic by Ivana Katsarova, published in March 2020.

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Significant differences in media coverage of women's and men's sports play an important role in perpetuating inequality; a 2011 international sports press survey showed that sports journalism in the print media was a man's world. More recent research suggests however that the advent of digital and social media, as well as streaming, is contributing to an increase in coverage of women's sports.

The European Commission actively promotes gender equality in sport. One way in which it does this is by supporting projects through the Erasmus+ programme, the main EU funding instrument for sport. The European Parliament has also advocated consistently for gender equality in sport, such as in its 2021 resolution on EU sports policy, where it called for equal pay and greater visibility for women.

Gender breakdown of total press accreditations



Share of women coaches in European countries



Data sources: Tokyo 2020 Summer Olympics, Beijing 2022 Winter Olympics, Council of Europe, European Union, ALL IN project.

Questions to answer – Infographics

1. Based on the information in this report: Why do women participate less in sports? Think about each of the factors mentioned in the text.
2. Do you think having a child would affect a woman's sports career in the same way as a man's?
3. From the difficulties women may face in sports, which ones matter the most in your opinion? Can you add more that are not in the text?

[Article 3: Imane Khelif vs. Angela Carini and the Global Debate on Non-Conforming Bodies](#)

By Andrea Giuliano

Imane Khelif meets Angela Carini

Paris 2024 – On August 1, 2024, Algerian intersex boxer Imane Khelif faced Italy’s Angela Carini, who decided to withdraw from the match after just 46 seconds. Later, she told ANSA: “My nose hurt too much, I couldn’t go on and I told myself I had to stop. It could have been the match of my life, but I had to think about protecting myself.” Immediately after the fight, she had already said: “I am not someone who judges others. I am not here to pass judgment.” And yet, judgments abound.

Elon Musk endorsed and shared a post by U.S. swimmer Riley Gaines claiming “men do not belong in women’s sports,” to which Musk commented: “Absolutely.” Fantasy author J.K. Rowling tweeted: “The smirk of a male who knows he is protected by a misogynistic sporting establishment, enjoying the suffering of a woman he has just punched in the head and whose life ambition he has just destroyed.”

They are completely wrong. First, Khelif is a woman. Second, they are either misinformed—or willfully ignoring—the current boxing regulations, which were reiterated yesterday by an official statement from the IOC and the Boxing Unit. Rowling also seems to overlook the fact that boxing is, by definition, a combat sport where people hit each other.

“They made her believe she was fighting against the Hulk.” The tears Carini shed during her interview, explained Rosario Coco, president of Gaynet and coordinator of Outsport, “are the result of enormous pressure stirred up by right-wing international politicians and pro-life organizations, who portrayed her opponent as something almost superhuman. We do not comment on her choice to withdraw after 46 seconds—that is a personal decision. What must be said is that the pressure surrounding this match over the past 48 hours has been surreal, and it made everyone lose sight of the fact that this is boxing—an event where punches hurt.”

Coco added: “Imane Khelif has fought 14 matches in her career, all in the women’s category, winning nine and losing five. So five women, like Angela Carini, have beaten her. At Tokyo 2020, she was eliminated in her second bout. Speculating on this match and targeting Khelif, after days in which the whole world obsessed over what’s in her pants, is becoming increasingly violent and cowardly—not just toward her but toward all intersex and trans people whose very existence is dragged into propaganda and turned into an object of international contention.”

This is not the first time, nor will it be the last, that intersex athletes face discrimination and exclusion. Similar stories have affected athletes like Caster Semenya of South Africa and India’s Dutee Chand.

Fake news about Khelif before the match against Carini

The flood of misinformation surrounding her gender and identity overshadows her entire life and career—much as it has with Caster Semenya. And since we know there are no transgender women competing in these Olympics, some clarity is needed.



Imane Khelif was born female, raised as a girl, and socialized as a woman. She has always competed in the women's category.

Her record includes:

2018 Women's World Boxing Championships in New Delhi – eliminated in the first round, ranked 17th.

2019 World Championships – ranked 33rd. Tokyo 2020 Olympics – defeated in the quarterfinals, 5–0.

2022 Women's World Championships – reached the final, then lost.

In short, she is a woman who can win or lose, like any other woman in sport.

Moreover, Algeria does not recognize legal gender transition—it is simply not permitted. So it remains unclear how the myth of Khelif as a supposed transgender woman could even make sense: she could not have completed a legal transition, obtained fraudulent documents, and registered with the IBA. In Algeria, homophobia, lesbophobia, biphobia, and transphobia are widespread, and LGBTIQ+ people are at risk of discrimination, attacks, and even arrest.

The truth is clear: Imane Khelif is an intersex, hyperandrogenic woman. And given that millions of people worldwide are now speculating about her private life, it's time to inform ourselves. Intersex is an umbrella term referring to people born with a combination of genetic and biological traits typically associated with both female and male sex characteristics.

For a woman competing in the Paris 2024 boxing tournament, the rules are straightforward. The IOC has confirmed that Khelif meets all criteria specified in Articles 1.4 and 3.1.

Why Khelif can compete—with Carini and beyond

It is essential to underline that Imane Khelif is eligible to compete this year, just like Taiwanese featherweight Lin Yu-ting. On July 30, 2024, IOC spokesperson Mark Adams stated: "These athletes have competed many times over many years—they did not suddenly appear." In another statement, the IOC clarified: "All those competing in the women's category meet the eligibility rules. They are women in their passports, and that is that—they are female." On eligibility criteria, Adams concluded: "At the end of the day, the experts in each sport are the ones working in the field. If there is a significant advantage, clearly it is not acceptable—but that decision must be made at that level."

Khelif has only ever been excluded once—from the 2023 IBA Women's World Boxing Championships in New Delhi. At that same event, Lin Yu-ting was stripped of her bronze medal. Both reportedly failed a vague "eligibility test" conducted by the IBA. The IBA, presided over by Russia's Umar Kremlev, is closely aligned with the Russian government, one of the most discriminatory regimes against LGBTIQ+ people. In 2023, the IOC stripped the IBA of its role as the governing body for Olympic boxing due to corruption and mismanagement.

So perhaps it is time we finally learn that hyperandrogenism and intersex identities exist—and start confronting these realities.

(Original source in Italian: <https://www.gaynet.it/2024/08/02/imane-khelif-angela-carini-polemica-globale-corpi-non-conformi/>)

Questions to answer – Article 3

1. After the discussion so far: Why would you say that the statements by Elon Musk and J.K. Rowling are wrong? Explain your answer.
2. What do you think were the reasons that made Angela Carini leave the match quickly?
3. Do you think “eligibility test” can be set in an objective way? Why?

Article 4 Football Against Homophobia: The Case of Justin Fashanu

By Carlos de las Heras, Head of Sport and Human Rights, Amnesty International, February 19, 2023

February 19 marks the International Day Against Homophobia in Sport, in honor of Justin Fashanu, the first footballer to publicly come out as gay.

Recently, Jakub Jankto, a Getafe player currently on loan at Sparta Prague, posted a video on his social media. His message was clear: “Like everyone else, I have my strengths, I have my weaknesses, I have a family, I have friends, I have a job I’ve been doing to the best of my ability for years, with seriousness, professionalism, and passion. Like everyone else, I want to live my life freely. Without fear. Without prejudice. Without violence. BUT with love. I am gay and I no longer want to hide.”

The path opened by Justin Fashanu paved the way for other footballers, such as Josh Cavallo and now Jankto. That acts like Jankto’s make headlines in 2023 is a shame for the world of football.

Justin Fashanu: The First Footballer to Come Out

Justin Fashanu was born in Hackney, near London, in 1961. His father, a Nigerian lawyer, abandoned him, his brother, and their mother when they were children. His mother, a nurse from Guyana, lived in poverty and had to place Justin and his brother, John, in foster care. Later, when they were six and five, they were adopted by a British family near Norfolk.

From a young age, Justin and his brother tried various sports: tennis, rugby, and even boxing, before ultimately choosing football. Justin’s talent soon became evident, catching the eye of scouts. By the mid-1970s, one of England’s historic clubs, Norwich City, noticed the young player whose physique and power stood out among his peers. He was offered a place in their academy to develop both as a footballer and as a person.

In 1979, at just 17, Justin made his debut in the first division, quickly becoming a fan favorite. Within a year, his talent attracted interest from major clubs, and in 1981 he signed with Nottingham Forest, a club that had won the European Cup just a year earlier. Nottingham paid Norwich City £1 million—a record fee at the time for a Black footballer.

Ending Discrimination and Silence in Sport

Justin’s arrival in Nottingham inspired fans. He was young, fast, and technically gifted. Yet his career trajectory soon faltered. He struggled to adapt to life at Nottingham and to his coach, Brian Clough. In August 1982, he was loaned to Southampton and later transferred to Nottingham Forest’s historic rival, Notts County, founded in 1862. His career, already declining due to serious injuries, eventually took him to clubs in Canada, Sweden, Scotland, and New Zealand, before retiring in the United States with Baltimore’s Maryland Mania. Like any athlete, his career had highs and lows, victories and defeats—but injuries were not the only obstacles.

When Justin arrived at Nottingham, his coach, Brian Clough—who had led Forest to consecutive European Cups and had been an English football star himself—noticed Justin was “different” and focused his criticism on him. Though Justin had not yet publicly come out, his sexuality was known among teammates and was an open secret in the city. Rumors about his nightlife reached Clough, who, in his autobiography, recounted asking Justin: “Where do you go if you want a loaf of bread? The bakery,

I suppose. Where do you go for a leg of lamb? The butcher, right? Then why do you keep going to those damn gay clubs?” Clough eventually sidelined Fashanu.

Coming Out and Public Harassment

In 1990, Justin decided to come out, despite even his brother John allegedly offering him money to stay silent. British tabloids launched a campaign of harassment. On October 22, 1990, Justin gave an interview revealing his homosexuality. The Sun headlined it: “£1m Soccer Star: I Am Gay.” He became the first footballer to come out publicly—a Black, gay player in England, the cradle of football. This marked the beginning of the end of his career and the start of a life filled with harassment and discrimination. His own brother rejected him. He endured severe homophobic abuse from fans, teammates, and opponents.

Justin’s life took a darker turn in the United States. In 1998, he was accused of sexual abuse by a minor. Though questioned, he was not detained. Fearing an unfair trial, he returned to England. A month later, on May 2, his body was found hanging in a garage in London. In his note, he wrote: “I realize I have already been found guilty. I do not want to cause more worry to my family and friends. I hope that Jesus, whom I love, welcomes me; in the end, I will find peace.” U.S. authorities later dismissed the abuse allegations for lack of evidence.

His brother John later expressed regret for never reconciling with Justin. Today, John’s daughter, Amal Fashanu—Justin’s niece—leads the Justin Fashanu Foundation, dedicated to his memory and helping others raise awareness about their experiences.

Legacy and Continuing Challenges

Justin Fashanu was the first footballer to publicly come out. Thirty years later, few have followed his example. Fear of stigma, loss of contracts, and social judgment remain major barriers in football. In November 2021, Australian international Josh Cavallo came out publicly, and recently, Czech player Jakub Jankto became the first La Liga player to do so.

Stories like those of Justin Fashanu, Josh Cavallo, and Jakub Jankto should not be exceptions. Sports, like all areas of life, should not silence or hide LGBTQ+ individuals. Everyone has the right to disclose—or not disclose—their sexual orientation, and it is the responsibility of fans and society to respect and support that choice.

On February 19, as every year, Amnesty International remembers the path Justin Fashanu paved—one that sadly ended his career and, tragically, his life. His athletic career may not have made him a superstar, but his courage places him among the great figures in sports and serves as an example for all.

(original source in Spanish: <https://www.es.amnesty.org/en-que-estamos/blog/historia/articulo/futbol-contra-la-homofobia-el-caso-de-justin-fashanu/>)

Questions to answer – Article 4

1. Do you think there are currently situations of discrimination against homosexual people? Why?
2. Imagine you were chosen to talk with coach Brian Clough about his behaviour with the team: what questions would you ask him? What gender stereotypes would you address?
3. What types and/or forms of violence can you identify in the text? (Types: physical, symbolic, psychological, sexual, economic – Forms: domestic, work-related, institutional, community, digital) Why?

Handout 5 IOC framework



IOC FRAMEWORK ON FAIRNESS, INCLUSION AND NON-DISCRIMINATION ON THE BASIS OF GENDER IDENTITY AND SEX VARIATIONS

INTRODUCTION

Every person has the right to practise sport without discrimination and in a way that respects their health, safety, and dignity. At the same time, the credibility of competitive sport – and particularly high-level organised sporting competitions – relies on a level playing field, where no athlete has an unfair and disproportionate advantage over the rest.

Through this Framework on Fairness, Inclusion and Non-Discrimination on the Basis of Gender Identity and Sex Variations, the International Olympic Committee (IOC) seeks to promote a safe and welcoming environment for everyone, consistent with the principles enshrined in the Olympic Charter. The Framework also acknowledges the central role that eligibility criteria play in ensuring fairness, particularly in high-level organised sport in the women's category.

This Framework is issued as part of the IOC's commitment to respecting human rights (as expressed in Olympic Agenda 2020+5) and as part of the action taken to foster gender equality and inclusion.

In issuing this Framework, the IOC recognises that it must be in the remit of each sport and its governing body to determine how an athlete may be at a disproportionate advantage against their peers, taking into consideration the nature of each sport. The IOC is therefore not in a position to issue regulations that define eligibility criteria for every sport, discipline or event across the very different national jurisdictions and sport systems.

Therefore, the aim of this Framework is to offer sporting bodies – particularly those in charge of organising elite-level competition – a principled approach to develop their criteria that are applicable to their sport. Sports bodies will also need to consider particular ethical, social, cultural and legal aspects that may be relevant in their context.

This Framework was developed following an extensive consultation with athletes and stakeholders concerned. This included members of the athlete community, International Federations and other sports organisations, as well as human rights, legal and medical experts. It replaces and updates previous IOC statements on this matter, including the 2015 Consensus Statement.

This Framework recognises both the need to ensure that everyone, irrespective of their gender identity or sex variations, can practise sport in a safe, harassment-free environment that recognises and respects their needs and identities, and the interest of everyone – particularly athletes at elite level – to participate in fair competitions where no participant has an unfair and disproportionate advantage over the rest.



Lastly, the IOC also recognises that most high-level organised sports competitions are staged with men's and women's categories competing separately. In this context, the principles contained herein aim to ensure that competition in each of these categories is fair and safe and that athletes are not excluded solely on the basis of their transgender identity or sex variations.

Where eligibility criteria must be set in order to regulate the participation in the women's and men's categories, the establishment and implementation of such criteria should be carried out as part of a comprehensive approach grounded on the respect for internationally recognised human rights, robust evidence and athlete consultation. In so doing, precaution should be used to avoid causing harm to the health and well-being of athletes.

PRINCIPLES

This Framework should be considered as a coherent whole and should be taken into consideration by International Federations and other sports organisations when exercising their responsibility in establishing and implementing eligibility rules for high-level organised competition in their respective sports, disciplines and events and, more generally, in ensuring safe and fair competition in the context of inclusion and non-discrimination on the basis of gender identity and sex variations.

While these principles have been drafted with the specific needs of high-level organised sports competitions in mind, the general principles of inclusion and non-discrimination reflected below should be promoted and defended at all levels of sport.

1. INCLUSION

- 1.1. Everyone, regardless of their gender identity, expression and/or sex variations should be able to participate in sport safely and without prejudice.
- 1.2. Measures should be put in place with a view to making sporting environments and facilities welcoming to people of all gender identities.
- 1.3. Sports organisations should work together to advance inclusion and prevent discrimination based on gender identity and/or sex variations, through training, capacity-building and campaigns that are informed by affected stakeholders.
- 1.4. Mechanisms to prevent harassment and abuse in sport should be further developed by taking into account the particular needs and vulnerabilities of transgender people and people with sex variations.

- 1.5. Where sports organisations choose to establish eligibility criteria in order to determine the participation conditions for men's and women's categories for specific contests in high-level organised sports competitions, these criteria should be established and applied in a manner that respects the principles included in this Framework. Individuals or parties responsible for issuing such criteria should be appropriately trained in order to ensure that these issues are handled in a manner consistent with these principles.
- 1.6. The design, implementation and evaluation of these measures and mechanisms should be done in consultation with a cross-section of affected athletes.

2. PREVENTION OF HARM

- 2.1 The physical, psychological and mental well-being of athletes should be prioritised when establishing eligibility criteria.
- 2.2 Sports organisations should identify and prevent negative direct and indirect impacts on athletes' health and well-being that may come from the design, implementation and/or interpretation of eligibility criteria.

3. NON-DISCRIMINATION

- 3.1 Eligibility criteria should be established and implemented fairly and in a manner that does not systematically exclude athletes from competition based upon their gender identity, physical appearance and/or sex variations.
- 3.2 Provided they meet eligibility criteria that are consistent with principle 4, athletes should be allowed to compete in the category that best aligns with their self-determined gender identity.
- 3.3 Criteria to determine disproportionate competitive advantage may, at times, require testing of an athlete's performance and physical capacity. However, no athlete should be subject to targeted testing because of, or aimed at determining, their sex, gender identity and/or sex variations.

4. FAIRNESS

- 4.1 Where sports organisations elect to issue eligibility criteria for men's and women's categories for a given competition, they should do so with a view to:
 - a) Providing confidence that no athlete within a category has an unfair and disproportionate competitive advantage (namely an advantage gained by altering one's

body or one that disproportionately exceeds other advantages that exist at elite-level competition);

- b) preventing a risk to the physical safety of other athletes; and
- c) preventing athletes from claiming a gender identity different from the one consistently and persistently used, with a view to entering a competition in a given category.

5. NO PRESUMPTION OF ADVANTAGE

5.1 No athlete should be precluded from competing or excluded from competition on the exclusive ground of an unverified, alleged or perceived unfair competitive advantage due to their sex variations, physical appearance and/or transgender status.

5.2 Until evidence (per principle 6) determines otherwise, athletes should not be deemed to have an unfair or disproportionate competitive advantage due to their sex variations, physical appearance and/or transgender status.

6. EVIDENCE-BASED APPROACH

6.1 Any restrictions arising from eligibility criteria should be based on robust and peer reviewed research that:

- a) demonstrates a consistent, unfair, disproportionate competitive advantage in performance and/or an unpreventable risk to the physical safety of other athletes;
- b) is largely based on data collected from a demographic group that is consistent in gender and athletic engagement with the group that the eligibility criteria aim to regulate; and
- c) demonstrates that such disproportionate competitive advantage and/or unpreventable risk exists for the specific sport, discipline and event that the eligibility criteria aim to regulate.

6.2 Should eligibility criteria prevent an athlete from entering a given competition, such athlete should:

- a) be allowed to participate in other disciplines and events for which they are eligible, in the same gender category; and



- b) be able to contest the ultimate decision of International Federations or other sports organisations through an appropriate internal mediation mechanism, such as ombudsperson, and/or procedures before the Court of Arbitration for Sport, to seek remedy.

7. PRIMACY OF HEALTH AND BODILY AUTONOMY

- 7.1 Athletes should never be pressured by an International Federation, sports organization, or any other party (either by way of the eligibility criteria or otherwise) to undergo medically unnecessary procedures or treatment to meet eligibility criteria.
- 7.2 Criteria to determine eligibility for a gender category should not include gynaecological examinations or similar forms of invasive physical examinations, aimed at determining an athlete's sex, sex variations or gender.
- 7.3 Sports organisations should seek to educate coaches, managers and other members of the entourage to prevent interpretations of their eligibility criteria that can lead to harm.

8. STAKEHOLDER-CENTRED APPROACH

- 8.1 When drafting, reviewing, evaluating and updating eligibility criteria, sports organisations should meaningfully consult with a cross-section of athletes who may be negatively affected in order to prevent harm.
- 8.2 Any decisions affecting an athlete's ability to compete should follow the basic standards of procedural fairness, including neutrality and impartiality.
- 8.3 Sports organisations should put in place internal mechanisms that offer athletes and other affected stakeholders accessible, legitimate, safe and predictable avenues to raise concerns and grievances connected to gender-based eligibility.

9. RIGHT TO PRIVACY

- 9.1 Sports organisations should ensure transparency in their decision-making processes on eligibility while working to preserve the privacy of individuals who may be affected by such restrictions. This includes all personally identifiable information processed in the context of eligibility decisions which should be handled in compliance with applicable laws and international standards.
- 9.2 Medical information about an athlete, including testosterone levels, that is collected in the context of anti-doping or otherwise, must be handled in compliance with applicable privacy laws and should be used only for the purposes disclosed to the athlete at the time such information is collected.



- 9.3 Informed consent should be acquired from athletes prior to the collection of data that is obtained for the purpose of determining eligibility to compete in the men's or women's category.
- 9.4 Sports organisations should avoid public disclosure of athletes' confidential health and other personal information in the absence of the athlete's consent. In addition, sports organisations should consult with the athletes concerned on the best ways to publicly communicate about their eligibility.

10. PERIODIC REVIEWS

- 10.1 Eligibility criteria should be subject to predictable periodic review to reflect any relevant ethical, human rights, legal, scientific, and medical developments in this area and should include the affected stakeholder's feedback on their application.

Handout 6 Discrimination and violence in sports

- **Structural and institutional discrimination** Systemic barriers that limit access, visibility, or athletic development:
 - Unequal access to resources (budgets, facilities, media coverage, sponsorships for women's or LGBTQIA+ teams).
 - Lack of inclusive policies protecting trans, non-binary, or intersex athletes.
 - Rules excluding based on gender or sex (e.g., testosterone levels, anatomy, gender identity).
 - Low representation in decision-making roles (coaches, officials, executives).
- **Symbolic and cultural violence** Subtle but persistent forms of discrimination:
 - Gender stereotypes (e.g., “male” sports like football vs. “female” sports like gymnastics).
 - Constant questioning of abilities; assumption that women and LGBTQIA+ athletes are less competitive.
 - Hyper-sexualization or invisibility in the media.
 - Pressure to publicly come out, not expected of cis-heterosexual athletes.
- **Direct discrimination and harassment** Explicit acts of exclusion or violence:
 - Offensive comments on body, clothing, voice, orientation, or gender identity.
 - Physical, verbal, or sexual harassment, especially in male-dominated spaces.
 - Denial of gender identity (misgendering, forced use of inappropriate facilities).
 - Institutional violence (exclusion, disqualification, or non-selection for being LGBTQIA+).
- **Excluding bureaucracy** Administrative obstacles limiting participation:
 - Difficulties changing legal documents when legal gender differs from lived identity.
 - Invasive medical exams for trans or intersex athletes.
 - Unequal hormonal requirements applied to trans or intersex athletes but not cis men.
- **Invisibility and lack of positive role models** Few publicly out LGBTQIA+ sports figures.
 - Limited media coverage of achievements by women and LGBTQIA+ athletes.
 - Few safe sports spaces for LGBTQIA+ youth, leading to early dropout.
- **Symbolic or performative exclusion** Superficial inclusion: diversity “celebrated” only symbolically, without meaningful internal change.
 - Tokenism: featuring an LGBTQIA+ person as a symbol without giving real influence or decision-making power.

Handout 7 General guidelines

- **Recognize that we are part of this culture**

No matter how much “knowledge” we acquire or how many deconstruction processes we go through, it is essential to recognize that we all live within a culture full of stereotypes and forms of violence. Because of this, we may reproduce them without even realizing it.

- **It is not necessary to know everything**

People who are not immersed in these topics may feel overwhelmed. The most important message is that you don’t need to have a complete grasp of every single concept (you can always look them up, and many of them evolve over time). What matters most is maintaining openness and a willingness to constantly review your own beliefs. This brings us to the next point...

- **It is more important to listen and ask, rather than make assumptions**

Listening spaces are the most important, though they may seem simple. What’s truly difficult is learning not to assume, but to ask and to listen. In every intervention — institutional or individual — it is necessary first to create spaces for understanding situations and needs (whether of a community or a person). Only then can we set objectives that truly respond to what is needed. Otherwise, we risk designing strategies based on our own beliefs, likely reproducing stereotypes.

- **Often, it is only necessary to expand the labels we use for women, men, etc.**

Labels and categories are useful to make visible what is often hidden, to give it existence. But sometimes, the goal is not to create new categories, but to expand the meaning of existing ones. Example: A woman may not feel like a “woman” in the socially learned sense of the term — not because she identifies with another gender, but because the culturally imposed model of being a woman doesn’t fit her. By expanding the category, she can find her place. The same goes for any identity category.

- **Recognize that some categories are at the same level as others**

This helps clarify situations where gender categories are hard to recognize. Example: When discussing the inclusion of trans people in sports, common sense often falls into stereotypes like “men are stronger.” Yet studies show that, on average, cis men have more musculature for speed, while cis women tend to have more for endurance. So even this simplified claim doesn’t make sense unless we carefully define what we mean by “strength.”

The evidence-based perspective highlights the need to think case by case. Just as there are significant differences in strength or endurance between athletes of the same gender, there will also be differences between athletes of different genders. Recognizing gender as one category among many — and de-hierarchizing it — allows us to evaluate the unique characteristics of each person.



- **Intersexuality reveals that biology is not “normal”**

Radical anti-rights positions often argue that biology determines what is “normal” or “natural.” These positions not only ignore the role of culture, language, psychology, and society, but also erase biological diversity itself.

Intersexuality is a spectrum, manifesting differently in every person. There is no single “form” of intersexuality, contrary to common stereotypes (e.g., the idea of someone with two sets of genitals). That’s why it is inaccurate to speak of “hermaphroditism.” Within this spectrum, there are no clear borders to define what counts as “male” or “female,” even at the biological level. Cultural norms set arbitrary limits on these categories.

Further reading: [Fausto-Sterling, The Five Sexes](#); [Wikipedia: Phall-O-Meter](#)

- **Queer theory focuses on sexual practices (rather than only sexual identity)**

Although “queer” can be an identity, its focus is on thinking about sexuality as fluid, beyond fixed labels, and centered on practices. It brings sexuality back into the realm of the body and eroticism.

Example: Why does a cis man who enjoys receptive anal sex have to be considered gay? Why does culture essentialize practices, giving them a fixed identity or value of “being”?

Queer theory invites us to question stereotypes and avoid reducing people to categories, by acknowledging the diversity of practices without turning them into rigid identities.



SISTERS – FoStering gender and LGBTIQ+ equity In Sports through an intersectional approach
Project num. 101184255 – SISTERS

International training (T3.1) - Porto

Venue: Associação de Futebol do Porto(AFP) Rua António Pinto Machado, nº 92-106, 4100-068, Porto - Portugal

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Gender Introduction

Gender Equality: The state in which people of all genders have equal access to rights, opportunities, and resources, and the fair treatment and distribution of resources, based on the specific needs of different genders.

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