



# D2.2 ChangeMakers Inspiration Library

*A collection of practices  
and policies*



## TABLE OF CONTENT

<b>INTRODUCTION TO CHANGEMAKERS LIBRARY OF INSPIRING EXAMPLES</b>	<b>4</b>
<b>ABOUT THE CHANGEMAKERS PROJECT</b>	<b>7</b>
<b>SELECTION OF INSPIRING EXAMPLES</b>	<b>8</b>
• Inspiring example N°1 - ISCA Statutes	9
• Inspiring example N°2 - Diversity youth games	11
• Inspiring example N°3 - Speak Out, Act In!	13
• Inspiring example N°4 - 10 Policies for LGBTQI+ inclusion	16
• Inspiring example N°5 - Policy against discrimination and for Safeguarding	18
• Inspiring example N°6 - Charter for Gender Diversity in Sport	20
• Inspiring example N°7 - FAQ sheets on dealing with the far right and positioning against right-wing extremism	22
• Inspiring example N°8 - Stance on dealing with anti-democratic and extremist actors	24
• Inspiring example N°9 - Equal Opportunities for Women and Men Act	26
• Inspiring example N°10 - Sentry Sport	28
• Inspiring example N°11 - The Girls' Engagement Method – The 8 Leading Principles	30
• Inspiring example N°12 - #GIOCHIamoMisti - insideOut	32
• Inspiring example N°13 - InformAzione	34
• Inspiring example N°14 - Amica Acqua	36
• Inspiring example N°15 - Inclusive Sports Workshops at Ljubljana Pride 2023	38
• Inspiring example N°16 - Monitora Protocol proposal for Monitoring Racism in Sport and its editable version	40
• Inspiring example N°17 - Diversity Check	42
• Inspiring example N°18 - Fare Observer Scheme	44
• Inspiring example N°19 - Guide on how to deal with racism and discrimination	46
• Inspiring example N°20 - Changing The Boundaries: Independent review into racism in Scottish cricket	48

**OTHER EXAMPLES** **50**

- Inspiring example N°21 - Children’s Rights in Sports Clubs - sub project: Democracy Education in Sports Clubs 51
- Inspiring example N°22 - Roma Community Act of Slovenia 54
- Inspiring example N°23 - Sports Act of Slovenia 56
- Inspiring example N°24 - Safeguarding Policy 58
- Inspiring example N°25 - UK Sport Diversity and Inclusion Action Plan 2021-2026 60
- Inspiring example N°26 - The 10 Golden Rules of Gymnastics 62
- Inspiring example N°27 - General principles for disability-inclusive language 64
- Inspiring example N°28 - World in Motion 66
- Inspiring example N°29 - Cittadinanza Sportiva – Transizioni Sociali Attraverso lo Sport 68
- Inspiring example N°30 - Gimme Five Baseball 70
- Inspiring example N°31 - INside 72
- Inspiring example N°32 - Women Swimming Pool 74
- Inspiring example N°33 - Cricket Roma 76
- Inspiring example N°34 - Playmore! United 78
- Inspiring example N°35 - Atletico San Lorenzo 80
- Inspiring example N°36 - Run 4 Diversity 81
- Inspiring example N°37 - Catch’n serve ball game 83
- Inspiring example N°38 - Walk&Play for all 86
- Inspiring example N°39 - Tam Tam Basketball 88
- Inspiring example N°40 - Roma Mini Olympiad (Romska mini olimpijada) 90
- Inspiring example N°41 - Korak k Sončku (Step Toward the Sun)– Inclusive Sports Days 92
- Inspiring example N°42 - Leichtathletik ist für Alle 94
- Inspiring example N°43 - Strengthening the Role of Young Women in Preventing Conflicts and Peacebuilding at Community Level through Sports 96

## INTRODUCTION

# ChangeMakers Inspiration Library

The ChangeMakers Inspiration Library is a curated collection of practical, adaptable, and creative initiatives from grassroots sport and leisure organisations addressing minority inclusion and tackling discrimination. It brings together the knowledge and creativity of the ChangeMakers project partners and associate partners, providing a shared platform for learning, inspiration, and capacity building.

The library includes examples of both policy and practice to support organisations at different stages of development.

**PURPOSE OF THE LIBRARY**

The aim of the library is to:

- showcase outstanding practices and policies that support inclusion, equity, and anti-discrimination,
- offer concrete ideas and tools that can be replicated, adapted, or scaled in other contexts.

It serves as a practical resource for organisations at different stages of their inclusion journey — from those taking first steps to those seeking to expand or innovate their work. By bringing together examples from across various organisations and countries, the Library highlights transferable solutions. It encourages peer learning, helping organisations apply proven approaches in their own local, regional, or national contexts. This resource also contributes to the ChangeMakers project's broader mission to empower minority voices, strengthen organisational capacity for inclusion, and inspire long-term positive change in sport and leisure.



## FOCUS AREAS

The collection is built around two central focus areas:

- **Policy:** Policy relates to organisational strategies, rules, and commitments that guide inclusive approaches.
- **Practice:** Practice refers to on-the-ground actions and programmes that bring inclusion to life.




Each example is also categorised by development level, making it easier to find relevant inspiration based on your current stage:

- **Level 1:** Starter Level

Organisations taking their first steps towards inclusion, with small-scale or pilot actions.



- **Level 2:** Improver Level

Organisations with some inclusive policies or activities already in place and working to expand or improve them, or deepen inclusive approaches.



- **Level 3:** Advanced Level

Organisations leading the way with long-term, well-established, and innovative approaches that can inspire others.



## METHODOLOGY

- Collection phase: January–June 2025
- Library publication: September 2025

The ChangeMakers Inspiration Library was developed through a combination of desk research, contributions from partners, and an open call to associate partners. All partners were invited to submit at least three examples each for policy and practice, using a standard template to ensure consistency.

Submissions were assessed against four key criteria:

- usefulness to other organisations,
- potential for transferability,
- creativity and innovation,
- alignment with the ChangeMakers mission on inclusion and anti-discrimination.

A total of 43 examples were collected through the desk research period and an open call to partners and associate partners. Good examples came from project partnering countries (Italy, Germany, Slovenia, Denmark and Norway), but also from Belgium, Portugal, Spain, UK, USA, Switzerland etc – total from 14 different countries.

Of these, 20 met all selection criteria and are highlighted in the Part 1 in this Library, coming from 19 organisations across 9 countries. These examples are balanced between two focus areas (policy and practice) and all three development levels. These examples were chosen for their practical value, innovative thinking, and ability to inspire others.

The remaining examples are presented in the second part, providing further valuable ideas and inspiration.

## ABOUT

# ChangeMakers Project

ChangeMakers is a three-year European project (2025–2027), co-funded by the Erasmus+ Programme, aiming to reduce racism and discrimination in grassroots sport and the sport-for-development sector. It does so by empowering and supporting individuals and communities from minority backgrounds to be represented, have their voices heard, and take an active role in shaping sport policy and practice.

The project addresses one of the sector’s most significant challenges—structural racism and underrepresentation—through a multi-level and innovative approach that strengthens policy, practice, awareness, capacity, and diversity. It works to build trust between communities and institutions, improve representation in decision-making processes, and increase access to sports careers for people from underrepresented groups.

**CHANGEMAKERS PURSUES THREE MAIN OBJECTIVES:**

1. To support grassroots sport organisations in creating and strengthening inclusive policies and practices.
2. To empower minority individuals and communities to take part in shaping the structures and decisions that affect them.
3. To raise awareness of discrimination, both individual and systemic, and to help dismantle it through collective action.

More about the project:

<https://changemakers.isca.org/>

*Changemakers Inspiration Library*

PART 1

# Selection of Inspiring examples

# ISCA Statutes

**PROJECT BASIC ID**

Led organisation:	<a href="#">ISCA</a> - International Sport and Culture Association
Size of the organisation:	International
Country:	Denmark
Contact:	info@isca-web.org
Year of development:	2023

**TARGET GROUP**

Anyone interested in knowing the statutes of ISCA.

**PROBLEM/SOLUTION**

The lack of participation in sports of disadvantaged groups.

These statutes demonstrate the organisation's aim to adopt lifelong active lifestyles for everyone.

**OBJECTIVES**

The objective is to demonstrate the principles of ISCA regarding discrimination while encouraging other organisations with similar values to be part of the change.

**DESCRIPTION OF ACTIVITY**

These policies are part of the statutes of ISCA, which clearly state that ISCA welcomes everyone, regardless of their background, and utilises sport as a means of connecting people across borders. It also demonstrates ISCA's commitment to combating discrimination by enhancing mental health, well-being, social inclusion, and economic development for socially disadvantaged groups.

2. Objectives	<p>The objective of the International Sport and Culture Association is to promote the individual and societal value of sport, physical activity and play. This includes health and wellbeing, social inclusion, education and economic development.</p> <p>The International Sport and Culture Association recognises the need to address socially disadvantaged groups to reach our objectives of lifelong participation in physical activity for all. ISCA promotes the adoption of lifelong active lifestyles, with particular attention to children and young people.</p> <p>ISCA aims</p> <ol style="list-style-type: none"> <li>1. to promote intercultural understanding between people across borders</li> <li>2. to promote the broadest possible participation of citizens in regular activity</li> <li>3. to provide knowledge and international inspiration for the member organisations</li> <li>4. to enable international cooperation between member organisations and other sectors</li> </ol>
---------------	--

4. Membership	<p>Membership is open primarily to non-governmental idealistic organisations which:</p> <ol style="list-style-type: none"> <li>a) are engaged in sport, physical activity and play;</li> <li>b) operate locally, regionally, nationally or internationally;</li> <li>c) are open to all without discrimination on the grounds of gender, race, religion or political affiliation;</li> <li>d) accept the provision of these statutes for themselves</li> </ol> <p>Governmental or semi-governmental organisations and scientific institutions may be accepted as members, if approved by the Executive Committee.</p> <p>Membership of the Association will be approved by the Executive Committee, and is subject to final ratification by the next General Assembly.</p>
---------------	--

**KEY LESSON FOR ADAPTATION**

Anti-discrimination becomes most powerful when it's not just aspirational but **structural**—built into the very foundation of who can participate in your organisation's governance and decision-making.



**TO GO FURTHER**

- <https://www.isca.org/statutes>

# Diversity youth games

PRACTICE

level 1

**PROJECT BASIC ID**

Led organisation:	<a href="#">Atletiek Vlaanderen</a>
Size of the organisation:	Regional
Country:	Belgium
Contact:	info@atletiek.be
Year of development:	2025

**TARGET GROUP**

Youth trainers.

**PROBLEM/SOLUTION**

In many sports clubs, diversity is still not sufficiently addressed or openly discussed. As a result:

- Young people often have a limited understanding of each other's backgrounds and life experiences.
- There can be misunderstandings or a lack of mutual respect and empathy.
- The value of diversity within the sports club is often overlooked or underutilised.
- There is a risk of exclusion, less inclusive club environments, and missed opportunities for learning from one another.

Atletiek Vlaanderen, in collaboration with Demos, developed accessible, diversity-focused games for youth training sessions.

These game formats are specifically designed for trainers working with 12-13-year-olds (U14 category) and can be easily integrated into regular youth training sessions.

The solution focuses on:

- Increasing awareness and understanding of each other's life situations.
- Promoting mutual respect and appreciation for differences.
- Encouraging open discussions on diversity topics such as physical disabilities, poverty, cultural backgrounds, gender identity, and more.

The trainers are provided with:

- Clear game objectives.
- Game instructions.
- Suggestions for debriefing and connecting the game to broader diversity themes.

## OBJECTIVES

This approach fosters a positive, inclusive, and respectful sports environment where differences are valued, and young people learn to appreciate and embrace diversity.

## DESCRIPTION OF ACTIVITY

These game formats facilitate open discussions about diversity in a user-friendly manner during youth training sessions for the U14 category. They help coaches and players get to know each other better, understand each other's perspectives, and actively promote a positive attitude that values differences.

Each game format:

- Defines a clear objective.
- Provides concrete rules.
- Offers suggestions for reflection and discussion.

Coaches connect the game experience to themes such as accepting and dealing with differences and encourage openness to diverse perspectives.

Coaches apply these games and expand on them with their own examples, linking diversity themes to existing training activities. They address topics like:

- Interacting with people who have physical, visual, or intellectual disabilities.
- Accepting different gender identities.
- Supporting those living in poverty or vulnerable home situations.
- Showing respect for various cultural backgrounds.
- Valuing differences in character, learning styles, and communication.

Coaches emphasise that diversity encompasses all differences between people, including age, religion, gender, sexual orientation, physical abilities, education level, socio-economic background, culture, personality traits, and more.

By making these differences visible and appreciated, coaches strengthen the team and help build an inclusive sports club where everyone feels welcome.

### KEY LESSON FOR ADAPTATION

Foresee trainings and extra sessions for trainers



## TO GO FURTHER

- Website: [https://demos.be/sites/default/files/diversiteitsspelvormen\\_-\\_definitief.pdf](https://demos.be/sites/default/files/diversiteitsspelvormen_-_definitief.pdf)

# Speak Out, Act In!

PRACTICE  
level 2

## PROJECT BASIC ID

Led organisation:	<a href="#">DEMOS (now Publiq)</a>
Size of the organisation:	National
Country:	Belgium
Contact:	<a href="mailto:info@demos.be">info@demos.be</a>
Year of development:	2021

## TARGET GROUP

Administrators of sports clubs/federations, sport policy makers.

## PROBLEM/SOLUTION

Discrimination in the sports sector is a persistent and complex issue. It often manifests through subtle exclusion mechanisms, stereotyping, and inequality that affect young people based on origin, skin colour, disability, gender, social status, or other characteristics. Discrimination is difficult to identify and define. The term is becoming a "catch-all" concept, used so broadly that it risks being misapplied or overlooked in practice. This can lead to superficial analyses and inaction. Stereotyping and labelling reinforce the issue. People tend to think in broad categories such as "the migrant", "the unemployed", "the disabled", reducing individuals to one-dimensional identities.

Youth workers, sports coaches, and organisations often lack the knowledge, tools, and confidence to recognise and address discrimination in their daily practice actively.

There is a lack of sufficient monitoring and data collection on discrimination within sports settings. Without reliable data, problems remain invisible and are not structurally addressed.

Collaboration between key sectors is often weak. Effective solutions require coordinated efforts between sports, youth work, schools, welfare organisations, and families.

Speak Out, Act In! empowers youth workers, sports professionals, and cultural organisations to tackle discrimination by providing them with the tools, knowledge, and collaborative platforms they need.

## OBJECTIVES

Core Strategies:

- **Developing Practical Tools and Methods:** the project creates evidence-based frameworks and practical resources to help sports and youth professionals recognise, discuss, and address discrimination effectively.
- **Cross-Sector Collaboration:** the project actively fosters cooperation between sectors such as sports, youth work, culture, welfare, and education. Engaging parents, schools, and local authorities is essential to building sustainable solutions.
- **Hands-On Learning and Participation:** through hackathons, participatory forums, and conferences, the project directly involves youth workers, sports clubs, and young people in creating and testing practical solutions.

- Raising Awareness and Improving Monitoring: Speak Out, Act In! seeks methods that both measure discrimination and act as awareness tools to change attitudes and behaviours within sports environments.
- Age-Specific Approaches: the project addresses the needs of different youth age groups (6-12, 12-18, 18+) and adapts its strategies accordingly.

## DESCRIPTION OF ACTIVITY

### 1. Raising Awareness and Sensitisation:

Sensitise children, young people, and youth workers to create an environment where racism, discrimination, and social exclusion have no place.

Provide awareness tools and accessible inventories for youth work and local youth services.

### 2. Training and Education:

Train youth workers to become more resilient against discrimination.

Develop training sessions on topics like:

- Dialogue
- Safe environments
- De-escalation techniques
- Building trust
- Aftercare for victims
- Positive role models
- Prevention of discrimination
- Cultural sensitivity
- Resilience
- Legal aspects of discrimination

Use diverse training methods:

- Knowledge transfer
- Group discussions
- Individual coaching
- Roleplay
- Games
- Dialogue and case studies

### 3. Anti-Discrimination Methodologies:

Use different types of interventions:

- Dialogue-based interventions (foster contact between groups)
- Social norming interventions (set positive group norms)

- Role model interventions (use positive examples)
- Confrontation with prejudices (for self-reflective individuals)
- Storytelling (sharing stories to raise awareness and build empathy)

#### 4. Organisational Responsibilities:

- Develop structured and evidence-based action plans (e.g., KBVB's "Come Together" plan).
- Appoint diversity managers and advisory boards.
- Establish complaint procedures and bodies to address discrimination and racism.

#### 5. Collaboration:

- Parents and guardians
- Schools and the education sector
- Anti-discrimination reporting centres
- Government bodies
- Other youth organisations
- Justice system (to a lesser extent)
- Employers, influencers, peer groups, and professional support organisations
- Develop joint projects (e.g., Club Brugge's educational packages on racism and diversity).

#### 6. Learning Networks:

- Set up learning networks to sustainably integrate diversity-sensitive practices.
- Share good practices and foster collaboration within the same sector.

#### KEY LESSON FOR ADAPTATION

Involve expert groups in your sport policy plans.



#### TO GO FURTHER

- Website: [www.demos.be/20210908\\_ageren\\_tegen\\_discriminatie\\_-\\_speak\\_out\\_act\\_in\\_-\\_pdf.pdf](http://www.demos.be/20210908_ageren_tegen_discriminatie_-_speak_out_act_in_-_pdf.pdf)

# 10 Policies for LGBTQI+ inclusion

POLICY  
level 2

## PROJECT BASIC ID

Led organisation:	<a href="#">ATHLETE ALLY</a>
Size of the organisation:	National
Country:	United States
Contact:	<a href="mailto:info@athleteally.org">info@athleteally.org</a>
Year of development:	2024

## TARGET GROUP

The main target is the athletic department, but organisations can also use it.

## PROBLEM/SOLUTION

Some organisations are unsure about how to make their policies more LGBTQIA+ inclusive, making it challenging to incorporate this type of policy into their programs. This resource provides examples of policies that organisations can integrate into their existing policies.

## OBJECTIVES

To demonstrate the various options an organisation must have to be more LGBTQIA+ inclusive.

## DESCRIPTION OF ACTIVITY

This PDF presents 10 examples of policies that Athlete Ally believes can be useful for increasing LGBTQIA+ inclusivity. These policies aim to promote inclusion in sports by including sexual orientation, gender identity, and gender expression in their official non-discrimination policies. This initiative establishes a robust ethical and legal framework to safeguard LGBTQIA+ individuals across all aspects of the sports industry. Sports departments should enforce strict anti-discrimination codes of conduct that address homophobia, transphobia, and other forms of bias, both on and off the field, including in locker rooms and among spectators. In addition, Inclusive language must be consistently used across training materials, websites, team manuals, and social media to respect diverse identities.

Also, organisations are encouraged to support LGBTQIA+ individuals and allies in leadership positions to help foster a culture of inclusion. By including regular evaluation, incident tracking, and public reporting to ensure accountability, these policies help promote transparency and sustained progress toward equality in the sporting environment.

Even if the main target is the athlete department, organisations can use most of these policies:

- LGBTQIA+ inclusive non-discrimination policy,
- League LGBTQIA+ Inclusive Code of Conduct,
- LGBTQIA+ inclusive media communications,

- Inclusive dress code,
- Reporting.

Adopting some of these policies brings an open space for people of the LGBTQIA+ community to feel accepted and secure.

#### KEY LESSON FOR ADAPTATION

Even if organisations aren't the primary target, we can acknowledge some good options for policies to take inspiration from.



#### TO GO FURTHER

- Relevant documents (it can be in your language): 10 Policies for LGBTQIA+ Inclusion - v2 <https://www.athleteally.org/wp-content/uploads/2024/04/10-Policies-for-LGBTQI-Inclusion-v2.pdf>

# Policy against discrimination and for safeguarding

POLICY  
level 2

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP APS</a>
Size of the organisation:	National
Country:	Italy
Contact:	<a href="mailto:uisp@uisp.it">uisp@uisp.it</a>
Year of development:	2024/2025

## TARGET GROUP

UISP Managers at all levels, directors of affiliated sport clubs, coaches, athletes, and safeguarding officers.

## WHY USE THIS TOOLKIT?

Sport is not just physical activity, but it also produces social interaction: UISP wants everyone who participates (of any age, gender, sexual orientation, religion, ethnicity, ability, etc.) to feel accepted, protected and free from discrimination or violence.

Through codes of conduct, reporting procedures, training for educators/coaches/managers, and awareness-raising. The idea is not only to react after cases occur, but to minimise their occurrence.

The point of reference for everything related to the prevention, management and reporting of abuse, violence, discrimination and unsafe behaviour in sport is the safeguarding officer.

At each organisational level (UISP National or local UISP and affiliated clubs), a person must be designated to fulfil this role and who is responsible for: collecting complaints, supporting victims, informing the club/UISP, participating in discussions on the sanctions to be applied, liaising with external protection bodies (associations for the protection of minors/women/migrants/disabled people, the LGBTQIA+ community, the police, social services, etc.).

## WHAT DOES THIS TOOLKIT PROVIDE?

From 2021, all sport organisations (at each level, private/public, small/big) in Italy have been obliged by the government to have a comprehensive policy, including the appointment of a safeguarding officer and precise instruments to combat discrimination, harassment/abuse in the world of sport.

This document, along with the two others that complete the policy, are essential instruments created in 2003 and have recently been updated with the introduction of a Safeguarding officer. Regularly, UISP organises a cycle of seminars and training to promote and explain the policy, collect suggestions for improvement, and provide opportunities for feedback.

The Policy is a tool for:

## 1. Protection of individuals

- Protects people of all ages who are in the sport worlds (as athlete, manager, spectator, or coach) from abuse, harassment, discrimination and bullying.
- Creates an environment where everyone can participate without fear, regardless of gender, ethnicity, religion, sexual orientation or ability.

## 2. Prevention of problems

- Identifies risks before they become severe cases.
- Provides clear reporting procedures, preventing incidents from being covered up or handled in an improvised manner.

## 3. Training and awareness

- Educators, coaches and volunteers learn to recognise signs of distress, manage conflicts and communicate inclusively.
- It spreads a culture of respect and collaboration.

## 4. Inclusion and social growth

- Sport becomes a tool for cohesion, integration and participation for all, including people in difficulty or at risk of marginalisation.
- It helps to build more supportive communities.

### KEY LESSON FOR ADAPTATION

Move beyond vague "everyone's responsibility" rhetoric by **mandating a designated Safeguarding Officer at every organisational level** (national, local, and affiliated clubs) with specific, defined responsibilities.

The role doesn't need to be full-time, but it must be DEFINED, NAMED, and VISIBLE.



### TO GO FURTHER

- <https://www.uisp.it/nazionale/files/principale/documenti/Linee%20guida%20UISP%20predisposizione%20modelli%20organizzativi%20e%20di%20controllo%20Prevenzione%20e%20Contrasto%20abusi.pdf>
- <https://www.uisp.it/nazionale/files/principale/documenti/Regolamento%20Safeguarding%20UISP.pdf>

# Charter for gender diversity in sports

**PROJECT BASIC ID**

Led organisation:	<a href="#">Seitenwechsel</a>
Size of the organisation:	Local
Country:	Germany
Contact:	tin-strukturen@seitenwechsel-berlin.de
Year of development:	2021

**TARGET GROUP**

Sports clubs, coaches, associations or anyone interested in being more TIN (trans, intersex and non-binary people) inclusive.

**PROBLEM/SOLUTION**

Organisations, clubs, or spaces tailored for specific types of people, generally those who are not TIN themselves. This practice showcases a collection of topics that can help create a sports organisation for all genders.

**OBJECTIVES**

The purpose of this document is to encourage organisations to create a TIN-inclusive environment.

**DESCRIPTION OF ACTIVITY**

This Charter was developed to make sports clubs more inclusive and supportive of gender-diverse individuals, particularly trans, intersex, and non-binary persons. It's intended for clubs, coaches, and associations willing to commit to solidarity and take practical action toward gender diversity. It presents nine articles to promote better TIN inclusion in organisations, clubs, or any other spaces. These articles can be used both as good practices and as policies:

- **Recognition:** Without support for self-identified gender, TIN individuals face exclusion. Clubs must actively acknowledge diverse identities to ensure emotional safety and equal participation.
- **Language:** Gendered terms and incorrect pronouns can exclude TIN people. Using inclusive language, starting sessions with pronoun introductions, and avoiding assumptions helps foster a safer and more welcoming environment.
- **Visibility:** Empower TIN (trans, intersex, non-binary) people in sports by placing them in leadership roles, using inclusive language and imagery, and actively engaging in queer events. These actions foster trust, reduce discrimination, and signal true inclusion, encouraging TIN individuals to participate, feel seen, and thrive in athletic environments.

- Documents: It emphasises recognising chosen names and gender identities, offering gender-neutral honorifics, and limiting unnecessary data. Inclusive language (e.g., "spokesperson" instead of "spokesman") and multilingual materials help TIN individuals feel represented and fully included.
- Spaces: Inaccessible facilities, binary-only changing rooms, and rigid scheduling often exclude TIN athletes. Inclusive, flexible space design, gender-neutral facilities, and equitable time allocation help all athletes feel welcome.
- Protection: TIN individuals face higher risks of violence and discrimination, which can limit their participation. By proactively identifying risks, creating clear response protocols, appointing protection officers, and fostering structural change, organisations show commitment to safety and inclusion for all.
- Innovation: This involves including TIN individuals in the design process, assigning leaders to drive change, fostering an open attitude toward innovation, and setting clear goals to achieve effective inclusion.
- Intersectionality: Multiple discrimination means TIN people face overlapping biases (gender, race, disability, etc.). Without considering intersectionality, sports programs risk excluding those with multiple marginalised identities. Inclusive participation requires addressing all intersecting barriers and privileges for proper accessibility.
- Communication: Clear and transparent communication ensures that all members understand and support inclusion efforts. Regular updates, educating new members, and respecting the privacy of TIN individuals are essential for fostering a welcoming and respectful sports environment.

## CHARTER FOR GENDER DIVERSITY IN SPORTS



The members and volunteers of the club/association

in particular responsible persons such as the board of directors, trainers, and employees, are committed

<b>1. RECOGNITION</b>	to recognise, include, and support trans, inter, and non-binary athletes.
<b>2. LANGUAGE</b>	to use inclusive language that addresses all genders (really all) and does not convey gender stereotypes.
<b>3. VISIBILITY</b>	to actively promote and encourage trans, inter, and non-binary athletes when filling positions and offices.
<b>4. DOCUMENTS</b>	to revise forms, bylaws, contracts, cover letters, and other documents regarding the inclusion of all genders.
<b>5. SPACES</b>	to review spaces to identify barriers for trans, inter, and non-binary athletes, and to develop creative and sustainable solutions.
<b>6. PROTECTION</b>	to develop a gender diversity protection concept that respects and considers the intimacy, privacy, and specific safety needs of all trans, inter, and non-binary athletes.
<b>7. INNOVATION</b>	to develop gender inclusive sports programmes.
<b>8. INTERSECTIONALITY</b>	to think about and combat multiple discrimination through the intersection of, e.g., racism, antisemitism, classism, ableism, sexism, LGBTIQ phobias in equal measure.
<b>9. COMMUNICATION</b>	to regularly communicate, address, and continuously update all measures on gender diversity in the association.

Anti-discrimination work is a continuous process. The Charter can be seen as a starting point. Help for implementing the Charter is available at [charta.seitenwechsel-berlin.de](http://charta.seitenwechsel-berlin.de)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

An initiative of Seitenwechsel Sportverein für Frauen,LesbenTrans\*Inter\* und Mädchen e.V. Berlin within the framework of the project Structures for Trans and Inter in Sport - funded by the Senats Department for the Interior and Sport 2020/21.  
© BY-NC-SA 2021 Seitenwechsel e.V. - charta.seitenwechsel-berlin.de - tin-strukturen@seitenwechsel-berlin.de

Seitenwechsel encourages organisations to sign the Charter, thereby declaring their intention to address gender diversity and become a sports club or association for all genders. It serves as a starting point for being more TIN-inclusive.

### KEY LESSON

You can check the "educational modules" to have a better understanding of the nine articles.



### LINKS TO GO FURTHER

- Website: [Strukturen für Trans\\* und Inter\\* im Sport – Just another WordPress site](#)
- Charta: [Strukturen für Trans\\* und Inter\\* im Sport](#)

# FAQ sheets on dealing with the far right and positioning against right-wing extremism

## PROJECT BASIC ID

Led organisation:	<a href="#">Hamburger Sportbund e.V.</a>
Size of the organisation:	Local
Country:	Germany
Contact:	hsb@hamburger-sportbund.de
Year of development:	2024

## TARGET GROUP

Sports clubs.

## PROBLEM/SOLUTION

Positioning FOR diversity and AGAINST racism, FAQs provide initial information and further working aids for sports clubs and associations for dealing with right-wing populist and extreme right-wing positions in society.

It provides a clear statement and guidelines that sports clubs can and should adhere to.

## OBJECTIVES

Initial information and further working aids on how to deal with right-wing populist and extreme right-wing positions in society.

## DESCRIPTION OF ACTIVITY

The policy includes a positioning paper that clarifies the Hamburg Sports Federation's stance on right-wing populist positions and right-wing extremism. The FAQ sheet provides guidelines for clubs on how to handle right-wing actors, how to position themselves politically and democratically, and what they can do to prevent right-wing positions within their organisation.

## KEY LESSON FOR ADAPTATION

Proactive Political Positioning Empowers Clubs to Act Before Crises Occur.  
Prevents the common paralysis of "*we don't want to be political*" by clarifying that **defending democratic values isn't partisan—it's foundational**



## TO GO FURTHER

- <https://www.hamburger-sportbund.de/service/download-arena/faq-umgang-mit-extremen-rechten-was-kann-meine-sportorganisation-tun/download>
- <https://www.hamburger-sportbund.de/service/download-arena/hsb-positionierung-gegen-rechtsextremeres-antidemokratisches-rechtspopulistisches-verhalten-im-sport/download>

# Stance on dealing with anti-democratic and extremist actors

POLICY  
level 3

## PROJECT BASIC ID

Led organisation:	<a href="#">Berliner Football Federation/ Berliner Fußball-Verband (BLV)</a>
Size of the organisation:	Local
Country:	Germany
Contact:	<a href="mailto:soziales@berlinerfv.de">soziales@berlinerfv.de</a>
Year of development:	2025

## TARGET GROUP

Officials, employees, clubs and participants of the BFV.

## PROBLEM/SOLUTION

Insecurity about what is considered discriminatory and how to address incidents; that incidents of discrimination stay unreported and unresolved; how to deal with external people who act in discriminatory ways.

This policy provides clear guidelines on what constitutes discrimination, the types of behaviour the association does not tolerate, how it addresses individuals or organisations that behave in an undemocratic or discriminatory manner, and how to report incidents of discrimination.

## OBJECTIVES

The aim is to take a clear stance against anti-democratic and discriminatory actors and to establish binding guidelines for action at all levels of the association.

## DESCRIPTION OF ACTIVITY

The activity consists of a position paper that describes how the association positions itself in relation to right-wing and anti-democratic actors. It outlines the behaviours that are and aren't tolerated based on democratic and anti-discriminatory values. It gives guidelines on who can participate in events organised by the association and how to react when discriminatory or anti-democratic behaviours occur. It provides conditions under which employees and volunteers with views that contradict those of the association can work for the association. It includes information materials on the topic and contact information in case of further questions.

### KEY LESSONS FOR ADAPTATION

- Use exchange with external advice centres.
- Create clear guidelines for all levels of action.
- Offer training to raise awareness.



## TO GO FURTHER

- <https://www.berliner-fussball.de/unsere-themen/gesellschaftliche-verantwortung/antidiskriminierung>

# Equal Opportunities for Women and Men Act

**PROJECT BASIC ID**

Led organisation:	<a href="#">Ministry of Labour, Family, Social Affairs and Equal Opportunities (MDDSZEM)</a>
Size of the organisation:	National
Country:	Slovenia
Contact:	<a href="mailto:gp.mdds@gov.si">gp.mdds@gov.si</a> (Equal Opportunities Division)
Year of development:	2002 (with ongoing national programmes, latest draft 2023–2030)

**TARGET GROUP**

Women and men involved in sports and leisure, from grassroots to leadership levels, as well as public authorities, sports federations, clubs, and local governments tasked with implementing gender mainstreaming.

**PROBLEM/SOLUTION**

Women in sports face barriers such as under-representation in leadership, limited access to facilities, and persistent stereotypes in physical education, media, and coaching.

The Act makes gender mainstreaming mandatory in all public sectors including sport—ensuring policies, programs, and budgets consider gender perspectives.

**OBJECTIVES**

Secure and equal treatment and opportunities for women and men in sport—from participation to leadership—through legally enforced national policy and institutional accountability.

**DESCRIPTION OF ACTIVITY**

- Gender mainstreaming law (Article 11): All ministries and public bodies must integrate gender equality into their work, including sporting policies.
- Coordinators appointed in each ministry (including Education, Sport) and many municipalities to monitor implementation.
- **National gender programmes (e.g. 2005–2020, 2022–2030 drafts) include measures for sports:**
  - balanced representation in sports leadership,
  - ensure female access to facilities, coaching, and scholarships,
  - fund awareness-raising and stereotype deconstruction initiatives.

- Municipal obligations: Local authorities must apply gender mainstreaming in planning local sports infrastructure and programs (e.g., balanced scheduling, safe leisure spaces).
- Supported by the Protection Against Discrimination Act (2016) and advisory body Advocate of the Principle of Equality.

## KEY LESSONS FOR ADAPTATION

- Appoint a gender equality coordinator within your sports club or federation.
- Launch gender-specific monitoring in areas like facility access, competition involvement, and leadership roles.
- Set clear objectives in action plans (e.g., 40% female coaches, equal media coverage).
- Partner with the Advocate of the Principle of Equality for training and awareness.
- Host inclusive events, e.g., mixed-gender leagues, training for boys and girls, non-competitive fitness sessions.



## TO GO FURTHER

- <https://pisrs.si/pregledPredpisa?id=ZAKO3418>
- Zakon o enakih možnostih moških in žensk (Equal Opportunities for Men and Women Act)
- Zakon o varstvu pred diskriminacijo (Protection against Discrimination Act)
- National gender programmes

# Sentry Sport

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP APS</a>
Size of the organisation:	National
Country:	Italy
Link to the Tool	<a href="https://www.sentrysport.org/training-tool/">https://www.sentrysport.org/training-tool/</a>
Year of development:	2023

## TARGET GROUP

People victims of discrimination (all forms), social exclusion, bullying and physical/verbal abuses in sport.

## WHY USE THIS TOOLKIT?

It's a complete tool with:

- practical advice on how to create an observatory against discrimination;
- a capacity building course online to recognise discrimination and talk with the victims;
- a lesson learned and a policy recommendation document.

## WHAT DOES THIS TOOLKIT PROVIDE?

These packages of materials are the result of a complex Erasmus+ sport project, in which the main goal was to develop a standard methodology for addressing, preventing, and mitigating discriminatory phenomena in sport and beyond, based on the role grassroots sport can play in tackling discrimination and supporting victims.

The tools are helpful for all the managers and sports directors who want to improve the sport environment, to combat all forms of discrimination and to better understand the different forms of discrimination.

All tools are easy to use, replicable and adaptable in different cultural/social contexts.

## DESCRIPTION OF ACTIVITY

The document provides recommendations for ensuring equal opportunities in sport by tackling discrimination and concrete actions for grassroots sport organisations, local, regional and national authorities, and to the EU institutions.

- **Guaranteeing equal access to sport for all:** By removing economic barriers and creating sports facilities for athletes with disabilities. Also, develop gender equity and inclusive policies and eliminate barriers and discrimination in regards to equipment and clothing.
- **Raising awareness of all types of discrimination in sport:** By encouraging sports clubs to run campaigns promoting inclusion and tolerance. Also, by supporting those who speak out against discrimination along with motivating players to report any discriminatory behaviour they experience or witness.
- **Tackling the problem of underreporting:** By establishing national, regional or local observatories on discrimination in sports, as well as, creating monitoring and data collection systems to track on discrimination.

- **Building trust between victims and organisations and encouraging victims of discrimination to come forward:** By setting up an online resource centre, creating information campaigns for victims of discrimination (through helplines, social media channels, brochures, etc.) as well as enabling them to participate in empowerment activities.
- **Improving media coverage of sports:** By denouncing the portrayal and lack coverage of women's sport as well as improving the portrayal of minority athletes. Also, promoting training sessions for sport journalists on the need of using a non-discriminatory language.
- **Promoting educational programmes in school, using sport as a tool to engage young people:** By including activities that raise awareness against discrimination in school and supporting the development of coaching programmes, as well as allocating resources for ensuring quality physical education programmes in schools.
- **Strengthening training materials on equality, diversity, and inclusion:** By promoting training activities, initiatives and materials on the prevention of discrimination in sports, developing or strengthening training programmes to help sports staff to provide better support to victims of psychological, physical and or verbal abuse.
- **Building networks for fighting against and preventing discrimination in sport:** Sports ecosystems and sports educators can monitor and mitigate discriminatory acts, that's why it is important to create a network between the different stakeholders as that will ease the report of acts of discrimination.

#### KEY LESSON FOR ADAPTATION

Creating an observatory model transforms reactive complaints into proactive monitoring system.

⇒ Shift from asking "*Did anyone complain?*" to asking "*What patterns of discrimination exist, and how do we address them?*"



#### TO GO FURTHER

- <https://www.sentrysport.org/training-tool/>

# The Girls' Engagement Method – The 8 Leading Principles

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">GAME</a>
Size of the organisation:	International
Country:	Denmark
Contact:	game@game.ngo
Year of development:	2022

## TARGET GROUP

Women and girls.

## PROBLEM/SOLUTION

The global gender gap in sports and the lack of safe and welcoming spaces for women and girls.

Why is this practice/policy a good solution for the problem? It provides tips and creative suggestions on how to attract, include, and maintain more girls in sports.

## OBJECTIVES

To create inclusive sports activities that encourage and enable more women and girls to participate in them.

## DESCRIPTION OF ACTIVITY

There is a global need to reduce the gender gap in sports and increase girls' participation in sports. The Girls Engagement Guidebook by GAME provides practical recommendations to increase the participation of girls in sports and recreational activities by outlining the eight leading principles (a summary is provided on page six of the PDF of the [Girls Engagement Guidebook](#)), and describing each one in detail to help create a welcoming space for women and girls.

Coaches play a crucial role in engaging and retaining girls in physical activity; therefore, this guide is designed to support coaches not only in incorporating girls into existing programs—often created for boys—but also in developing inclusive, safe, and welcoming activities tailored for all. Coaches can read it thoroughly or focus on the sections most relevant to them.

The guide is organised around eight core principles, each illustrated with examples of good practices, tips, suggestions, and answers to common questions about how to attract, include, and retain girls in sports sessions. These principles are:

- **Be Welcoming:** Foster a fun, supportive, and judgment-free space where girls feel safe and accepted for who they are.

- **Be Supportive:** Build trusting relationships. Coaches should be empathetic, listen actively, and be open to discussions beyond sports.
- **Be Adaptable:** Offer inclusive activities that accommodate different skill levels, especially those that support beginners who may feel intimidated.
- **Be Inclusive:** Focus on participation rather than performance. Promote a safe environment where mistakes are part of learning, and teamwork and encouragement are prioritised.
- **Be Reliable:** Maintain consistency in coaching and scheduling to ensure a reliable experience. A stable and dedicated coaching team helps build trust and sustained engagement.
- **Be Social:** Encourage friendships and group belonging. Positive social experiences, both within and outside of sport, boost motivation and encourage long-term participation.
- **Be Encouraging:** Offer a variety of growth opportunities. Help girls feel confident learning new skills and celebrate progress over competition.
- **Be Collaborative:** Share responsibility with the girls. Allow them to give input and shape activities, making them active contributors in the process.

The overall goal is to encourage dialogue and spark new ideas to make sports more accessible and appealing to girls.

#### KEY LESSON FOR ADAPTATION

Boys should be involved in the conversation about girls' participation in sports.  
Refer to the rest of the PDF for a more detailed explanation of the principles.



#### TO GO FURTHER

- Guide: [Girls-Engagement-Guidebook.pdf](#)
- Website: [International NGO - GAME Denmark - WE LOVE ASPHALT](#)

# #GIOCHIamoMisti - insideOut

PRACTICE

level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP Bologna APS</a>
Size of the organisation:	Local
Country:	Italy
Contact:	<a href="mailto:progetti@uispbologna.it">progetti@uispbologna.it</a>
Year of development:	2023/2024

## TARGET GROUP

It aims to include people in situations of social fragility and marginality, such as women and prisoners.

## PROBLEM/SOLUTION

Problems addressed:

- Social isolation and marginalisation of prisoners and minors subjected to restrictive measures.
- Scarcity of educational and welfare opportunities in prison contexts.
- Prevalence of exclusively competitive sports models, poorly suited to rehabilitation objectives.

Why is it a good solution?

- It promotes educational, inclusive and non-competitive sport.
- It builds pathways to personal empowerment through movement and team play.
- It builds bridges between “inside” and “outside”, promoting social reintegration.
- It promotes values of respect, fairness, and participation even in the most complex contexts, such as prisons and juvenile communities.
- It creates LINK between sport, social justice and human rights, fostering a culture of active citizenship and equality.

## OBJECTIVES

The primary objective is to promote social inclusion and psychosocial well-being through sport, targeting both incarcerated individuals and the general public, by fostering a sports culture based on respect, cooperation, equality, and active citizenship.

## DESCRIPTION OF ACTIVITY

#GIOCHIamoMISTI - InsideOut is developed over a 24-month period (January 2023 - December 2024) in the metropolitan city of Bologna. The activities are divided into:

- Sporting interventions within the Dozza Prison and the Pratello Juvenile Penal Institute.
- Tournaments, sporting events and mixed courses open to adults and minors in the facilities of the partner companies.

The UISP Bologna APS promotes the activity in partnership with juvenile justice and adult detention agencies.

## KEY LESSONS FOR ADAPTATION

- Establish strong partnerships with penal institutions and juvenile justice centres.
- Train sports practitioners in the management of complex groups and in the educational methodology of sport.
- Organise non-competitive mixed (adult/minor, inside/outside) sports activities based on cooperation.
- Provide for constant monitoring with qualitative assessments on emotional and relational benefits.
- Ensure effective communication to promote inclusiveness and emotional security for all participants.



## TO GO FURTHER

- <https://www.uisp.it/bologna/progetti/giochiamomisti-insideout>

# InformAzione

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP Bologna APS</a>
Size of the organisation:	Local & Regional
Country:	Italy
Contact:	<a href="mailto:progetti@uispbologna.it">progetti@uispbologna.it</a>
Year of development:	2021/2022

## TARGET GROUP

Women and LGBTIAQ+ subjectivities, sports technicians and educators in training or further education.

## PROBLEM/SOLUTION

Problems addressed:

- Gender inequality in access to sporting and decision-making roles.
- Exclusion or marginalisation of trans and LGBTIAQ+ people in mainstream sporting contexts.
- Low representation of women in the world of organised sport.

## WHY IS THIS A GOOD SOLUTION?

- Creates accessible and specific training for sporting roles (technical educator and field judge). Intersects gender equality issues with the valorisation of diversity.
- Works on large territories (regional and metropolitan) with a network approach between different actors.
- It works on solid territorial networks that include sport, education and social work, maximising the effectiveness of the intervention.

## OBJECTIVES

The primary objective is to promote the equal presence of women in the local economy, utilising the sports sector as a means of empowerment, job opportunities, and personal growth.

## DESCRIPTION OF ACTIVITY

InformAzione is a project promoted by UISP Bologna in partnership with Gruppo Trans APS, with the support of the Emilia-Romagna Region. It ran from August 1, 2021, to October 31, 2022. The main activities included:

- training as a UISP technical educator in the disciplines of football, volleyball, swimming, and multisport
- courses for football and volleyball field judges.

The project covered the entire Emilia-Romagna Region and the Metropolitan City of Bologna, to create inclusive sports professionalism.

## KEY LESSONS FOR ADAPTATION

- Collaborate with associations working on gender and inclusion (e.g. Trans APS Group).
- Integrate specific training modules on equal opportunities, diversity and group management.
- Offer free or low-cost courses to break down economic barriers to access.
- Promote mentoring and accompaniment pathways for post-training job placement.
- Map training needs through preliminary surveys on target territories.



## TO GO FURTHER

- <https://www.uisp.it/bologna/progetti/informazione>

# Amica Acqua

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP Roma APS</a>
Size of the organisation:	Local
Country:	Italy
Contact:	roma@uisp.it
Year of development:	2010 - ongoing

## TARGET GROUP

Mothers and children aged between 12 months and 10 years of different nationalities, all coming from the protection system for asylum seekers and refugees and reported by 4 reception centres in Rome.

## PROBLEM/SOLUTION

The refugees who arrived in Italy through the Mediterranean Sea lived a very traumatic experience. This journey is always dangerous, and many people drowned, for this reason the survival lives in particular lives particular trauma: the fear of water, the syndrome of the survival (especially if the lost person is a parent/friends).

Transforming the emotional trauma related to escape and migration through the relationship with water, psychological support and the building of positive relationships, using the technique of the aquacity, that means starting a new approach with water as a game.

## OBJECTIVES

- Transform the emotional trauma caused by dangerous situations experienced by refugee mothers, through the relationship with water and with the support of our psychological counselling.
- Promote social inclusion and psychological well-being through the relationship with water.
- Offer a safe space to play sports and build positive relationships.
- Create a space for socialisation for the socialisation with Italian families

## DESCRIPTION OF ACTIVITY

- One day per week
- The project is open to everybody, but many participants are composed of families (especially mother and son/daughters).
- A space in which the level of “alertness” decreases, which makes it possible to reinforce, especially in mothers, motor skills and self-confidence, to the benefit of the parent-child relationship that has inevitably been affected by the trauma experienced and, above all, to foster the process of social inclusion, for mothers and children living here in Italy, who still have difficulties due to the language barrier.
- Refugees and families are chosen in cooperation with Sport Senza Frontiere (an association supporting refugees).

## KEY LESSONS FOR ADAPTATION

- Working on cooperation with associations for refugees.
- Offering a safe and funny space.
- Using acuaticity as a tool for overwhelming trauma.



## TO GO FURTHER

- <https://www.sportsenzafrontiere.it/amica-acqua/>

# Inclusive Sports Workshops at Ljubljana Pride 2023

PRACTICE

level 2

## PROJECT BASIC ID

Led organisation:	<a href="#">Out in Slovenia</a>
Size of the organisation:	National
Country:	Slovenia
Contact:	<a href="mailto:info@outinslovenia.org">info@outinslovenia.org</a>
Year of development:	2023

## TARGET GROUP

Queer athletes, volunteers, and grassroots sports organisations from Central and Eastern Europe (CEE), with a focus on youth leaders, trans and non-binary persons, and inclusive sport practitioners.

## PROBLEM/SOLUTION

In many parts of Central and Eastern Europe (CEE), LGBTQIA+ individuals face systemic exclusion from mainstream sport. Queer sport clubs are under-resourced, and there is a lack of shared tools, language, and visibility—particularly in rural and conservative regions.

In June 2023, during Ljubljana Pride Week, Out in Slovenija hosted a regional meeting and workshop as part of the ISSCCEE (Inclusive and Safe Sport Camp in Central and Eastern Europe) project. The event brought together queer sports clubs and activists from Slovenia, Croatia, and beyond to share knowledge, identify regional needs, and strengthen community-led queer sport initiatives. Activities focused on trans-inclusive practices, safety in sport, and cross-border collaboration.

## OBJECTIVES

To create a regional platform for queer sport inclusion through real-life exchange, capacity-building, and Pride-based visibility.

## DESCRIPTION OF ACTIVITY

The event took place over several days in June 2023 in Ljubljana, Slovenia, and was part of the broader ISSCCEE (Inclusive and Safe Sport Camp in Central and Eastern Europe) project.

Key components of the workshop included:

- Training Sessions on creating safer spaces in sport for LGBTQIA+ individuals, with emphasis on gender diversity, trans inclusion, and non-binary participation,
- Case study presentations from participating sport clubs (e.g. Out in Slovenija, Queer Sport Split) detailing how they manage grassroots activities in challenging environments,
- Mapping exercise of local and regional challenges in queer sport, including lack of facilities, visibility, and access to funding,

- Group discussions on strategies for outreach to rural communities, intersectionality in sport, and ally engagement,
- Collaborative development of tools such as inclusive sport guidelines and shared communication strategies,
- Integration with Ljubljana Pride Week – participants joined public events, increasing visibility and linking sport inclusion with broader queer rights advocacy,
- Follow-up coordination to maintain collaboration after the event and promote future regional exchanges.

Workshops were facilitated in a peer-led, non-hierarchical style. All participants were encouraged to contribute from their lived experience, and trans voices were centred throughout the programme.

#### KEY LESSONS FOR ADAPTATION

- **Co-locate workshops with Pride or queer cultural events to leverage safety and visibility,**
- **Focus on real grassroots needs—don't assume a one-size-fits-all model,**
- **Facilitate peer exchange across borders to strengthen regional solidarity,**
- **Prioritise trans and non-binary inclusion as a core pillar of queer sport,**
- **Create follow-up structures to ensure ongoing communication and support.**



#### TO GO FURTHER

- <https://issccee.queersport.eu/meeting-in-ljubljana-slovenia/>

# Monitora Protocol

## proposal for monitoring racism in sport and its editable version

PRACTICE  
level 2

### PROJECT BASIC ID

Led organisation:	<a href="#">Lunaria</a>
Size of the organisation:	National
Country of implementation:	Italy, Belgium, Hungary, Finland
Contact:	<a href="mailto:info@cronachediordinariorazzismo.org">info@cronachediordinariorazzismo.org</a>
Year of development:	2023-2024

### TARGET GROUP

Grassroots sport organisations.

### WHY USE THIS TOOLKIT?

Because it offers practical guidelines to set a monitoring system within the sports organisations that can help establish prevention and safeguarding measures for people subjected to racism and discrimination.

### WHAT DOES IT PROVIDE?

The MONITORA protocol proposal aims to provide useful indications for the construction of systematic initiatives to monitor discrimination and racism in the world of sport, based on a standard classification system. The proposal offers guidelines on how to start elaborating a monitoring system practically, how to set the objectives, and how to implement it; the editable version offers the possibility to draft your own monitoring system directly. The documents were developed from research conducted in Italy, Finland, Belgium, and Hungary. Monitora-monitoring racism in sport was an Erasmus+ project, led by Lunaria in partnership with Uisp Aps, Isca, United, Likkukaa, University of Liege and Stop racism in sport, that aimed indeed at strengthening the professional skills and competencies of CSOs, grassroots sportive associations, national and local institutions to monitor, document and report discrimination and racism in grassroots sport. The protocol and its editable version are practical tools elaborated to reach this goal.

#### KEY LESSONS FOR ADAPTATION

##### **Adapt the standard categories locally and test them before full rollout.**

The Monitora protocol relies on a shared classification of incidents. To make it effective, **co-create** these categories with local stakeholders (players, coaches, volunteers, and affected communities). This ensures relevance, builds trust, and improves reporting quality.

##### **Quick steps:**

1. Hold a short workshop to review Monitora's categories and add local examples.
2. Set up simple reporting channels (e.g., anonymous form, coach report).
3. Pilot for 3 months in one club; review data and user feedback.
4. Refine categories and clarify definitions before scaling up.

This single step—**localisation + pilot**—ensures the protocol becomes actionable, trusted, and sustainable in your setting.



#### TO GO FURTHER

- <https://www.cronachediordinariorazzismo.org/a-protocol-proposal-for-monitoring-racism-in-the-sports-world/>
- <https://www.cronachediordinariorazzismo.org/wp-content/uploads/editable-monitora-protocol-cover.pdf>

# Diversity Check

## PROJECT BASIC ID

Led organisation:	<a href="#">German Olympic Sports Confederation</a> (Deutscher Olympischer Sportbund)
Size of the organisation:	National
Country:	Germany
Contact:	Lueke@dosb.de
Year of development:	2025

## TARGET GROUP

The first thought is for the members and the activities in the sports clubs, but the questions and information can also sensitize and support sports associations.

## PROBLEM/SOLUTION

Sport says it welcomes all people. Barriers for some people are overlooked because of their characteristics. There are groups of people who participate in sport but are underrepresented in important positions such as the board.

This check draws attention to this and offers tips for breaking down barriers. These are always the low-threshold first steps; nobody should feel attacked.

## OBJECTIVES

The Diversity Check is intended to encourage sport clubs to take the first or next step towards more diversity. If sports clubs and decision-makers recognize the small things they can do to ensure exclusions and create access for underrepresented groups through changes that benefit both sides, the goal of the Check has been achieved. But not our diversity goal: the overarching goal is to create non-discriminatory spaces and remove structural barriers.

## DESCRIPTION OF ACTIVITY

Almost 30 questions are asked online in the four subject areas - sports opportunities for all, diversity in full-time and voluntary work, framework conditions for diversity and events for all. The answer options are only yes and no and the clubs receive their evaluation based on this. This allows them to reflect on their status quo and identify potential for development.

The evaluation provides practical ideas, helpful tips and good examples from club life.

It deals with simple but central questions: Do we have offers that are tailored to specific age groups? Do we have trainers with a history of immigration or with disabilities? Or do we have clear, openly communicated rules that prohibit discrimination, racism and exclusion of any kind? Such reflections strengthen awareness of participation and encourage the club to become more inclusive step by step - concretely, realistically and in a way that is suitable for everyday life.

## KEY LESSONS FOR ADAPTATION

The most important tip is: do the Check! Then you'll get tips on why the timing of your board meetings might mean that you only have male members and what the bratwurst at the sports festival has to do with diversity. You might ask yourself why you don't have any people with disabilities as Trainers and find out how you can support Muslim athletes during Ramadan.

The most important tip, which is not directly formulated, is: involve everyone in all planning and never forget to check who is missing.



## TO GO FURTHER

- <https://www.dosb.de/diversity-check>

# Fare Observer Scheme

PRACTICE

level 3

**PROJECT BASIC ID**

Led organisation:	<a href="#">Fare Network</a>
Size of the organisation:	International
Country:	UK, but umbrella network in 40+ countries
Contact:	<a href="mailto:info@farenet.org">info@farenet.org</a>
Year of development:	2013-ongoing

**TARGET GROUP**

Governing bodies, NGOs, fans, clubs

**PROBLEM/SOLUTION**

This practice addresses discrimination in football. Monitoring discrimination incidents in football allows one to comprehend the scope of the issue, and by analysing the data collected to later call for the intervention of the relevant governing bodies.

**OBJECTIVES**

To tackle and educate against discrimination and challenge far-right extremism, inside football stadiums.

**DESCRIPTION OF ACTIVITY**

The Fare network has developed an observer scheme at the European level to fight against racism and discrimination in football. It operates by sending observers to matches considered as a risk for potentially high levels of racism, extreme nationalism, xenophobia, antisemitism or homophobia. The observers submit their reports after each game to Fare, detailing all discriminatory incidents noted during the match. Fare conducts an assessment of each report and files it with the relevant international governing body, which will be responsible for regulatory actions. Fare also offers the opportunity to anyone who witnessed a discriminatory incident to report it through an online form (here: <https://farenet.org/incident-report-form>)

**KEY LESSONS FOR ADAPTATION**

- Identify the sports environment you are going to monitor
- Involve experts to help set clear guidelines for the development of the monitoring
- Establish a network of observers in the territory

**TO GO FURTHER**

- **Observer Scheme:** <https://farenet.org/fare-observer-scheme>
- **Guide to discriminatory practices in European football (Fare Network)**  
[https://farenet.org/uploads/files/2021\\_Fare\\_guide\\_to\\_discriminatory\\_practices\\_UEFA\\_.pdf](https://farenet.org/uploads/files/2021_Fare_guide_to_discriminatory_practices_UEFA_.pdf)
- **Global guide to discriminatory practices in football (Fare Network)**  
[https://farenet.org/uploads/files/Global\\_guide\\_to\\_discriminatory\\_practices\\_in\\_football\\_2022\\_screen-online\\_%281%29.pdf](https://farenet.org/uploads/files/Global_guide_to_discriminatory_practices_in_football_2022_screen-online_%281%29.pdf)

# Guide on how to deal with racism and discrimination

PRACTICE

level 3

## PROJECT BASIC ID

Led organisation:	The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF)
Country:	Norway
Contact:	<a href="mailto:havard.ovregard@idrettsforbundet.no">havard.ovregard@idrettsforbundet.no</a> / <a href="mailto:nif-post@idrettsforbundet.no">nif-post@idrettsforbundet.no</a>
Year of development:	2020

## TARGET GROUP

All people active in sport. The Guide provides advice to individuals experiencing racism/discrimination in sport, those observing racism/discrimination in sport, as well as leaders, officials, coaches, and others who must handle cases of reported racism/discrimination.

## PROBLEM/SOLUTION

The practice addresses the problem of racism and discrimination in general, emphasising how to report, handle and react to racism and all other forms of discrimination in sport.

The Guide is based on experience from advising people experiencing, observing, or handling racism/discrimination, and has been developed in cooperation with external experts on anti-racism/anti-discrimination. It has proven helpful over the last few years.

## OBJECTIVES

The objective is to make it easier for everybody in sport to report, deal with, and react to racism and discrimination.

## DESCRIPTION OF ACTIVITY

The Guide is a compact document (5 pages), consisting of:

An introduction, including 7 general principles.

- “Have you experienced racism/discrimination in sport?": 7 key recommendations.
- “Have you observed or heard about racism/discrimination in sport?" 4 key recommendations.
- “Are you representing a sport club, and have received information about racism/discrimination" 5 key recommendations.
- “What is discrimination and racism?" 8 key information messages.
- “Case-management in the sport club" 7 key recommendations.
- “How can sport react to racism and discrimination" 3 key information messages.
- “Documentation and case-log" 5 key recommendations.
- “Take care of everybody involved" 6 key recommendations.
- “Contact" Who to contact for further advise.

The 7 general principles (in the introduction) are:

- Sport shall always respond to incidents of racism and discrimination.
- All individuals involved in sport have a duty to act when they witness, hear, or become aware of racism or discrimination. Failure to act is, in practice, a form of support for the behaviour.
- It is the impact of the action that determines whether it is racist or discriminatory; a racial motive does not need to be present.
- All reports of racism and discrimination must be taken seriously and followed up on.
- Racism and discrimination shall always elicit a response. The nature of the reaction will vary, depending on factors such as the severity of the incident and whether it is a repeated occurrence.
- Sport shall safeguard all parties involved and ensure that the handling of such matters does not cause unnecessary strain for those who experience or report racism or discrimination.
- Sport carries a particular responsibility to ensure that individuals who have experienced racism or discrimination feel safe and supported in continuing their participation in sport.

All key recommendations are carefully formulated with the intention of making it easier to report, handle, and react to incidents of racism/discrimination.

#### KEY LESSONS FOR ADAPTATION

- Use Google Translate (or other translators) to translate the text from Norwegian to your local language, and then change the text to make it fit your national/regional context.
- **Make reporting and response steps crystal clear and role-specific.**

The Norwegian guide works because it gives **simple, actionable advice for different roles** (victim, witness, club leader). When adapting, keep the structure.



#### TO GO FURTHER

- Website: [www.idrettsforbundet.no/tema/tryggidrett/rasisme-og-diskriminering/](http://www.idrettsforbundet.no/tema/tryggidrett/rasisme-og-diskriminering/)
- PDF: [www.idrettsforbundet.no/contentassets/a42d662d55de4ad99c645c6d9729da83/norges-idrettsforbund\\_veileder-for-handtering-av-rasisme-og-diskriminering\\_sist-oppdatert-200930.pdf](http://www.idrettsforbundet.no/contentassets/a42d662d55de4ad99c645c6d9729da83/norges-idrettsforbund_veileder-for-handtering-av-rasisme-og-diskriminering_sist-oppdatert-200930.pdf)

# Changing The Boundaries: Independent review into racism in Scottish cricket

PRACTICE  
level 3

## PROJECT BASIC ID

Led organisation:	<a href="#">SportScotland</a> , Plan4Sport
Size of the organisation:	National
Country:	Scotland
Contact:	<a href="mailto:sportscotland.enquiries@sportscotland.org.uk">sportscotland.enquiries@sportscotland.org.uk</a>
Year of development:	2021-2023

## TARGET GROUP

Cricket sport institutions, but also the cricket practitioners and operators in general

## PROBLEM/SOLUTION

The problem this practice addresses is the incidence of racism, especially institutional racism, in Cricket in Scotland.

It's a good practice because it establishes a review process, carried out by independent experts, which uses a wide approach to the issue of racism, addressing both the management and the cricket operational level with different measures.

## OBJECTIVES

To put forward strategies and actions to effectively counter and eradicate racism within cricket in Scotland.

## DESCRIPTION OF ACTIVITY

SportScotland initiated the review process after many reports of racial discrimination incidents within the cricket community of racial discrimination incidents. SportScotland decided to appoint an external entity, Plan4Sport, to lead the independent review into racism in Scottish cricket. The practice faced the issue on different levels, involving: consultation and engagement with the cricket community, providing a safe place to report racial discrimination incidents anonymously; follow-up support, signposting and referral to the relevant authorities, where appropriate; revision of policies and procedures in line with equality, diversity and inclusion and the publication of a report and an action plan to follow. The review process involved the submission of different interim reports to provide updates and assess the progress made by Cricket Scotland.

## KEY LESSONS FOR ADAPTATION

- Be open to critically analysing your current structures.
- Involving independent experts can sometimes be critical to get a clear picture of the situation.
- Build a network that capillary covers your territory of interest.
- Provide a safe space to report racial discrimination incidents and act on them.
- Be transparent: share reviews, action plan and status.



## TO GO FURTHER

- Website: <https://sportscotland.org.uk/cricket-review>

PART 2

# Other examples



INSPIRING EXAMPLE N°21

# Children’s Rights in Sports Clubs - sub project: Democracy Education in Sports Clubs

POLICY  
level 2

**PROJECT BASIC ID**

Led organisation:	<a href="#">TC Dettingen</a> /Horb
Country:	Germany
Contact:	info@tcdettingen.de
Year of development:	2024

**TARGET GROUP**

Minors and young adults aged 3 to 18 years.

**PROBLEM/SOLUTION**

Implementation of sport-related rights from the UN Convention on the Rights of the Child in sports clubs (right to co-determination, right to healthy development, right to play and leisure, right to information, right to participation, right to education, ...

Children generally have few opportunities for democratic participation. Sports clubs offer numerous opportunities for children to experience democracy. At TC Dettingen/Horb, individuals can have a say in both sporting (training/competition) and interdisciplinary areas (club development/event planning). They experience themselves as actors and experience self-efficacy. The meta-project “Co-determination in sports clubs” (since 2000) has focused more strongly on the right to (democratic) education since 2024.

**OBJECTIVES**

Individual population groups are excluded from democratic participation. Most children do not have the right to vote. Educational institutions only allow limited participation. We draw attention to this problem through intensive public relations work. Projects developed and designed by the children, such as regular anti-racism campaigns, campaigns against child poverty, inclusion, cooperation with schools and kindergartens on movement, highlight social

problems and possible solutions. They are therefore critical extracurricular elements of democracy education.

**DESCRIPTION OF ACTIVITY**

The project encompasses several activities aimed at enhancing children's participation in democratic sports processes. This consists of the involvement of the youth department in the "Action days against racism"; cooperation with local authorities and nature conservation associations to promote sustainability and protection of the environment; supporting the Alliance "For democracy - active against the right"; cooperating with other sports clubs in the region; being a network partner of the campaign "#starkmacher" by Caritas against child poverty; Informal discussions with youth and club members on the inclusion of a reference to children's rights and participation in the club's statutes; Participation in the research project of the DSHS Cologne and Ruhr University Bochum on the topic of "Democracy education in sports clubs"; Participation in the German Sports Youth conference on the participation and co-determination of children in club sport; contacting local political parties with questions regarding their view on the implementation of children's rights in the municipality aimed at sports clubs; supporting the city of Horb in creating a map of areas where children can play freely.

**TOP TIPS**

Children have rights. Unfortunately, they are often unaware of them. The project "Democracy education in sports clubs" is part of the meta-project "UN children's rights in sports clubs" and the right to information and the right to education.

**LINK**

[www.tcdettingen.de](http://www.tcdettingen.de)



# TC DETTINGEN

## Wir bewegen Kinder - Kinder bewegen uns

**Kinderrechte im TC Dettingen**

- Recht auf Bildung
- Recht auf Beteiligung und Mitbestimmung
- Recht auf Schutz & Fürsorge
- Recht auf Spiel, Bewegung & gesunde Entwicklung
- Recht auf gesunde Umwelt

**Unser Netzwerk:**

- Ballschule Heidelberg
- Caritas (Mach Dich Stark gegen Kinderarmut)
- Deutsches Kinderhilfswerk (Recht auf Spiel)
- Landessportverband Baden-Württemberg (FSJ)
- Württembergischer Landessportbund (Inklusion)
- Württembergische Sportjugend (WSJ)
- Deutsche Sportjugend (Move for all)
- Jugendreferat Horb (Sommerferienprogramm, Sportbox, Weltkindertag, u.m.)
- TSV Dettingen
- Tecker Stur
- Street Rocket Germany
- Stiftung gegen Rassismus
- Horber Bündnis für Demokratie
- N'Cherch' Nachhaltigkeits im Sport
- Naturschutzbund Horb e.V.

sponsored by **Projekt mensch\***

# Kinderrechte im TC Dettingen

**Recht auf Beteiligung und Mitbestimmung**

- Mitbestimmung im Verein**
  - Jugendvertreter:in mit Sitz im Gesamtvorstand
  - Wahl der **Jugendvertretung** durch die Jugendlichen
  - Wahl der **Jugendsprecher:innen**
  - Stimmrecht** der Jugendlichen in der Hauptversammlung (ab 14 Jahren)
- Mitbestimmung im Training**
  - Beteiligung an der **Planung** und Gestaltung des Trainings
  - Feedbackbox** im Training für anonyme Rückmeldungen und Wünsche
  - Entwicklung kindgerechter** Turnierformate und Trainingsformen
  - selbstbestimmte** Entscheidung über Teilnahme an Wettkämpfen
- Medien & Kommunikation**
  - Nutzung **sozialer Netzwerke** (Instagram, Facebook, YouTube)
  - Berichte und Bilder im Vereinsumfeld
  - Information in **verständlicher Sprache**
- Planung & Organisation außerhalb des Trainings**
  - Beteiligung an der Planung außersportlicher Aktivitäten (Ausflüge, Feste)
  - Veranstaltungen
  - Move for peace
  - Kooperation mit dem Stadtjugendreferat
- Events & Aktionen**
  - Silly Walk für Kinderrechte
  - Pancake-Charity-Rennen
  - Jugendwerkstatt
  - Kinderrechte und Kommunalwahl 2024
  - Mach Dich Stark für Kinderrechte** - Spiel- & Infostand
  - kommunale Sportevents
- Jugendgremien & Strukturen**
  - Jugendordnung
  - Jugendvollversammlung
  - Jugendausschuss**
  - regelmäßige Sitzungen des Jugendausschusses
  - projektbezogene Beteiligung
  - Kinderverträglichkeitsprüfung

sponsored by **Projekt mensch\***

## INSPIRING EXAMPLE N°22

# Roma Community Act of Slovenia

POLICY  
level 3

## PROJECT BASIC ID

Led organisation:	<a href="#">Government Office for National Minorities</a>
Country:	Slovenia
Contact:	Gp.un@gov.si
Year of development	2007

## TARGET GROUP

Roma individuals and families living in Slovenia, especially in areas with recognised Roma settlements

Local municipalities, public institutions, youth centres, schools, and NGOs are working on Roma inclusion through community programming, including sport and leisure.

## PROBLEM/SOLUTION

The Roma community in Slovenia faces systemic barriers to inclusion in public life, including limited access to structured sport and leisure activities. A lack of institutional obligation often results in fragmented or short-term inclusion efforts.

The Roma Community Act provides the legal recognition of the Roma as a distinct minority. It obliges municipalities with recognised Roma communities to adopt local action plans to support their inclusion. These plans often incorporate sport, youth work, and cultural activities as tools for integration. The Act lays the foundation for public financing, participation rights, and structural cooperation between Roma communities and local authorities.

## OBJECTIVES

To support the inclusion of Roma in Slovenian public life through guaranteed representation, funding mechanisms, and strategic integration of social activities such as sport at the municipal level.

## DESCRIPTION OF ACTIVITY

Adopted in 2007, the Roma Community Act formally recognises Roma as an ethnic minority entitled to special legal protections under the Slovenian Constitution. It requires municipalities with Roma settlements to establish Roma Community Councils and adopt local action plans for Roma inclusion.

Although the Act does not directly regulate sport, it establishes the legal and institutional framework for incorporating sport into local integration strategies. Through co-financing and targeted programmes, municipalities support initiatives such as inclusive sports days, youth tournaments, and mixed activities aimed at breaking down social barriers between Roma and non-Roma residents. The policy also facilitates cooperation with Roma NGOs and enables sports to be used as a tool for empowerment, community health, and intercultural dialogue.

**TOP TIPS**

- Include sport as a core pillar in Roma integration plans at the municipal level.
- Fund sport activities in cooperation with Roma-led NGOs and community groups.
- Use sport to support youth empowerment and school inclusion.
- Create shared spaces and events that bring Roma and non-Roma together.
- Recognise sport as a tool for health, visibility, and participation.

**LINK**

<https://pisrs.si/pregledPredpisa?id=ZAKO4405>

Use Google Translate (or other translators) to translate the text from Slovenian to your local language, and then change the text to make it fit your national/regional context.

## INSPIRING EXAMPLE N°23

# Sports Act of Slovenia

POLICY  
level 3

## PROJECT BASIC ID

Led organisation:	Ministry of Economy, Tourism and Sport of the Republic of Slovenia
Country:	Slovenia
Contact:	<a href="mailto:gp.mgts@gov.si">gp.mgts@gov.si</a>
Year of development:	2017

## TARGET GROUP

- Persons with disabilities of all age groups
- Sports organisations, clubs, schools, and municipalities are implementing inclusive sport programs
- Paralympic athletes and recreational users with special needs

## PROBLEM/SOLUTION

Persons with disabilities face barriers to participation in sport due to inaccessible infrastructure, lack of adapted programs, and insufficient institutional support. Without legal obligations, inclusion often depends on goodwill or project-based efforts.

The Sports Act of Slovenia recognises sport for persons with disabilities as a part of public interest and integrates it into the national sport system. It ensures that persons with disabilities are entitled to equal access, adapted infrastructure, inclusive programming, and public funding at both national and municipal levels. It establishes systemic responsibility across state, local, and organisational levels to actively include persons with disabilities in both recreational and competitive sport.

## OBJECTIVES

To provide a clear legal framework ensuring equal access to sport for persons with disabilities, promote inclusion through public funding, infrastructure planning, and educational provisions, and support both recreational and elite parasport development.

## DESCRIPTION OF ACTIVITY

The Sports Act of Slovenia (ZŠpo-1), adopted in 2017, defines sport as a public good accessible to all. The Act explicitly includes sport for persons with disabilities in its scope and obliges national and local governments to support inclusive programs. It mandates that public funding covers adapted sports programs, accessibility improvements, and support for sports organisations working with disabled athletes. The law encourages the development of inclusive

physical education in schools and the training of sports professionals in working with persons with disabilities.

Paralympic and other competitive disabled athletes are also recognised within the national sport framework, allowing them access to professional development support and funding structures. The Act promotes long-term inclusion rather than one-off projects, and it empowers institutions such as the Slovenian Paralympic Committee (ZŠIS-SPK) to implement and monitor inclusive practices.

**TOP TIPS**

1. Ensure inclusive sport is treated as public interest at all levels of governance.
2. Provide long-term co-funding for adapted sports programs.
3. Integrate inclusion into education: train PE teachers, coaches, and staff.
4. Collaborate with national disability sport bodies to align programs.
5. Invest in accessible infrastructure and promote inclusive design from the start.

**LINK**

<https://pisrs.si/pregledPredpisa?id=ZAKO6853>

Use Google Translate (or other translators) to translate the text from Slovenian to your local language, and then change the text to make it fit your national/regional context.

INSPIRING EXAMPLE N°24

# Safeguarding Policy

POLICY  
level 3

## PROJECT BASIC ID

Led organisation:	<a href="#">CONI- Italian National Olympic Committee</a>
Country:	Italy
Contact:	<a href="mailto:osservatorio.safeguarding@coni.it">osservatorio.safeguarding@coni.it</a>
Year of development:	2023

## TARGET GROUP

All sports disciplines and organisations/associations/clubs.

## PROBLEM/SOLUTION

The problem it addresses is the issue of discrimination in sport, and it is a good solution because it's a policy coming from the highest sport governing body at the national level, which mandates the adherence to its measures against discrimination for every sports organisation.

## OBJECTIVES

To create a safe environment for all individuals, especially minors, by preventing and addressing instances of abuse, violence, and discrimination and ensuring their well-being within the sporting context.

## DESCRIPTION OF ACTIVITY

In 2023 CONI, in adherence with the art. 16 of the Legislative Decree 39/2021 and art. 33 of the Legislative Decree 36/2021, published the Safeguarding Policy which provides for the responsibility of the National Sports Federations, Associated Sports Disciplines, Sports Promotion Bodies and for the Meritorious Associations, the obligation to draw up the guidelines for the preparation of organizational and control models of sports activities and codes of conduct for the protection of minors and for the prevention of harassment, gender-based violence and any other condition of discrimination provided for in the code for equal gender opportunities or for reasons of ethnicity, religion, belief, disability, age or sexual orientation.

The policy also states that each sports organisation has to nominate a person in charge of preventing abuses, violence and discrimination and who monitors adherence to the safeguarding policy. From January 2025, the adoption of the organisational and control models of sports activity and codes of conduct is a condition for affiliation with the affiliated sports association or club.

## TOP TIPS

- Start with a review process of what is planned in your legislation against discrimination.

- Try to set up your local safeguarding model.
- Start advocating to your national sport governing bodies for the adoption of a common anti-discrimination framework.

**LINK**

- [https://www.fisi.org/wp-content/uploads/Delibera\\_255\\_CONI\\_25\\_luglio\\_2023.pdf](https://www.fisi.org/wp-content/uploads/Delibera_255_CONI_25_luglio_2023.pdf)
- <https://www.coni.it/it/attivita-istituzionali/osservatorio-permanente-per-le-politiche-di-safeguarding.html>

Use Google Translate (or other translators) to translate the text from Italian to your local language, and then change the text to make it fit your national/regional context.

## INSPIRING EXAMPLE N°25

# UK Sport Diversity and Inclusion Action Plan (DIAP) 2021-2026

POLICY  
level 3

## PROJECT BASIC ID

Led organisation:	<a href="#">UK Sport</a>
Country:	UK
Contact:	<a href="mailto:info@uksport.gov.uk">info@uksport.gov.uk</a>
Year of development:	2021-2026

## TARGET GROUP

The main target group is the organisation itself at all levels.

## PROBLEM/SOLUTION

Lack of representation of people with different backgrounds in the organisation.

It's a good practice because it sets out a clear plan over the years and a related monitoring control system of the progress that helps reach the goal.

## OBJECTIVES

To effectively favour the representation of people with different backgrounds in the organisation.

## DESCRIPTION OF ACTIVITY

UK Sport's Diversity and Inclusion Action Plan (DIAP) aims at creating a sporting system that is inclusive and representative of UK society. It has set clear and practical goals so that the policies, procedures, working practices and culture of the organisation can become fully inclusive, and it has established a control system to analyse the progress.

The EDI (Equality, Diversity, and Inclusion) Advisory Panel monitors the progress for high performance in sport, and on a quarterly basis, it is also monitored by the Director's team. The Board also reviews the Plan annually. The Diap is built on four goals:

1. "Our people are increasingly reflective of UK society", which, for example, has set a new recruitment process through the introduction of the guaranteed interview scheme.
2. "We have greater confidence to talk about all aspects of diversity and inclusion and are empowered to embed EDI in all UK Sport activity", for this they have implemented spaces for staff to talk about issues relating to racism, delivered webinars for staff that

focus on the internal different backgrounds and to provide an opportunity for staff to present on their experiences or to invite external speakers in.

3. *“UK Sport leaders are passionate about EDI and foster an inclusive culture”*. For this, UK Sport has established an EDI Advisory Panel, which includes two board members and three independent external members for perspective, to ensure oversight of the delivery of DIAP and EDI Strategy.
4. *“Our policies, procedures, working practices and culture are fully inclusive. Our people feel respected and valued”*. For this priority, UK Sport has increased personal diversity data disclosure rates of UK Sport staff to 100% for all protected characteristics, enabling the planning and delivery of targeted data-led interventions to promote equality and progression in UK Sport.

Each goal has its specific activities assigned to responsible leads with a target timeframe for delivery, and it covers all levels of the organisation: Board, Senior Leadership Team (Directors and Heads) and workforce. Independent of the use of specific KPIs and language, which may not be an approach of your liking, it offers a great model to initiate change by setting practical and tangible goals.

#### TOP TIPS

- Be open to critically analysing your current structures and be willing to change them
- Involve independent experts to get a clear picture of the situation
- Set clear and practical goals
- Involve all different levels of your organisation
- Make sure to monitor the process and re-assess

#### LINK

<https://www.uk sport.gov.uk/about-us/strategic-plan>

## INSPIRING EXAMPLE N°26

# The 10 Golden Rules of Gymnastics

PRACTICE

level 1

**PROJECT BASIC ID**

Led organisation:	<a href="#">Fédération Internationale de Gymnastique (FIG)</a>
Country:	Switzerland
Contact:	<a href="mailto:info@fig-gymnastics.org">info@fig-gymnastics.org</a>
Year of development:	2021

**TARGET GROUP**

Everyone.

**PROBLEM**

This practice addresses the mentality of the old, authoritarian methods.

**WHY IS THIS PRACTICE/POLICY A GOOD SOLUTION FOR THE PROBLEM?** It provides ten simple rules that can teach and encourage a positive shift in mentality.

**OBJECTIVES**

To foster a positive environment for youth and promote the importance of physical and mental well-being.

**DESCRIPTION OF ACTIVITY**

The International Gymnastics Federation (FIG) launched a global awareness campaign called "10 Golden Rules for Safeguarding". FIG aims to foster a culture of respect, safety, and well-being within gymnastics, encompassing all levels, from grassroots to elite. The initiative aims to prevent physical and emotional harm while encouraging healthy and positive training environments.

The rules were developed with input from athletes and coaches during an international forum in 2020 and subsequently refined with the assistance of a group of 15 current and former gymnasts. The campaign focuses on shifting the mindset of the sport toward a people-centred culture, rather than one solely focused on medals.

As part of the campaign, a downloadable poster in multiple languages is available, intended for visible display in gyms. FIG also encourages sharing key messages on social media using the hashtag #10GoldenRulesOfGymnastics.

The 10 Golden Rules emphasise core principles, such as practising gymnastics out of personal motivation, prioritising health over performance, balancing sport with other aspects of life, recognising physical and emotional limits, and always demanding respectful and fair treatment. They also promote self-expression, honesty, inclusion, and fairness.

This campaign not only sets ethical guidelines but also seeks to transform daily practices in gymnastics spaces. FIG is urging a cultural transformation, where safeguarding isn't just a policy, but a daily habit.

Gyms are asked to display the rules visibly, promote them on social media, and embed this mindset through ongoing dialogue, education, and governance reform. Additionally, FIG invites federations, coaches, athletes, and families to integrate these rules into their organisational culture as part of a lasting commitment to the safety and well-being of all gymnasts. All these rules advocate for the well-being of the person, as well as taking the first step to fight against any abuse.

#### **TOP TIPS**

- Even if this practice consists of ten rules in the context of gymnastics, some of them can be taken as an example for the fight against discrimination, such as:
  - I have the right to be respected as I am.
  - I have the right to express myself freely, be heard and be treated fairly.
- Print the available poster and display it where everyone can see it.

#### **LINK**

<https://www.gymnastics.sport/site/pages/safeguarding-goldenrules.php>

## INSPIRING EXAMPLE N°27

# General principles for disability-inclusive language

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">WomenWin</a>
Country:	Netherlands
Contact:	<a href="mailto:info@womenwin.org">info@womenwin.org</a>
Year of development:	2025

## TARGET GROUP

Organisations and coaches who want to create an inclusive environment for girls and young women with disabilities.

## PROBLEM/SOLUTION

What is the problem this practice/policy addresses?

The way we express ourselves when we talk about disabilities.

Why is this practice/policy a good solution for the problem?

This practice helps and provides examples of how to speak properly when talking with or about people with disabilities. It helps to realize our mistakes and improve our disability-inclusive language.

## OBJECTIVES

To show people how to use disability-inclusive language to make young women and girls with disabilities feel valued and included.

## DESCRIPTION OF ACTIVITY

This guide outlines six principles adapted from the Inclusive Language Guide by Oxfam, designed for anyone interested in empowering young women and girls with disabilities.

These principles are:

1. Use people-first language, placing the person before the disability—for example, saying "a young woman with autism" instead of "an autistic woman".
2. Avoid labels and stereotypes, mentioning a person's disability only when it's relevant or helpful for understanding or support.

3. Focus on the support needed, not the disability, asking what assistance a person requires rather than focusing on their impairment.
4. Avoid condescending euphemisms like "differently abled" or "special needs," and instead use neutral, positive language such as "tailored assistance" or "requires specific accommodations".
5. Disability is not an illness or a problem; avoid phrases that imply suffering or weakness. Use neutral terms, such as "has a disability," instead.
6. Speak respectfully and use everyday language, avoiding offensive phrases and using disability-related terms only when necessary and in a non-insulting manner.

Together, these principles help ensure that language promotes dignity, inclusion, and understanding, contributing to accessible and welcoming sports environments for everyone.

### TOP TIPS

You can find this practice on page 32 of the PDF [“The Goal Disability Inclusion Resource”](#). Check the “Dos and Don’ts” on pages 33 and 34 to learn about the recommended language.

### LINKS

- Website: [Learning Playground: Everyone's Game](#)
- [The Goal Disability Inclusion Resource](#)
- Adapted from [Inclusive Language Guide - Oxfam](#)

#### How do you use disability-inclusive language in your coaching?

One of the most important things a coach can do is recognise the power of their words. Using empowering language can be the foundation of respect and understanding between coaches and participants, and between participants themselves. It plays a key role in making the young women and girls with disabilities feel valued and meaningfully included in your programmes.

#### General principles for disability-inclusive language<sup>21</sup>

Adapted from the UN Disability Inclusive Language Guidelines

When speaking about disabilities use the following principles as a guide:

1. **Use people-first language.** People-first language emphasises the person, not the disability, by placing a reference to the person or group before the reference to the disability. For example, saying “a young woman with autism” instead of “an autistic woman.” If you are unsure how to speak about someone’s disability or impairment, you should ask the person or group.
2. **Avoid labels and stereotypes.** Avoid labelling people and only mention a person’s disability or impairment when it is directly relevant to the conversation, brings clarity, or provides useful information.
3. **Focus on support not the disability.** When asking if you can assist, take the emphasis off the disability or impairment and emphasise the availability of support instead. Ask about what support they need, not about their disability.

4. **Avoid condescending euphemisms.** While terms like “differently abled” may be well-intentioned, they can come across as patronising. Similarly, describing individuals with disabilities as having “special needs” can be offensive and condescending. Opt for more neutral and positive language, like referring to “tailored assistance” or “requires specific accommodations” whenever possible.

5. **Disability is not an illness or a problem.** Expressions such as “suffers from,” “afflicted with,” or “stricken with” can be inappropriate as they imply constant pain and powerlessness. They also carry the assumption that individuals with disabilities have a lower quality of life. Instead, use statements like “has [a disability]” or “is [blind/deaf/deafblind]” to describe a person’s condition. Additionally, when describing people without disabilities, don’t use terms like “normal,” “healthy,” or “able-bodied”. Instead, use “non-disabled” or “people without (visible) disabilities.”

6. **Speak respectfully and use everyday language.** Most persons with disabilities are comfortable with the phrases used in daily life. For example, you can say “let’s go for a walk” to a person who uses a wheelchair or write “have you heard the news?” to a person who is hard of hearing. However, avoid offensive phrases like “blind as a bat” or “deaf as a post,” and never use disability-related terms as insults or criticism!



Being intentional about using empowering language is critical to inclusive coaching.

Before asking someone about their disability (or disability status), consider these three things:

- What is your motivation for knowing/asking?
- Is it relevant or necessary to provide support or for their participation in activities?
- How will knowing this information help?

32

INSPIRING EXAMPLE N°28

# World in Motion

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">Red Deporte</a>
Country:	Spain
Contact:	<a href="mailto:rdc@redeporte.org">rdc@redeporte.org</a>
Year of development	2024

## TARGET GROUP

People seeking asylum in Spain.

## PROBLEM/SOLUTION

*What is the problem this practice is addressing?* The hostility of the locals towards the refugees and how they feel about their current situation in a different country.

*Why is this practice a good solution for the problem?* It helps them to find a safe place where they can feel validated, be integrated and create an environment of trust.

## OBJECTIVES

To facilitate the social integration of the refugees through sport.

## DESCRIPTION OF ACTIVITY

Mundo en Movimiento is a program designed to foster the social integration of asylum seekers in Spain through the unifying power of soccer. Led by Red Deporte, the project connects asylum seekers with the local population, primarily through shared training sessions, to foster trust, enhance well-being, and ultimately promote long-term integration and autonomy in Spanish society.

The soccer field serves as a platform for coexistence, where local team coaches and asylum seekers interact in a setting that fosters mutual respect and communication. In the short term, this promotes emotional well-being and confidence among participants. In the long term, it supports broader social integration, inclusion, and access to opportunities.

Beyond sports, the program offers workshops and training sessions designed to develop skills, enhance employability, and address the practical challenges that refugees encounter. The project includes continuous impact evaluation focused on areas such as integration, mental health, and job readiness.

Positive outcomes have been reported on both individual and group levels. Individuals show more consistent participation, improved psychosocial well-being, better sleep patterns, and

increased engagement in training. Group-wise, participants build stronger relationships, communicate more effectively, and form networks that extend beyond the soccer field. Socially, the program enhances trust between diverse groups, encourages refugees to explore their local communities with confidence, and strengthens ties between newcomers and residents.

Mundo en Movimiento has been implemented in Madrid and Valencia, featuring events such as friendly matches between refugee teams from Mislata and Vallecas. One match took place in Albacete, and another in Madrid, which was notably supported by Spain's Minister of Migration, Rafael Escrivá, and former national team coach Vicente del Bosque.

**TOP TIPS**

World in Motion held workshops to offer support, as well as numerous training sessions, serving as a meeting platform between the asylum-seeking population and the local community.

**LINK**

- Video: [EL MUNDO EN MOVIMIENTO](#)
- [World in Motion - English Red Deporte](#)

## INSPIRING EXAMPLE N°29

# Cittadinanza Sportiva – Transizioni Sociali Attraverso lo Sport

PRACTICE  
level 1

**PROJECT BASIC ID**

Led organisation:	UISP Emilia Romagna APS e <a href="#">UISP Bologna APS</a>
Country:	Italy
Contact:	<a href="mailto:progetti@uispbologna.it">progetti@uispbologna.it</a>
Year of development	2024/2025

**TARGET GROUP**

Young foreigners. Asylum seekers. Unaccompanied Foreign Minors (UFM).

**PROBLEM/SOLUTION**Problems faced:

- Social isolation and marginalisation of young migrants and asylum seekers.
- Difficulties in accessing aggregate, educational and sporting activities.
- Lack of active citizenship pathways for young foreigners.

Why it is a good solution:

- It offers safe spaces for socialisation through sport.
- It supports personal and social development, fostering integration and autonomy.
- It works on solid territorial networks that include sport, education and social work, maximising the effectiveness of the intervention.

**OBJECTIVES**

The aim is to foster the active inclusion and psycho-physical well-being of young foreigners, asylum seekers and UFM, promoting sport as a tool for integration, participation and citizenship.

**DESCRIPTION OF ACTIVITY**

The project offers sports activities as tools for active inclusion, building pathways to citizenship and well-being for young migrants and UFM. UISP Bologna plays a central role in the realisation of activities in its territory, acting as a permanent workshop of active citizenship through sport.

**TOP TIPS**

- Activating partnerships with reception facilities, schools and social services.
- Designing inclusive and intercultural sports activities, suitable for different levels of physical competence.
- Training sports operators on intercultural issues, reception and management of heterogeneous groups.
- Favouring the mixed participation of young migrants and young Italians to promote integration.
- Monitoring participant needs through continuous listening and discussion.

**LINK**

- <https://www.uisp.it/emiliaromagna/interculturalita/cittadinanza-sportiva>
- <https://www.uisp.it/bologna/progetti/cittadinanza-sportiva-transizioni-sociali-attraverso-lo-sport>

Use Google Translate (or other translators) to translate the text from Italian to your local language and then change the text to make it fit your national/regional context.

INSPIRING EXAMPLE N°30

PRACTICE

level 1

# Gimme Five Baseball

## PROJECT BASIC ID

Led organisation:	<a href="#">Tritons Taranto Baseball Sport Club</a>
Country:	Italy
Contact:	<a href="mailto:Taranto@uisp.it">Taranto@uisp.it</a>
Year of development:	2024/2025

## TARGET GROUP

Migrants from South America and India, Pakistan and Bangladesh.

## PROBLEM/SOLUTION

Lack of sports facilities or too expensive. Hot topic, especially in the South of Italy.

Baseball5, with its low requirements in terms of space and equipment, offers us a way forward, allowing us to continue offering sports activities to our children and growing our community.

## OBJECTIVES

The objective is to use a new sport as a tool of interaction and socialisation. Baseball5 is a new frontier in sport: no architectural barriers, no expensive equipment, and possibilities of playing mixed-gender (no-contact) games because it reduces all kinds of obstacles, making it accessible to everyone, regardless of physical ability or social background.

## DESCRIPTION OF ACTIVITY

Baseball 5 is a simplified and more dynamic version of baseball, played on a smaller field with fewer players. The main rules include: a rectangular field with four bases, two teams of five players, hand batting, and five innings per game.

This makes the sport more economically accessible, more enjoyable, and, above all, develops a strong sense of teamwork.

## TOP TIPS

- Possibilities of promotion and practice in the schools (also where there are no big sports facilities).
- Possibilities of events in the squares, in urban space to be renovated.
- Possibilities of promoting a new sport can give opportunities to migrants to be protagonists (very often the traditional sports are too crowded and the competition to enter in a team is very high).

**LINK**

- <https://www.tritons.it/page/994662797415/progetto-gimme-five-baseball>
- <https://www.uisp.it/taranto/pagina/uisp-taranto-e-asd-tritons-una-sinergia-vincente-per-il-successo-della-prima-b5-league>

Use Google Translate (or other translators) to translate the text from Italian to your local language and then change the text to make it fit your national/regional context.

INSPIRING EXAMPLE N°31

# INside

PRACTICE

level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP Padova APS</a>
Country:	Italy
Contact:	<a href="mailto:momifiorese@gmail.com">momifiorese@gmail.com</a>
Year of development:	2025

## TARGET GROUP

Adults with cognitive disabilities.

## PROBLEM/SOLUTION

The topic of fighting stigma, combating isolation and sedentariness.

The solution is the promotion of motor and sports activities for psychiatric users, which is fundamental to recovering basic autonomy, preventing the chronicisation of specific pathologies, and gaining health. Motor activity also enables users to tolerate drug therapies better and motivates them to acquire a more active lifestyle.

In addition, getting out of care facilities and contexts allows them to experience the value of inclusion fully and obviates the abandonment and suspension of therapeutic activities that characterise weekends.

## OBJECTIVES

- Promoting inclusion through sport
- Ensuring opportunities to meet and compare
- Providing opportunities to get out of care settings
- Being well while moving

## DESCRIPTION OF ACTIVITY

The activity takes place on Saturday mornings (when therapeutic activities are suspended). The users are met by the UISP bus that takes them to the sports centre, where qualified educators and volunteers meet them. They are offered the easy-to-approach activity of ultimate Frisbee, which is practised together with other players from our ASDs and volunteers, to foster inclusion and integration. The activity lasts two hours and always ends with a moment of restitution at the end.

### TOP TIPS

The project is easily replicable, and it would be very nice to encourage a spread over more territories.

### LINK

[www.uisp.it/padova](http://www.uisp.it/padova)



INSPIRING EXAMPLE N°32

# Women Swimming Pool

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP Torino APS</a>
Country:	Italy
Contact:	<a href="mailto:torino@uisp.it">torino@uisp.it</a>
Year of development:	2010 - ongoing

## TARGET GROUP

Women from 5 to 100 years old who have problems showing their bodies in front of men for: cultural/religious precepts; food disease consequences; age; and former victims of sexual abuse.

## PROBLEM/SOLUTION

In 2009, UISP Turin received a request from women wearing hijab to have the possibility to swim without going against their religious dictates. This practice offers an opportunity for all women who want to swim without feeling uncomfortable due to the presence of men, and to feel safe expressing themselves. Moreover, it is organised at a time when women are more willing to think about themselves, on a Sunday morning. It provides women with a space dedicated to their needs and particularities.

It works on solid territorial networks that include sport, education and social work, maximising the effectiveness of the intervention.

Nowadays, this activity is also available in Florence, Rome, Reggio Emilia, Band olzano (even if it is not as structured as in Turin, because the experience in those areas started only in 2023/2024).

## OBJECTIVES

- Including women who wear hijab, who are unable to attend regular swimming courses due to religious dictates.
- Include women of all nationalities, ages, disabilities, religious and political beliefs to sport activities.
- Doing activities and, thanks to this, getting to know each other with all their differences, habits, and difficulties.
- Expanding the model in other cities.

## DESCRIPTION OF ACTIVITY

- Two hours of swimming lessons for beginners and advanced swimmers, free swimming, and aqua aerobics each Sunday morning.

- Activities are planned to respect the women's needs (e.g., mothers and daughters in the same hour in different courses), and a kindergarten has been created to assist mothers in learning to swim.
- Each woman must have a medical certificate to practice. UISP provides female medical staff and a cultural mediator.
- At the end of the season, a big party is organised, inviting the families of all the women participating, to promote communication, knowledge and new activities.

**TOP TIPS**

- Exclusion of male presence from any sport centre, only female personnel.
- Find a pool that is not visible from the outside.
- Listen to different needs and problems and find a solution together.

**LINK**

- <https://www.uisp.it/nazionale/pagina/la-piscina-come-luogo-di-inclusione-il-contributo-di-davide-valeri>
- [https://www.youtube.com/watch?v=f\\_zhBfHCriU](https://www.youtube.com/watch?v=f_zhBfHCriU)
- <https://www.uisp.it/nazionale/pagina/piscine-al-femminile-una-bracciata-di-libert-e-emancipazione>

Use Google Translate (or other translators) to translate the text from Italian to your local language, and then change the text to make it fit your national/regional context.



## INSPIRING EXAMPLE N°33

# Cricket Roma

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP Roma APS</a>
Country:	Italy
Contact:	roma@uisp.it
Year of development:	2010 - ongoing

## TARGET GROUP

Migrants or migrants originating from Sri Lanka, India, Pakistan, Bangladesh, and Italians with a curiosity in cricket.

## PROBLEM/SOLUTION

### Problems:

- Lack of cricket infrastructures,
- Stereotypes towards the sport and the Asian cultures.

### Solution

The project has created a network of different organisations whose aims appear to be different: the necessity of playing cricket and the necessity of preserving a park to develop a positive system where differences become a richness.

## OBJECTIVES

- Offering space for cricket.
- Protect a park used for playing cricket on Sundays and keep it clean and accessible to all citizens for the rest of the week (before the experience, it was not accessible due to being dirty and neglected).
- Including Italians in the teams and in the supporter group to create knowledge.
- Creating a female team to counter the machismo culture of this sport.

## DESCRIPTION OF ACTIVITY

- Every Sunday, cricket teams from Rome (and sometimes from other towns nearby) play in the Parco dell'Aniene.
- Before a group of players cleans the areas, prepare the fields for cricket (with removable markers, flags and the specific coconut carpet). Ultimately, another group of players dismantled the field and cleaned the area.

- At lunch time, all the teams (and different communities) bring typical foods and share with the spectators (citizens who are now passionate about the sport or people coming at the park for a Sunday picnic).
- Organisation of the official Cricket Federation and UISP tournament.

**TOP TIPS**

- Creating a network of different associations in the territory.
- Making the community autonomous and responsible for their activities (no paternalism).

**LINK**

- <https://youtu.be/pdmHBv2ODzQ>
- <https://www.uisp.it/roma/pagina/rigenerazione-dei-parchi-attraverso-lo-sport-cricket-e-aniene>
- <https://www.uisp.it/roma/pagina/il-cricket-come-integrazione-lesperienza-del-campionato-uisp-roma>
- <https://www.uisp.it/nazionale/files/principale/2017/internazionale.pdf>

Use Google Translate (or other translators) to translate the text from Italian to your local language, and then change the text to make it fit your national/regional context.

INSPIRING EXAMPLE N°34

# Playmore! United

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	Playmore
Country:	Italy
Contact:	<a href="mailto:united@playmore.it">united@playmore.it</a>
Year of development:	2015 - ongoing

## TARGET GROUP

People with a migrant background.

## PROBLEM/SOLUTION

The problem is a lack of socialisation and accessibility to sport practice for everyone.

It is a good solution because it offers a space where people with different backgrounds can interact and play sport, building relationships.

## OBJECTIVES

Promote continuous sports activity in a local context composed of people with different backgrounds—Spread principles of fairness, respect, anti-racism and solidarity.

## DESCRIPTION OF ACTIVITY

PlayMore! United promotes sports for all, enhancing the participation of people with migrant backgrounds to foster socialisation in Milan. It involves different sports activities (Football, Basketball, Beach Volleyball and Fitness) carried out in mixed groups and 83 partner organisations, including nonprofit organisations, schools, companies and clubs. It enables asylum seekers, refugees, migrants, and unaccompanied foreign minors to participate in sports and foster relationships. The initiative has been able to involve 2375 people in the sport practice. Playmore! achieved this by promoting the initiative through networking, “knocking on doors” of all the possible organisations that could enable the reaching of a wider audience. But also thanks to a good dissemination by word of mouth, because the initiative is very well recognised and appreciated among participants and partners.

The partners play an essential role both in promoting but also in sending the interested people to the sport practice. Moreover, they also help Playmore! in keeping the project relevant to the needs of the participants through mutual feedback and passing the spirit of the initiative to the participants they have in intake.

**TOP TIPS**

- Start by mapping the social realities that can be interested in the activity and have them involved.
- Involve people with a migrant background in the creation and implementation of the project.
- Promote the initiative in your local community to increase participation.

**LINK**

- <https://playmore.it/united/>

Use Google Translate (or other translators) to translate the text from Italian to your local language, and then change the text to make it fit your national/regional context.

INSPIRING EXAMPLE N°35

# Atletico San Lorenzo

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">Atletico San Lorenzo</a>
Country:	Italy
Contact:	<a href="mailto:atleticosanlorenzorm@gmail.com">atleticosanlorenzorm@gmail.com</a>
Year of development	2013 - ongoing

## TARGET GROUP

Local community.

## PROBLEM/SOLUTION

The problem is a lack of socialisation and equal accessibility to sport for everyone.

This practice is a good solution to the problem, as it provides a different model of sport that fosters participation from every person, regardless of age group, social background, gender, sexual orientation, economic status, or place of birth.

## OBJECTIVES

To be an engine of social transformation, a reference point for San Lorenzo neighbourhood in Rome, and to build a participatory and accessible sports model that can function as a vehicle for transmitting social and ethical principles.

## DESCRIPTION OF ACTIVITY

Atletico San Lorenzo is a multisport association that, in addition to sports activities, organises and promotes a large number of social and cultural activities, solidarity initiatives and moments of aggregation. The club has a strong social base (over 600 members, 7 sports disciplines, 200 senior athletes and over 250 boys and girls in the youth sectors). Its economic and management model is based on self-financing and self-organisation, as expressed by the widespread people's shareholding and the active participation of members in its life and in determining the choices affecting its activities. The only prerequisite for participation in the association's activities is to be anti-fascist, anti-racist, anti-sexist, and to adhere to the project's five founding principles: respect, solidarity, loyalty, aggregation, and transparency.

## TOP TIPS

- Start by building a network in your local context,
- Involve people who believe in sport as a tool for social change,
- Invest in sports activities that are interesting for your local community.

INSPIRING EXAMPLE N°36

# Run 4 Diversity

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	<a href="#">FFSE - French Federation for Company Sport</a>
Implementing Country:	France, Latvia
Contact:	<a href="mailto:ffse@ffse.fr">ffse@ffse.fr</a> , <a href="mailto:ltsa@riga.lv">ltsa@riga.lv</a>
Year of development:	2014 in France; 2025 in Latvia

## TARGET GROUP

Employees of the local companies, different genders, different ethnicities, with/without disability, different age groups, and different work hierarchy levels (managers/employees).

## PROBLEM/SOLUTION

The practice encourages the use of diverse races and physical activity in general to contribute to advancing the promotion and activation of physical practice in companies while promoting and embodying the themes of diversity (gender, intergenerational, and disability) within the professional environment.

In many companies in Latvia, the topic of diversity remains a low priority, particularly when it comes to promoting diversity through physical activity. Few companies offer physical activity opportunities, such as for individuals with disabilities or LGBTQIA+ individuals.

## OBJECTIVES

To offer employees physical activity that would be suitable and fun for different ages, genders, and people with disability, and encourage diversity through physical activity.

## DESCRIPTION OF ACTIVITY

Run for diversity was first organised in Latvia in 2025 (within the framework of Erasmus+ Sport project Run 4 Diversity, led by the FFSE (Fédération Française du Sport d'Entreprise).

The main idea of the project was to share the practice of organising diversity races across Europe (the first one was organised in France in 2014). This way, the FFSE would like to increase the importance of the topic of diversity within the workplace, and how physical activities, and in particular, diverse backgrounds, can help to combat discrimination (by gender, ethnicity, disability etc.), and how employees can engage in physical activity suitable for everyone. The race offers two distances – 3 km and 6 km, that can be completed running or walking, individually or in pairs. Pairs can be categorised into three types: 2 participants of different genders, 2 participants from various age groups, or participants with and without disabilities.

In Latvia, the race took place in Riga, with distances of 3 km and 6 km (for Nordic walking, also 12 km), and included walking, running, and Nordic walking disciplines.

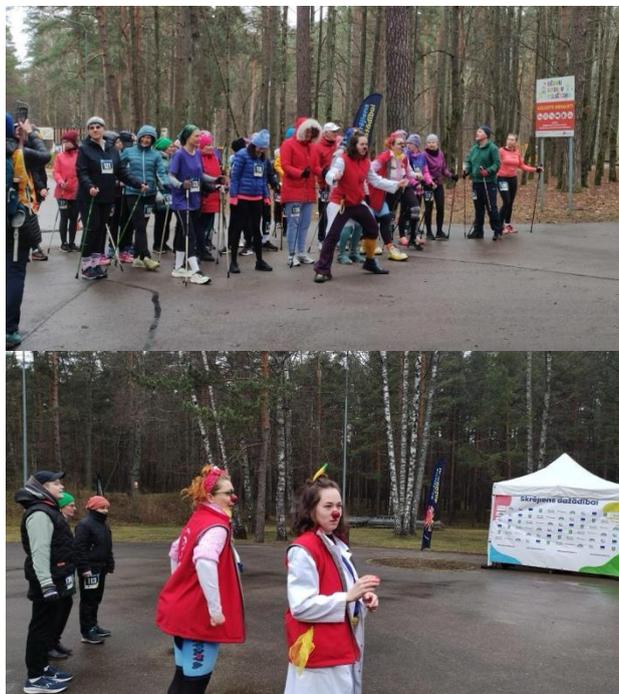
There were 101 participants in the race, representing different age groups and companies. The Latvian Sport for All Association aims to organise this event annually and attract more participants.

**TOP TIPS**

During the project, guidelines were developed for potential race organisers who wish to organise a Run 4 Diversity in their country. Organisations that would like to implement this practice locally should contact EFCS (European Federation for Company Sport).

**LINK**

- <https://run4diversity.eu/>



INSPIRING EXAMPLE N°37

# Catch'n serve ball game

PRACTICE  
level 1

## PROJECT BASIC ID

Led organisation:	Locally - Latvian Sport for All Association Internationally – International Catch'n Serve Ball Sports Federation
Country:	Latvia
Contact:	<a href="mailto:itsa@riga.lv">itsa@riga.lv</a>
Year of development:	Introduced in 2016, but actively developing since 2021

## TARGET GROUP

Currently, the main target group is women 30+ and mothers, however, it can be played by anyone (e.g. there are already tournaments in which male participants (e.g. husbands of women that are regularly playing) are participating. It is also planned to introduce the game for people with disabilities at some point in Latvia.

## PROBLEM/SOLUTION

**What is the problem this practice/policy are addresses?** Women are less involved in physical activity than men, especially when they become mothers (as they need to care about their families, kids and often combine this with work, so there is no much time left for physical activity). As a result women are feeling depressed, stressed, losing confidence, can feel isolated and not contented with their physical shape.

**Why is this practice/policy a good solution for the problem?** Catch'n serve ball is not just a physical activity (game is somewhat similar to volleyball, but the player needs to catch the ball before passing it to another player). This is perfect socialisation option. Women feel more confident, meet other women with common interests, together they participate in tournaments, experience victories and losses. We do frequently hear stories, how this game brought positive changes into women's lives starting with better physical shape, increase in self-esteem, better relationships in family.

## OBJECTIVES

What is the objective of the practice/policy? Objective is to provide to women a physical activity option that could be practiced regularly, would be engaging enough, would be non-discriminatory (e.g. in the teams we have women of different ages (those aged 30 play together with 60+ participants, and all players enjoy the process equally).

The plan is to engage not only women, but also men, kids, people with special needs. Objectives are also to promote community spirit, to contribute to meaningful sporting and health-promoting leisure activities, counteract the drop out in sports activities of mothers after starting a family, promote women networks,

support the role model effect within the family with regard to sports, health promotion, social aspects and prevention of violence, encourage and promote fair play.

## **DESCRIPTION OF ACTIVITY**

Catch 'n Serve Ball is a team sport that is somewhat similar to volleyball but allows players to catch the ball before throwing it to a teammate or over the net. It is characterized by its quick-paced and enjoyable gameplay. The sport is designed to be accessible and inclusive, making it suitable for people of all ages and athletic abilities. Catch'n serve ball is played by two teams of six players on a volleyball court with a net. It can be played indoor or outdoor. The rules are quite easy to understand, so it can be played also by players, that haven't played e.g. volleyball or any other ball game before.

The teams train regularly, participate in tournaments and championships, communicate, have fun. This is not only sports discipline, but already a social movement.

Currently in Latvia catch'n serve ball is officially registered as a sports discipline that is being developed in Latvia by Latvian Sport for All Association. Latvian Sport for All Association is a member of International Catch'n Serve Ball Sports Federation. There are already more than 60 teams playing in Latvia, currently there are 667 licenced players. In the championship this year, there are already 3 leagues, and it is planned to have one more beginners league.

## **TOP TIPS**

The first step is to introduce the game, engage the participants into new and exciting activity, let them try and have fun. Then gradually a community can be created, that shares the same values of fair play and non-discrimination, provides women opportunity to engage in physical activity without discrimination.

## **LINK**

- Website: [www.sportsvisiem.lv](http://www.sportsvisiem.lv)
- Facebook: <https://www.facebook.com/groups/kerunservebumbulatvija>
- Official rules: <https://sportsvisiem.lv/ka-spelet-ker-un-serve-bumbu/>



INSPIRING EXAMPLE N°38

# Walk&Play for all

PRACTICE

level 2

## PROJECT BASIC ID

Led organisation:	<a href="#">UISP Trentino APS</a>
Size of the organisation	Local / Regional / National / International
Country:	Italy
Contact:	s.endrizzi@uisp.it
Year of development	2024/2025

## TARGET GROUP

Foreign population with a migration background (all ages, all genders).

## PROBLEM/SOLUTION

### Problems:

Stereotypes and fear of the different cultures.

### Solution:

Doing funny and easy physical activities together, to know each other and destroy prejudices.

## OBJECTIVES

Use of play-motorial activities as a means of inclusion as a tool for getting to know the area and the services offered to the population, as a tool for learning correct lifestyles.

## DESCRIPTION OF ACTIVITY

1. **Football, you don't expect.** A weekly meeting open to girls and boys aged 16 to 30 in which awareness-raising activities, team building, multi-sport games, urban trekking and art workshops accompany the game of football. Football becomes a tool to create opportunities for young people with a migratory background and their local peers to meet, thereby strengthening the culture of acceptance and educating them on interculturality. A project that aims to facilitate participation and accessibility to recreational/motor activities for young people with different backgrounds and experiences, promoting a healthy, active lifestyle and the positive use of leisure time.
2. **Urban treks.** Taking place in the Municipality of Trento, this initiative aims to foster knowledge of and access to the city's landmarks and essential services for newcomers and citizens curious to rediscover the city with new eyes, in an intercultural, intergenerational, and socialising atmosphere. An accompanying person and landscape educator will structure the routes to be followed and identify the most important places to explore from a historical, natural, and social perspective. There will be a brief presentation on the purpose and usefulness of some essential services, highlighting

where they will stop. The excursions are interspersed with stories accompanied by pictures, playful activities, and convivial moments.

### TOP TIPS

Create a network of authoritative supporting bodies that can give visibility, authority and attract sponsors and private financiers (to provide continuity and make them sustainable in the long run).

### LINK

- <https://www.uisp.it/trento/pagina/trekking-urbani-alla-scoperta-della-citt-di-trento-e-dei-suoi-servizi-essenziali>
- <https://www.uisp.it/trento/pagina/walkplay-4all>

Use Google Translate (or other translators) to translate the text from Italian to your local language, and then change the text to make it fit your national/regional context.

## WALK&PLAY 4 ALL

**Il calcio che non ti aspetti!**



Appuntamento settimanale di ritrovo aperto a ragazze/i dai 16 ai 30 anni in cui il gioco del calcio sarà accompagnato da **attività di sensibilizzazione, team building, giochi multisport, trekking urbani e laboratori artistici.**

Il **calcio** diventa strumento per creare occasioni di incontro tra giovani con vissuto migratorio e coetanei locali, per **rafforzare la cultura dell'accoglienza e educare all'interculturalità.**

Un progetto che intende facilitare la partecipazione e l'accessibilità alle attività ludico/motorie di giovani con differenti vissuti e provenienze, promuovendo uno **stile di vita sano, attivo e l'utilizzo positivo del tempo libero.**

**Per info** [s.endrizzi@uisp.it](mailto:s.endrizzi@uisp.it) | [intreccianteasd@gmail.it](mailto:intreccianteasd@gmail.it)

 [intreccianteasd](https://www.instagram.com/intreccianteasd)

UISP – UNIONE ITALIANA SPORTPERTUTTI – presenta

## TREKKING urbani

**alla scoperta della città di TRENTO**

Camminate gratuite, in gruppo, per conoscere Trento e i suoi servizi essenziali

### CALENDARIO APPUNTAMENTI

<b>29 gennaio</b>	Alla scoperta del <b>fiume Adige</b> e del <b>torrente Fersina</b> (Centro Servizi Sanitari)
<b>26 febbraio</b>	Il quartiere storico di <b>San Martino</b> e il <b>castello del Buonconsiglio</b> (Centro Eda)
<b>26 marzo</b>	La collina di Trento. Visita all' <b>Orrido di Ponte Alto</b> (Consultorio)
<b>16 aprile</b>	La città dall'alto: il <b>Doss Trento</b> (Biblioteca)
<b>21 maggio</b>	<b>Orienteering</b> in città con carta e bussola (Anagrafe comunale)
<b>1 ottobre</b>	Le antiche <b>cave di pietra</b> della città (Cinformi e Agenzia delle Entrate)
<b>5 novembre</b>	Storia di un <b>paesaggio che cambia</b> (Agenzia del Lavoro)

**ACCOMPAGNATORE LUCA STEFANELLI**  
(accompagnatore di media montagna e educatore al paesaggio)

**ORARIO E LUOGO DI RITROVO**

Ora di ritrovo: 8:50  
Durata: 9:00 – 12:30  
Luogo di ritrovo:  
Piazza Dante (sotto la statua)

**INFORMAZIONI TECNICHE**

- Itinerari semplici, in città
- Indossare scarpe e vestiti comodi
- Portare bottiglia d'acqua
- È richiesta puntualità



## INSPIRING EXAMPLE N°39

# Tam Tam Basketball

level 2

**PROJECT BASIC ID**

Led organisation:	<a href="#">Tam Tam Basketball</a>
Country:	Italy
Contact:	<a href="mailto:info@musicbasketball.com">info@musicbasketball.com</a>
Year of development:	2016 - ongoing

**TARGET GROUP**

Young people with a migrant background.

**PROBLEM/SOLUTION**

*What is the problem this practice is addressing?* Lack of participation and accessibility to free sport practice for everyone.

*Why is this practice a good solution for the problem?* It is a good solution because it provides a space where people from different backgrounds can interact and participate in sports.

**OBJECTIVES**

Provide the opportunity to play sports to everyone and support a socialisation process in the local context.

**DESCRIPTION OF ACTIVITY**

Tam Tam basketball is a basketball team born in 2016 in Castel Volturno, a town in southern Italy where about 50 per cent of its residents are foreign-born. Tam Tam, which was born through a crowdfunding campaign that collected 10,000 euros from 249 people, aims to give many young people with a migrant background residing in the territory the opportunity to play sports for free. The team has fought numerous successful advocacy battles to allow all its players to participate in regional and national tournaments, overcoming obstacles arising from Italian citizenship legislation. The coach promoted a manifesto-appeal, “Io sto con Tam Tam” (“I’m with Tam Tam Basket”), in which he asked for a waiver to allow all players without citizenship to participate in the tournaments from the Italian Basketball Federation president and the Italian Olympic Committee’s top executive. The appeal was supported by many journalists, politicians and sportspeople, which allowed a significant mobilisation in favour of the team’s request.

The team is also a good example of how to find practical solutions to obstacles that may hinder participation in the sport practice, like, for example, transportation issues for the kids: Tam Tam was able to buy a minivan through crowdfunding to safely accompany the young players back

home after practice, after they realised that it was a problem for many. They also organised tournaments to collect sports materials. The team continues to grow and strives to provide more kids with the opportunity to play basketball. For this, they have started using an old gym, instead of the school gym that was initially used, restoring it piece by piece to give the kids a safe space to practice sport, always thanks to crowdfunding. Tam Tam continues to work to make the sport accessible to everyone.

**TOP TIPS**

- Build networks of realities that can help set up the project in your territory,
- Involve people with a migrant background in the creation and implementation of the project,
- Advertise the initiative in your local context to enhance participation,
- Assess the participants' possible obstacles to participating in the sport to find practical solutions.

## INSPIRING EXAMPLE N°40

# Roma Mini Olympiad (Romska mini olimpijada)

PRACTICE  
level 2

**PROJECT BASIC ID**

Led organisation:	Roma Union of Slovenia, Primary School III Murska Sobota Key partners: Municipal Sports Association, Olympic Committee regional office, and NK Pušča – Roma Football Club
Country:	Slovenia
Contact:	<a href="mailto:info@zveza-romov.si">info@zveza-romov.si</a>
Year of development:	2024

**TARGET GROUP**

Roma and non-Roma children aged **4–9** from kindergartens and primary schools in the Murska Sobota area.

**PROBLEM/SOLUTION**

Roma children in Slovenia often face limited access to sports opportunities and early exclusion from school-based group activities. Social segregation and a lack of inclusive events reinforce divisions between Roma and non-Roma youth.

The Roma Mini Olympiad brought together children from diverse ethnic backgrounds in a safe, inclusive sporting environment. It was hosted in a public school gym and supported by key Roma and mainstream partners. A critical role was played by NK Pušča, the local Roma football club, which facilitated sports activities and served as visible role models for the children.

**OBJECTIVES**

To promote the early inclusion of Roma children in physical education and sport, using collaborative and intercultural formats to build social cohesion from childhood.

**DESCRIPTION OF ACTIVITY**

The Roma Mini Olympiad took place on September 27, 2024, in the gymnasium of Primary School III in Murska Sobota. Approximately 100 children aged 4 to 9 participated, including both Roma and non-Roma pupils from primary schools I, II, III, and local kindergartens. Children were divided into mixed teams to promote cooperation and inclusion across ethnic and social backgrounds. They engaged in four recreational sport stations, including relay races,

movement games, and ball-based activities, all designed to be non-competitive, fun, and accessible for all.

A key partner in the event was NK Pušča, a Roma football club based in the nearby Roma settlement. Club members actively facilitated the sports activities and served as positive role models, encouraging participation and demonstrating leadership by a Roma-led sports organisation. Their presence added visibility and credibility to the event within both the Roma community and the broader public.

The event opened with speeches by the President of the Roma Union of Slovenia, the Deputy Mayor of Murska Sobota, and representatives from the local Olympic Committee and municipal sports associations. Their support highlighted the importance of inclusion and community partnership.

At the conclusion of the event, all children received symbolic medals and certificates of participation to reinforce values of respect, teamwork, and mutual understanding.

### TOP TIPS

- Involve Roma-led sports organisations, such as NK Pušča, to increase visibility and pride within the community.
- Focus on non-competitive, cooperative games that encourage maximum participation and enjoyment.
- Utilise school infrastructure to promote inclusion in mainstream education settings.
- Recognise participation with simple awards to reinforce positive memories.
- Invite municipal and public sports stakeholders to demonstrate broad support.

### LINKS

- <http://www.sz-ms.si/romska-mini-olimpijada-2024-v-murski-soboti-uspesno-zdruzevanje-preko-sporta>
- [https://www.pomurec.com/vsebina/81871/FOTO\\_in\\_VIDEO\\_Romska\\_mini\\_olimpijada\\_povezuje\\_in\\_gradi\\_mostove\\_med\\_otroci](https://www.pomurec.com/vsebina/81871/FOTO_in_VIDEO_Romska_mini_olimpijada_povezuje_in_gradi_mostove_med_otroci)

Use Google Translate (or other translators) to translate the text from Slovenian to your local language, and then change the text to make it fit your national/regional context.

## INSPIRING EXAMPLE N°41

# Korak k Sončku (Step Toward the Sun)– Inclusive Sports Days

PRACTICE  
level 2

**PROJECT BASIC ID**

Led organisation:	Zveza društev za cerebralno paralizo Slovenije “Sonček” (Association for Cerebral Palsy, Slovenia)
Country:	Slovenia
Contact:	<a href="mailto:korak@soncek.org">korak@soncek.org</a>
Year of development:	2023

**TARGET GROUP**

Primary school and kindergarten children in Slovenia, including those with cerebral palsy and other motor or sensory disabilities, along with their able-bodied peers and teaching staff.

**PROBLEM/SOLUTION**

Children with disabilities often remain excluded from physical education and extra-curricular sport due to inaccessible formats, lack of adapted equipment, and limited exposure to inclusive peer activity.

Under the *Korak k Sončku* project, Zveza Sonček organised Inclusive Sports Days in primary schools (including Primary school Nazarje and Škofljica in October 2023). These events introduced students to various Paralympic sports—boccia, wheelchair basketball, goalball, blind obstacle courses, table tennis, and more—led by national team athletes. Children had hands-on experience, fostering inclusion, awareness, and empathy while promoting high-level adaptive sports role models.

**OBJECTIVES**

To provide children both with and without disabilities the opportunity to actively engage in adapted sports in everyday school settings; increase awareness of disability sport; and support inclusive education through experiential learning and peer interaction.

**DESCRIPTION OF ACTIVITY**

In October 2023, the Association for Cerebral Palsy of Slovenia (Zveza Sonček) organised Inclusive Sports Days as part of its long-running Korak k Sončku (Step Toward the Sun) programme. These events were hosted at Primary School Nazarje and Primary School Škofljica.

The initiative aimed to raise awareness and promote inclusion of children with disabilities through active participation in adapted sports.

Each Inclusive Sports Day consisted of a series of interactive sports workshops held inside the school's gymnasium. The activities were designed to allow both children with and without disabilities to experience what it means to play adapted sports. Experienced para-athletes, including several members of the Slovenian national team, led the events.

Five Paralympic or adapted sports were introduced to the children: boccia, sitting volleyball, wheelchair basketball, table tennis, and a blindfolded obstacle course that simulated visual impairment. All pupils were allowed to try every station. National para-athletes—such as boccia player Natalie Finkšt, para table tennis players Karin Praček and Luka Trtnik, and sitting volleyball players Mira and Jordan Jakin—facilitated the stations, demonstrated the sports, and encouraged children to participate.

The events also included storytelling moments, where athletes shared their personal experiences of living and competing with disabilities. These stories helped to humanise disability and challenge stereotypes, encouraging empathy and understanding among children. Participants from Sonček day centres in Celje and Ljubljana joined the event, further enhancing peer-to-peer interaction and contributing to a more authentic and inclusive environment. Teachers and school staff observed how the inclusive setting fostered team spirit, mutual respect, and a more open and cooperative atmosphere among all pupils.

The Inclusive Sports Days under the Korak k Sončku programme were not only educational but also joyful, empowering, and emotionally impactful. By bringing real-world athletes into everyday classrooms and gyms, the project created a bridge between awareness and experience, making the principles of inclusion tangible and memorable for the children involved.

### TOP TIPS

- Bring national para-athletes into schools to inspire and guide children,
- Offer hands-on sports stations with simplified rules to maximise inclusion,
- Include disability-sports experts and local support providers in facilitation,
- Integrate awareness sessions on overcoming barriers into school curricula,
- Build school partnerships to scale events annually nationwide.

### LINK

- <https://www.soncek.org/korak-k-soncku-v-novem-solskem-letu-inkluzivni-sportni-dnevi/>

Use Google Translate (or other translators) to translate the text from Slovenian to your local language, and then change the text to make it fit your national/regional context.

INSPIRING EXAMPLE N°42

# Leichtathletik ist für Alle

PRACTICE

level 2

## PROJECT BASIC ID

Led organisation:	German Athletics Association (DLV)
Country:	Germany
Contact:	<a href="mailto:kristin.behrens@leichtathletik.de">kristin.behrens@leichtathletik.de</a>
Year of development:	2024

## TARGET GROUP

Member Federations, Sport Clubs & Event Organisers.

## PROBLEM/SOLUTION

*What is the problem this practice is addressing?* Racial discrimination in athletics.

*Why is this practice a good solution for the problem?* It can be easily implemented and provides good materials, while being visually appealing and thereby sending a clear message.

## OBJECTIVES

The German Athletics Federation (DLV) is committed to promoting diversity, respect, and equal opportunities — both within athletics and throughout society as a whole. We believe that an inclusive culture, where people of different backgrounds, beliefs, identities, and life experiences are valued, strengthens our organisation and its impact. Our leadership is guided by clear values: tolerance, dignity, and responsibility. We actively oppose all forms of discrimination, violence, and abuse, creating safe spaces for everyone in athletics. This includes a clear stance against sexualized violence and harassment, supported by concrete prevention and protection measures. For us, diversity is not a slogan — it is essential to the quality, credibility, and future of our federation.

## DESCRIPTION OF ACTIVITY

The campaign graphics and video below are freely available for clubs, associations, and anyone who wants to promote diversity and take a stand against discrimination & racism. They are provided as templates in various formats for poster printing, postcards, or social media use.

## TOP TIPS

Easy to use: All campaign materials are available free of charge. Club and association logos can be individually added to the designs. The materials are available for download at [leichtathletik.de](http://leichtathletik.de) and our intranet for our member federations.

LINK

- Downloadable materials: <https://www.leichtathletik.de/wir-im-dlv/unsere-verantwortung/anti-diskriminierung>
- Video: [https://youtu.be/bS5tpTlyQSE?si=yypf4C\\_li9XP\\_0LOs](https://youtu.be/bS5tpTlyQSE?si=yypf4C_li9XP_0LOs)

Use Google Translate (or other translators) to translate the text from German to your local language, and then change the text to make it fit your national/regional context.



## INSPIRING EXAMPLE N°43

# Strengthening the Role of Young Women in Preventing Conflicts and Peacebuilding at Community Level Through Sports

PRACTICE  
level 2

**PROJECT BASIC ID**

Led organisation:	<a href="#">Organisation of Women in Sports - AKWOS</a>
Country:	Rwanda
Contact:	<a href="mailto:info@akwosrw.org">info@akwosrw.org</a>
Year of development:	

**TARGET GROUP**

Young women from 15 to 30 years old.

**PROBLEM/SOLUTION**

*What is the problem this practice is addressing?* Gender-based violence (GBV), early pregnancy prevention, school dropouts, deeply rooted cultural norms that hinder their full participation in society and limited access to economic opportunities. Sports and physical activity are still often viewed as male-dominated spaces, making it harder for girls to participate and benefit from the empowering potential of sports.

*Why is this practice a good solution for the problem?* It breaks stigma, builds confidence, and promotes gender equality. AKWOS creates safe and inclusive spaces where girls and women can develop leadership skills, find their voices, and participate in community decision-making, ultimately working to transform societal attitudes and improve gender outcomes in the Rwandan community.

**OBJECTIVES**

To empower young women and girls in Rwanda to become active agents of peace and gender equality.

**DESCRIPTION OF ACTIVITY**

AKWOS created this program for the Rwanda community. The program uses sports as a safe and inclusive platform to engage youth, foster dialogue, develop leadership skills, and raise awareness of gender equality and peacebuilding. Through community matches, dialogues, and mentorship, AKWOS facilitates trust-building and conflict resolution across diverse groups. The program also provides capacity-building sessions on GBV prevention, emotional resilience, and human rights, as well as psychosocial support through sports art therapy activities.

The program directly addresses gender-based violence (GBV) by raising awareness, educating communities on harmful gender norms, and empowering girls to report abuse and seek help. To overcome challenges such as gender stereotypes, a lack of confidence among girls, and restricted mobility, this program emphasises the cultural and social value of women's participation by engaging local leaders and role models, including female coaches and referees available in the country, allowing that role models, community sensitisation campaigns, and safe spaces where girls feel supported to express themselves freely exist.

The program also facilitated community dialogues that engaged men and boys as allies, fostering mutual respect and shared responsibility in preventing violence. Sometimes, this approach involves boys and men as ambassadors of change to promote greater acceptance and reduce resistance.

**TOP TIPS**

- Involve boys and men in the process to promote positive masculinity and shared responsibility in preventing violence.
- Use role models like female coaches or referees.

**LINK**

- [Breaking Barriers: Educating and Empowering Women and Girls Through the Transformative Power of Sports - GO](#)

## PARTNERS:



The Norwegian Olympic and Paralympic Committee and Confederation of Sports

## SUPPORT:



*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.*