

PROGRESS

PROMOTING GENDER RIGHTS, EQUALITY SKILLS IN SPORT



Co-funded by
the European Union

TRAINING MODULE HANDBOOK

Gender Equality Training for Sport Educators

GETTING TO KNOW THE PROGRESS TRAINING MODULE

Sport is often described as a space of fairness, teamwork, and equal opportunity. It plays a powerful role in shaping identities, building confidence, and transmitting values across generations. However, despite its inclusive potential, inequalities linked to gender and sexual orientation remain deeply embedded in many sporting environments. Participation gaps, underrepresentation in leadership and governance, stereotyped expectations, discriminatory behaviours, and resistance to change continue to affect the experiences of athletes, volunteers, and professionals alike.

Sport educators, trainers, and facilitators occupy a central position within this ecosystem. Through their pedagogical approaches, communication styles, organisational practices, and everyday interactions, they directly influence whether sport environments reproduce exclusionary norms or promote equality and inclusion. Training sessions and classrooms are not neutral spaces: they are places where gender norms can be reinforced, but also questioned and transformed.

The PROGRESS training module has been developed in response to this reality. It recognises that promoting gender equality and LGBTQIA+ inclusion in sport requires more than good intentions. It requires structured knowledge, critical understanding of systemic mechanisms, and practical tools that can be applied in real-life sport contexts.

This 9-hour training programme, structured into three complementary modules, aims to support sport educators and trainers in a progressive learning journey:

- **Acquiring key knowledge** on essential concepts (sex, gender, gender identity, sexual orientation, intersectionality, equality vs equity) and on the legal and policy frameworks that promote equality in sport.
- **Understanding mechanisms and barriers** that reproduce inequalities, including stereotypes, discrimination, and institutional resistance within sport organisations.
- **Identifying levers for change and applying practical tools** to foster inclusive environments, implement concrete actions, and integrate equality principles into daily practice.

By combining theoretical input, interactive methods, case studies, and action-oriented exercises, the PROGRESS module supports participants in moving from awareness to commitment. It encourages reflection on personal practices, strengthens professional competences, and promotes concrete follow-up actions.

GENERAL FRAMEWORK FOR THE TRAINER

Ultimately, PROGRESS seeks to contribute to a broader cultural transformation in sport, one where gender equality and inclusion are not treated as additional topics, but as fundamental principles embedded in everyday practice, governance, and education.

The purpose of this training tool is to provide sport educators, trainers, and facilitators with practical guidance to address gender equality and LGBTQIA+ inclusion in sport settings — without aiming to turn them into specialists in gender studies.

The objective is to enable participants to acquire knowledge, practical skills, and professional attitudes that can be implemented directly in their daily practice. The training seeks to raise awareness of structural inequalities, provide a shared conceptual framework, and trigger professional “awareness shifts” that can lead to meaningful change within sport organisations.

This module offers a complete pedagogical methodology to deliver a 9-hour training programme structured into three modules. It includes:

- a clear pedagogical scenario
- trainer guidance notes for each step of the process
- activity sheets for participants
- theoretical input and key definitions
- practical exercises and case studies
- references to relevant legal and policy frameworks
- suggested tools and resources (videos, quizzes, discussion formats, reflection exercises)

The pedagogical materials are varied and interactive in order to foster engagement and reflection: downloadable documents, infographics, videos, activity sheets, group exercises, role-play scenarios, and self-assessment tools.

Why this topic is accessible to non-specialist trainers

This module does not aim to create experts in gender equality or LGBTQIA+ inclusion. Rather, it aims to build a common culture and develop essential professional reflexes. Participants are introduced to key definitions (sex, gender, gender identity, sexual orientation, intersectionality, equality vs equity), relevant legal frameworks, and core mechanisms that reproduce inequalities in sport contexts. The goal is to help them better identify discriminatory situations, understand how stereotypes operate, and adopt appropriate professional attitudes.

The tool provides all necessary elements for both trainers and participants to appropriate the concepts, understand the legal and institutional context, and develop adapted professional postures. Through activity sheets, practical examples, and structured discussions, the trainer's role is primarily that of a facilitator of reflection and exchange, rather than a lecturer delivering expert knowledge.

A perfect theoretical mastery of the topic is therefore not required. The objective is not to train specialists, but to empower professionals to integrate equality principles into their everyday practice.

Trainer posture and positioning

Gender equality and LGBTQIA+ inclusion are not neutral or abstract topics. They may challenge personal beliefs, social norms, and institutional traditions. Discussions may generate strong opinions, discomfort, or resistance. In some cases, participants may also share personal experiences of discrimination or exclusion.

The trainer's role is to regulate group dynamics, ensure respectful dialogue, and create a safe and structured space for discussion. This requires maintaining objectivity, encouraging critical thinking, and facilitating exchanges without imposing personal views. The trainer should adopt a posture of:

- active and non-judgmental listening,
- neutrality and fairness in moderating debates,
- clarity when recalling legal or ethical frameworks,
- firmness in addressing discriminatory or inappropriate comments.

The objective is to foster constructive dialogue while ensuring that equality and non-discrimination principles are upheld.

Capturing attention and stimulating interest

Referring to current events, public debates, or well-known cases in the sports world can help anchor the training in concrete realities. Media coverage of discrimination cases, gender pay gaps, or controversies related to inclusion policies can serve as discussion starters.

Short videos, testimonies from athletes, infographics illustrating participation gaps or leadership disparities, and interactive quizzes are effective tools to engage participants. Strong and impactful statistics can also stimulate reflection and encourage participants to question assumptions. Alternating formats (theoretical input, small-group work, debates, role play, and practical exercises) helps maintain a dynamic and participatory learning environment.

The module prioritises realistic and practical applications, closely connected to situations that sport educators and trainers may encounter in clubs, federations, or community-based structures.

Creating favourable and safe conditions

To ensure active participation, it is essential to establish a climate of trust, respect, and confidentiality from the outset. Participants should feel free to express themselves without fear of judgment.

At the beginning of the training, it is recommended to co-define group rules (e.g., respectful language, confidentiality of personal testimonies, right to disagree without disrespect, active listening). A short icebreaker activity that encourages personal sharing in a safe and positive way can help create a supportive group dynamic.

Creating these conditions is particularly important given that discussions may touch on sensitive topics related to identity, discrimination, or personal experiences.

Anticipating and managing potential emotional reactions

Addressing issues of discrimination, exclusion, or inequality may bring up emotional reactions. Participants may recall difficult personal experiences or express strong feelings.

The trainer is neither a psychologist nor a legal authority. The appropriate posture is one of calm, non-judgmental listening and reassurance. If a participant becomes emotionally distressed, it may be appropriate to suggest a short break or provide individual support (ideally with co-facilitation if possible).

If needed, trainers should be prepared to refer participants to relevant support structures or services available at national level.

Informing participants in advance about the themes addressed during the training can also serve as a preventive measure, allowing them to prepare emotionally and reducing potential discomfort.

With this framework established, we invite you to approach this training as a space for collective learning, reflection, and professional growth.

We hope the PROGRESS module will support rich exchanges, critical thinking, and concrete commitments toward more inclusive and equitable sport environments.

Pedagogical Scenario and Detailed Structure

The PROGRESS training module is designed as a progressive learning journey structured into three complementary modules of approximately three hours each.

The overall pedagogical approach follows a clear sequence:

TO KNOW → TO UNDERSTAND → TO ACT

Each module builds on the previous one, moving from conceptual clarification to critical analysis, and finally to practical application and action planning.

The duration, sequence, and activities can be adapted according to the audience, context, and time constraints.



STRUCTURE OF THE TRAINING MODULE

Pedagogical approach of the training pathway

This training pathway is designed as a progressive and action-oriented learning experience. It follows a structured pedagogical sequence that supports trainers and learners in moving from awareness to concrete engagement in promoting gender equality in sport.

It is based on three complementary steps:

- **To know**

Participants are introduced to key concepts and terminology related to gender, diversity and inclusion. This first step aims to develop a shared and accurate vocabulary, essential for addressing these topics in a consistent and informed way.

- **To understand**

Learners are guided to explore how gender norms, stereotypes and inequalities are constructed and reproduced within sport environments. This phase encourages critical reflection on existing practices, representations and systemic dynamics.

- **To act**

The training supports participants in identifying their role as educators and in developing concrete strategies to foster more inclusive and equitable sport settings. The objective is to empower them as **actors of change** in their daily professional practice.

Across all modules and sub-modules, particular attention is given to:

- progressively **discovering and becoming familiar with key vocabulary**;
- **analysing existing tendencies, biases and stereotypes** in sport;
- creating opportunities for learners to **translate knowledge into action**.

This approach ensures that learning is not limited to theoretical understanding, but leads to meaningful changes in attitudes, behaviours and pedagogical practices.

MODULE 1: ACQUIRING KEY KNOWLEDGE

Activity 1.1: Key concepts and gender realities in sport

Objective: Introduction to sex, gender, sexual orientation, gender identity and expression (SOGIESC), and intersectionality.

Word cloud and Kahoot quiz activities

Activity 1.2: Gender equality in sport in the European Union

Objective: Discover EU legal and policy frameworks on gender equality in sport, their alignment with EU values, and gaps between policy and practice.

Group discussion and critical analysis

Activity 1.3: Mechanisms of exclusion and discrimination in sport

Objective: Get familiar with concepts and theories on the social construction of gender, discrimination, and representation in sport.

Collective work on case studies

MODULE 2: UNDERSTANDING MECHANISMS AND BARRIERS

Activity 2.1: How are gender inequalities (re)produced in sport?

Objective: Understand gender norms and inequalities and the structural dynamics shaping practices.

Collective analysis and group discussions

Activity 2.2: From analysis to diagnosis

Objective: Explore structural inequalities in sport, key levers for inclusion, and potential areas for change.

Case studies and group analysis

MODULE 3: ACTING TO OVERCOME BARRIERS AND DRIVE CHANGE IN SPORT

Activity 3.1: Promote inclusive communication and create safe spaces in sport activities

Objective: Use principles of inclusive communication and safe space to challenge stereotypes and promote participation in sport.

Practical exercises and group discussions

Activity 3.2: Develop a mini action plan for your sport context

Objective: Turn gender equality principles into practical actions and design an achievable action plan.

Creation of a realistic and achievable action plan.

MODULE ① ACQUIRING KEY KNOWLEDGE

Gender equality means that women, men, and people of all genders have equal opportunities, rights, and access to resources and decision-making, without discrimination or bias.

In the sports sector, this translates to:

- Equal access to participation (recreational, competitive, leadership roles)
- Fair representation in coaching, management, and governance
- Equal resources, facilities, and visibility for all genders
- Sport environments that challenge stereotypes and promote inclusion for all

Gender equality also involves understanding a range of concepts related to **sex**, **gender identity**, **gender expression**, and **sexual orientation**, which can sometimes be complex for non-experts.

These concepts are simply and clearly defined by the SOGIESC group of the UN Refugee Agency, accessible on page 43 of the present document.

SOGIESC stands for:

- **S**exual **O**rientation
- **G**ender **I**ntity
- Gender **E**xpression
- **S**ex **C**haracteristics

FACILITATOR'S NOTE

Your students do not need to know the meaning of the SOGIESC acronym. However, it is important to explain that the concepts used in the following activities have been clearly defined and are based on internationally recognised definitions, ensuring a common understanding rather than vague or subjective interpretations.

ACTIVITY 1.1: KEY CONCEPTS AND GENDER REALITIES IN SPORT



50 min

Main objectives	Introduction to sex, gender, sexual orientation, gender identity and expression (SOGIESC), and intersectionality. Interactive glossary and illustrative examples
Pedagogical sequence	• Word cloud (10 min) to share expressions associated with “gender equality in sport” • Kahoot interactive quiz (20 min) to check prior/actual knowledge • Theory recap (15-20 min) to clear definitions and to share short explanations
Expected learner behaviours	• Active participation in the quiz • Ability to distinguish and correctly use key terms • Engagement in questions and clarifications • Openness to confronting misconceptions
Facilitator’s role and posture	• Facilitate a safe and non-judgmental learning environment • Clarify concepts with precision but accessible language • Respond to answers revealed by the quiz • Encourage participation and validate learning
Resources required	• Kahoot (16 questions) • Slides with key definitions • Glossary sheet (SOGIESC)

FACILITATOR’S NOTE

When introducing the concept of gender equality, keep explanations clear and accessible, especially for participants who may not be familiar with related terminology, and avoid overloading them with too many definitions at once.

Common misconceptions to anticipate:

- Believing that sex and gender are identical, which is one of the most frequent sources of confusion.
- Confusing gender identity with sexual orientation, often assuming they refer to the same dimension.
- Thinking that stereotypes are always negative, or that so-called positive stereotypes are harmless

To get started with the activity:

Word cloud activity

This activity is excellent for activating participants' prior knowledge and perceptions about gender equality in sport, as well as for identifying common assumptions or misconceptions.

We recommend using an online tool such as Kahoot or Mentimeter to carry out this activity. Invite your students to share their responses to relatively open-ended questions and then follow up with a general discussion to address potential misconceptions.

Suggested questions you can ask your students:

"What comes to mind when you think about gender equality in sport?"

"Where and when do you see gender inequalities in sport today?"

"What needs to change to achieve gender equality in sport?"

Your role is not to make corrections here, but rather to identify frequent and dominant terms and note possible ambiguities to be addressed later on during the activity.

After the introduction, it is time to address concepts and definitions related to gender equality. You can use an interactive quiz to question your students, discuss the correct answers, and address mistakes between questions. Online tools like Kahoot can be used for this purpose.

Below is a list of 16 quiz questions:

1. What does gender equality in sport mean?

- A. Treating everyone exactly the same in every situation
- B. Ensuring everyone has equal rights, opportunities and access to participate and progress in sport
- C. Organising separate competitions for all athletes
- D. Giving women priority over men in all situations

2. What is the difference between "sex" and "gender"?

- A. They mean exactly the same thing
- B. Sex = biological traits; gender = social roles and expectations
- C. Sex is social; gender is biological
- D. Both refer to sexual orientation

3. Which of the following best defines gender?

- A. Socially constructed roles and expectations associated with women and men
- B. A person's reproductive organs
- C. A synonym for biological sex
- D. A person's chromosomes

4. Which statement about sex characteristics is correct?

- A. Everyone is born with sex characteristics that fit typical definitions of either male or female
- B. Sex characteristics include chromosomes, hormones, reproductive organs and other biological features, and some people are born with natural variations known as intersex traits
- C. Sex characteristics describe how people express their gender
- D. Sex characteristics determine a person's sexual orientation

5. Which of the following statement is a stereotype?

- A. "Girls have fewer training slots than boys."
- B. "Girls are less strong and competitive than boys."
- C. "A coach refused access to a girl because of her gender."
- D. "The club has 30% women coaches."

6. Which example illustrates indirect discrimination?

- A. Only men can apply for this coaching role
- B. Girls are not allowed to compete
- C. A coach insults a player because of her gender
- D. Training sessions are always scheduled late at night

7. Which of the following refers to sexual orientation?

- A. A person's hormone rates
- B. How someone expresses their gender through clothing
- C. Who someone is emotionally or romantically attracted to
- D. A person's deeply felt internal sense of gender

8. Which statement best illustrates prejudice?

- A. Women are naturally less suited for leadership
- B. There are fewer women in top coaching positions
- C. A rule prevents girls from joining
- D. Gender is socially constructed

9. What does intersectionality help us understand?

- A. That gender discrimination only affects women
- B. That multiple identities (gender, ethnicity, ...) can interact and overlap
- C. That discrimination only concerns gender
- D. That everyone experiences inequality in the same way

10. Which example best reflects gender norms in sport?

- A. Football is biologically male
- B. The club has equal funding
- C. Some athletes are injured
- D. Boys are encouraged to be aggressive

11. Why is it important to distinguish between intention and impact in discrimination?

- A. Because only intentional acts matter
- B. Because discrimination can occur even without malicious intent
- C. Because sport is neutral
- D. Because impact does not matter

12. What is discrimination?

- A. A general opinion about a group
- B. Unequal or unfair treatment based on a characteristic
- C. A neutral rule applied to everyone
- D. A biological difference

13. Which example best illustrates direct discrimination?

- A. Equipment only available in one size
- B. Girls cannot join this competition
- C. Training is scheduled at night
- D. Fewer women apply for coaching roles

14. What is gender identity?

- A. Who someone is attracted to
- B. How someone dresses
- C. A person's internal sense of their gender
- D. A person's chromosomes

15. What is gender expression?

- A. A person's biological characteristics
- B. How someone expresses their gender (clothing, behaviour, etc.)
- C. A person's sexual orientation
- D. A legal category

16. Why can stereotypes be problematic in sport?

- A. They are always false
- B. They simplify reality and can justify unequal treatment
- C. They only concern elite athletes
- D. They are harmless if positive

FACILITATOR'S NOTE

It is recommended that you review the two following documents in advance so that you know the definitions and can provide clarifications to your students if questions arise : 1 - *PROGRESS Guide to key concepts: Gender equality in sport* ; 2 - *SOGIESC Glossary* of the UN Refugee Agency. Feel free to also adapt or create new questions according to your audience.

NOTE THE CONCEPTS AND DEFINITIONS THAT GENERATED THE MOST INCORRECT ANSWERS, AS THESE ARE THE ONES YOU SHOULD EMPHASISE DURING THE FINAL STEP OF THE ACTIVITY.

The last step of the activity consists of a structured presentation of the definitions by the facilitator to the students, with particular focus on those that were difficult for the students to understand.

We provide key definitions and conceptual clarifications for you to use as the basis of your presentation:

Sex (biological)

- Refers to sex characteristics: chromosomes, reproductive anatomy, hormones
- Categories commonly used: female, male, intersex
- Not binary in scientific reality (biological diversity exists)

Gender (social and cultural process)

- Gender is learned and socially constructed
- Refers to roles, expectations, norms, and behaviours considered “feminine” or “masculine” in each society
- Gender varies across cultures and changes over time
- In sport:
 - sports perceived as “masculine” (combat, football, rugby...)
 - sports perceived as “feminine” (gymnastics, dance...)
 - different expectations in training, behaviour or leadership

Key message: sex refers to biological characteristics, while gender refers to social roles, meanings, and expectations.

Sexual Orientation

- Who someone is emotionally, romantically or sexually attracted to
- Examples: heterosexual, gay/lesbian, bisexual, pansexual
- Not visible; not linked to gender identity

Gender Identity

- One’s deeply felt, internal sense of being a woman, a man, both, neither, or in-between
- Examples: woman, man, non-binary, genderqueer
- Not about appearance; not necessarily visible

Gender Expression

- How someone externally expresses their gender (clothing, hairstyle, voice, behaviour)
- Culturally shaped
- May or may not align with societal expectations

Sex Characteristics

- Biological attributes (chromosomes, hormones, anatomy)
- Includes intersex variations

Key message: SOGIESC helps educators understand that gender is multi-dimensional, not a single category.

Stereotype

- A shared generalisation about a group
- Cognitive mechanism
- Can be positive or negative but always simplifies reality
- **In sport:**
 - "Girls are less strong."
 - "Boys are naturally competitive."

Prejudice

- A negative opinion or judgment based on a stereotype
- Affective mechanism (emotion + belief)
- **In sport:**
 - "Girls are bad at football"
 - "Boys who don't like competition lack courage"

Discrimination

- Unequal or unfair treatment based on a characteristic (gender, sexuality, etc.)
- Behavioural mechanism
- Direct discrimination: refusing access to girls for a training session
- Indirect discrimination:
 - Giving girls inferior training slots or equipment
 - Always appointing boys as captains

Key message: stereotype = belief
prejudice = attitude
discrimination = action

Direct discrimination

A person is explicitly treated worse because of gender:
"girls cannot join this competition."

Indirect discrimination

A rule appears neutral but disadvantages a group:

- Training equipment only available in men's sizes.
- Limited access to changing rooms for girls' teams.

Intersectionality

A concept to explain how multiple identities overlap and create different experiences of discrimination.

Example in sport:

- A young migrant girl may face barriers linked to gender + ethnicity + social class.
- A disabled lesbian athlete may face ableism + homophobia + gender norms.

Key message: Not all women experience discrimination in the same way



ACTIVITY 1.2: GENDER EQUALITY IN SPORT IN THE EUROPEAN UNION



60 min

In recent years, the European Union has taken significant steps to address gender inequality in sport through strategic frameworks, recommendations, and legal instruments.

The following documents reflect the European Union's commitment to equality, non-discrimination, and social inclusion (core values of the European Union):

- [EU Work Plan for Sport \(2024-2027\)](#)
- [LGBTIQ Equality Strategy \(2026 – 2030\)](#)
- [Gender Equality Strategy \(2026 -2030\)](#)

These action plans and strategies are approved by the European Commission for a limited period and are then usually renewed or adapted accordingly.

Main objectives	EU legal and policy frameworks on gender equality in sport, EU values and principles, and policy practice gaps
Pedagogical sequence	Step 1 – Introduction (10 min): Presentation of key EU frameworks and values; optional comparison with national contexts. Step 2 – Group analysis (35 min): Small-group work analysing the EU Fact-sheet on Gender Equality in Sport; identification of barriers, structural limitations, and possible solutions. Step 3 – Collective restitution (15 min): Group presentations followed by facilitated debate and synthesis.
Expected learner behaviours	• Active engagement in group discussions • Ability to identify key policy elements and recommendations • Critical reflection on implementation challenges • Openness to debate and exchange of perspectives • Capacity to propose realistic and context-based solutions
Facilitator's role and posture	• Provide clear and accessible explanations of legal and policy frameworks • Facilitate structured and respectful debate • Encourage evidence-based reasoning and critical analysis • Highlight connections between EU frameworks and daily sport practice • Support participants in moving from critique to constructive solutions
Resources required	• European Commission fact sheets "Towards more gender equality in sport" (2022)

To get started with the activity:

Introducing some European policy frameworks and strategic plans and their impact on gender equality in sport and how they connect to EU values.

1. EU Work Plan for Sport

This is the main framework guiding EU cooperation in sport. It highlights priorities such as inclusion, equality, safe sport environments, and the role of sport in society.

*It encourages Member States and sport organisations to promote women's participation, tackle gender-based violence and stereotypes, and improve representation in leadership positions.

2. EU Gender Equality Strategy

This strategy sets out the EU's overall vision for achieving gender equality across all sectors, including sport. It focuses on closing gender gaps in employment, pay, decision-making, and combating gender-based violence.

*It frames sport as a key area to challenge stereotypes, increase women's visibility, and ensure equal opportunities in participation, coaching, and governance.

3. LGBTIQ Equality Strategy

This strategy aims to ensure safety, inclusion, and equal rights for LGBTIQ people across Europe. It addresses discrimination, hate speech, and barriers to participation in public life.

*It promotes inclusive sport environments free from discrimination based on sexual orientation or gender identity, encouraging clubs and organisations to adopt inclusive policies and practices.

4. European Values:

- Equality (article 2, Treaty on European Union)
- Non-discrimination (Article 21, Charter of Fundamental Rights)
- Social Inclusion (EU Social Pillar)

FACILITATOR'S NOTE

The aim of introducing these EU policy frameworks is not to analyse each document in detail, but to highlight the main areas for improvement identified by public institutions (e.g. gender-based violence, women's participation, leadership, inclusion). Focus on helping participants understand these priorities, as the rest of the activity will explore how they relate to daily practice in sport.

After the introduction, the activity then continues with a group analysis using the EU Factsheet on Gender Equality in Sport (2022) (*available in the annex on page 55*) published by the High-Level Group on Gender Equality in Sport of the European Commission. **It focuses on identifying concrete barriers and areas for action to support more inclusive and equitable sport practices. In this activity, it serves as a tool to help participants reflect on these issues and explore solutions in their own context.**

Six main areas where inequalities persist:

- Participation
- Coaching and officiating
- Leadership
- Social and economic aspects
- Media representation
- Gender-based violence

Learning sequence:

- Divide students into small groups (3-5 people)
- Assign each group to one thematic area from the factsheet

Tasks for each group:

- Discuss the assigned thematic area
- Provide real-life examples that address the identified inequalities:
 - From their sports organisations
 - From their territory, country, or other countries
- Identify barriers to implementation and structural limitations
 - e.g., lack of funding, cultural resistance, lack of awareness, gender stereotypes, etc.
- Discuss and propose potential solutions to address these inequalities in the future
 - Actions they could implement within their sports organisations
 - Actions they would propose if they had unlimited resources and decision-making power

NOTE SOME EXAMPLE QUESTIONS FOR THE GROUPS TO ENCOURAGE DISCUSSION:

- What are the main recommendations in your thematic area?
- What inequalities are most visible in this thematic areas?
- Have you observed similar situations in your own sports organisation?
- What is missing between policy intentions and reality on the ground?
- What small, realistic actions could be implemented immediately in your context?
- How could you personally contribute as an educator, coach or trainer?

Key message: While public institutions have developed progressive and comprehensive frameworks, their impact on the ground remains limited. Understanding this gap and thinking about how you can help reduce it within your organisations is the first step toward creating lasting change in sport.

Finish the activity with a collective restitution, where each group shares the content of their discussions with the rest of the group.

FACILITATOR'S NOTE

During the restitution, emphasise and facilitate further debate on:

- Recurring barriers across different thematic areas
- Realistic and innovative solutions proposed by the groups
- The role of educators, coaches, and trainers in driving change



ACTIVITY 1.3: MECHANISMS OF EXCLUSION AND DISCRIMINATION IN SPORT



60 min

This activity aims to enable trainers and sport educators to **apply key concepts introduced in Activity 1.1** to concrete situations, to identify and analyse mechanisms of exclusion and discrimination in sport contexts. The activity supports the transition from conceptual understanding to analytical practice, while fostering critical reflection on everyday situations encountered in sport environments.

It is designed as a **guided analytical exercise** based on short scenarios. It allows participants to observe, name and discuss discriminatory mechanisms without focusing on personal experiences or individual blame, by strengthening their ability to:

- Analyse real-life sport situations critically
- Recognise mechanisms of exclusion beyond individual behaviour
- Engage in informed and respectful discussions about inequality in sport

Main objectives	Get familiar with concepts and theories on the social construction of gender, discrimination, and representation in sport.
Pedagogical sequence	1) Small-group work on scenarios (30 min): Each group analyses one vignette (text or video). 2) Group sharing and educator debrief (30 min): Identification of mechanisms and examples from practice
Expected learner behaviours	• Actively participate in scenario analysis. • Use vocabulary from Activity 1.1 correctly (sex, gender, SOGIESC, stereotype, prejudice, discrimination, intersectionality). • Identify explicit and implicit mechanisms of inequality. • Engage in respectful, open discussion. • Make connections with their own experience as educators, coaches, trainers.
Facilitator's role and posture	• Create a safe, non-judgmental discussion space. • Ensure correct use of terminology. • Highlight the difference between intention and impact. • Provide additional examples from the sport sector when necessary. • Manage time and ensure each group contributes.
Resources required	• 2 short written scenarios and 2 video clips illustrating stereotypes, biases, and discrimination. • Printed worksheet for each group (guiding questions). • Glossary sheet (SOGIESC).

To get started with the activity:

Participants work in small groups on short written or video-based scenarios illustrating situations commonly encountered in sport environments (e.g. training sessions, team organisation, access to roles or resources).

FACILITATOR'S NOTE

The aim is to help participants practice identifying and naming mechanisms, rather than proposing solutions at this stage.

List of possible scenarios:

Short Videos:

Always campaign: #LikeAGirl

<https://www.youtube.com/watch?v=dxrPeFKtUwQ&t=122s>

Orange campaign: WoMens' Football (2023)

https://www.youtube.com/watch?v=X_wLVRYHIS4&t=81s

Trailer "Free to Run" (2016)

<https://www.dailymotion.com/video/x8tjh1e>

Trailer "Toutes musclées" (2022)

<https://www.youtube.com/watch?v=Si5UC-BwvXk>

Trailer "Wadjda" (2013)

<https://www.youtube.com/watch?v=s2Q2JvhWjyE>

Trailer "Marinette" (2023)

<https://www.youtube.com/watch?v=Tb56AbmUjps>

Trailer "The Battle of the Sexes" (2017)

<https://www.youtube.com/watch?v=5AWP1K7FaFI>

Trailer "Les incorrectes" (2022)

<https://www.youtube.com/watch?v=-jhsIU2D-wQ>

Nike – Dream crazier

<https://www.youtube.com/watch?v=zWfX5jeF6k4>

Press articles:

The Guardian – What Australian sport can learn from queer ice hockey hit Heated Rivalry

<https://www.theguardian.com/sport/2026/jan/14/what-australian-sport-can-learn-from-queer-ice-hockey-hit-heated-rivalry>*

ESPN - What equal pay in sports really means

https://www.espn.com/espnw/story/_/id/28971949/analysis-equal-pay-sports-really-means-fight-goes-us-women-soccer

FIFA - Representation matters' for female referees

<https://inside.fifa.com/womens-football/news/female-referees-international-womens-day-bibiana-steinhaus-webb>

The Guardian – why are the WSL's female coaches a minority?

<https://www.theguardian.com/football/2024/apr/02/missed-opportunities-why-are-wsl-female-coaches-a-minority>

To facilitate group analysis and guide discussions, you can use the “Observation Grid” available in the annex (*see page 57*).

NOTE THE FOLLOWING POINTS WHEN FACILITATING THE ACTIVITY:

- **Emphasise that the grid is a support for analysis, not a checklist to be completed mechanically. Not all items need to be addressed systematically**
- **Encourage groups to justify their interpretations using observable elements from the scenario**
- **Use the grid during the debrief to structure collective discussion and to harmonise vocabulary**

You should also encourage them to justify their interpretations using observable elements from the scenario.

After the group discussion and completion of the “Observation Grid”, a collective restitution is made with the wider group, under the facilitator’s guidance.

FACILITATOR'S NOTE

During the collective restitution, your role is to:

- Reformulate participants’ contributions using appropriate terminology
- Clarify misunderstandings or imprecise uses of concepts
- Highlight similarities and recurring mechanisms across scenarios

You may also introduce additional examples from the sport sector you may be aware of to reinforce understanding and broaden perspectives.

Key message: Depending on the chosen scenario:

- Discrimination in sport is not always obvious or intentional; it can also come from everyday practices and habits.
- Unfair situations are often indirect and can go unnoticed without taking a closer look.
- Stereotypes and prejudices can make unequal situations seem “normal.”
- Experiences of exclusion can vary depending on different factors such as gender, sexuality, or social background.
- Identifying these mechanisms is an important first step before thinking about how to prevent or address them.



MODULE 2 UNDERSTANDING MECHANISMS AND BARRIERS

After Module 1, where participants discovered key concepts about gender equality, this module helps them go one step further: **understanding how inequalities happen in sport.**

In sport, inequalities are not always obvious. They are not only the result of individual behaviour or intentional discrimination. **Very often, they come from habits, routines, and ways of organising sport that we no longer question.**

This module helps participants to better understand these situations.

Before starting, it is important for you to be familiar with some key definitions and concepts from Module 1:

Stereotype

- A shared generalisation about a group
- Cognitive mechanism
- Can be positive or negative but always simplifies reality
- **In sport:**
 - "Girls are less strong."
 - "Boys are naturally competitive."

Prejudice

- A negative opinion or judgment based on a stereotype
- Affective mechanism (emotion + belief)
- **In sport:**
 - "Girls are bad at football"
 - "Boys who don't like competition lack courage"

Discrimination

- Unequal or unfair treatment based on a characteristic (gender, sexuality, etc.)
- Behavioural mechanism
- Direct discrimination: refusing access to girls for a training session
- Indirect discrimination:
 - Giving girls inferior training slots or equipment
 - Always appointing boys as captains

In module 2, some important ideas will be explored:

How inequalities are reproduced:

- Certain practices are repeated again and again (for example in coaching, recruitment or role allocation), which keeps inequalities in place

The organisation of sport:

- Some roles or sports are often seen as “for men” or “for women”, which influences who participates and who gets responsibilities

Invisible messages in sport environments:

- Without saying it directly, sport settings can send messages about who belongs, who is legitimate, and who has to adapt

Resistance to change:

- Sometimes people or organisations resist equality (for example by saying “this is how it has always been” or “there is no problem”)

Accumulation of small inequalities:

- Small disadvantages, repeated over time, can lead to bigger inequalities

FACILITATOR’S NOTE

During the delivery of this module, the goal is not to judge people or organisations, but to better understand how these inequalities work.



ACTIVITY 2.1: HOW ARE GENDER INEQUALITIES (RE)PRODUCED IN SPORT?



90 min

Main objectives	Identify how gender inequalities are produced and maintained in sport structures and practices.
Pedagogical sequence	1) Key concepts (15 min): collective review of key definitions and concepts (stereotypes, homophobia, transphobia, etc.) to build a shared understanding of how inequality operates in sport contexts. 2) Real-life examples of discrimination and resistance to change in sport (45 min): guided discussion based on concrete situations illustrating sexism, homophobia, transphobia and everyday forms of resistance to equality in sport environments. 3) Collective discussion and clarification of key concepts (30 min): participants revisit the definitions and examples discussed, ask questions, and clarify any uncertainties to ensure a shared and accurate understanding before moving on to the next activity.
Expected learner behaviours	• Active participation in discussions. • Ability to identify stereotypes and norms embedded in sport practices. • Use of appropriate conceptual vocabulary. • Critical reflection on “taken-for-granted” sport traditions.
Facilitator’s role and posture	• Facilitate critical reflection rather than personal judgement. • Encourage participants to move beyond individual explanations. • Clarify concepts and reformulate contributions when needed. • Ensure a respectful and inclusive discussion climate.
Resources required	• Short written cases or prompts related to sport disciplines and roles. • Slides summarising key concepts (stereotypes, norms, reproduction). • (Optional) Collaborative digital tools to map mechanisms and forms of resistance.

To get started with the activity:

Take time to introduce the following concepts and definitions:

Stereotypes

Prejudice

Discrimination

Sexism

- Treating someone unfairly because they are a girl or a boy (most often against girls and women)
- Based on stereotypes about what men and women “should” be like
- Can show up in attitudes, words or actions
- **In sport:**
 - “Women’s sport is less interesting than men’s sport”
 - Not taking women seriously as coaches or leaders

Homophobia

- Negative attitudes or behaviour towards people who are (or are thought to be) gay or lesbian
- Often comes from stereotypes about masculinity and femininity
- Can be direct (insults) or more subtle (jokes, exclusion)
- **In sport:**
 - Saying “that’s so gay” to describe something bad
 - Making fun of a player who doesn’t fit “typical” gender roles

Transphobia

- Negative attitudes or behaviour towards transgender or non-binary people
- Based on the idea that there is only one “right” way to be a man or a woman
- Can be intentional or not, but still harmful
- **In sport:**
 - Not using a person’s chosen name or pronouns
 - Not adapting spaces or rules to include everyone

(Descriptions are provided in the introduction of this module)

[FEEL FREE TO LOOK AT THE SOGIESC GLOSSARY AGAIN.](#)

FACILITATOR’S NOTE

Students may already be familiar with these concepts, but they may not fully understand their meaning or how they apply in sport. Discussing these topics can sometimes lead to reactions, disagreements, or discomfort. This is normal and part of the learning process.

As a facilitator, your role is to create a safe and respectful space for discussion. You are not here to judge, but to guide reflection and learning.

- Facilitate critical reflection rather than personal judgement
- Encourage participants to move beyond individual opinions or experiences
- Clarify concepts and rephrase contributions when needed
- Ensure a respectful and inclusive discussion environment

Following this clarification of key concepts and definitions, the next step is for students to illustrate each one with examples from the sports sector.

The activity consists of completing a table with real-life examples for each concept introduced during the introduction. These examples do not have to come from their own context; they can also draw on professional sport, media coverage, or situations they have heard about.

You may allow students to use the internet if needed, to help them complete the table when they do not have examples in mind.

Key message: Understanding these concepts is important, but being able to recognise them in real-life situations is what helps create change. In sport, these situations are often everyday, subtle, and sometimes normalized, which is why it is important to learn how to identify them.

FACILITATOR'S NOTE

Students may find it easier to give very general or “obvious” examples at first. Encourage them to think about concrete, real-life situations they have seen, experienced or heard about (in their own clubs, in professional sport, or in the media).

Make sure the discussion remains respectful and that no participant feels exposed or targeted.

Once everyone has a clearer understanding of the definitions and concepts, the second part of the activity consists of connecting them with real-world situations your students have heard about (on TV, in press articles, or through social media, etc.).

Distribute the 2.1 activity sheet available on page 58. This part of the activity can be done individually or in small groups.

Instructions for your students:

1. Review the table and make sure all six concepts are understood
2. For each concept, list 1 example of a real-world situation that illustrates it
3. Explain how each example relates to the concept (stereotype, prejudice, etc...)

FACILITATOR'S NOTE

You may allow your students to use the internet to find examples if they struggle with the table.

Encourage them to avoid vague or generic statements (“women are often paid less than men”) and instead provide specific, real-life situations or concrete examples (e.g. a news story, a public case, or eventually a situation they have personally observed).

If you notice that your students struggle, you may organise a short restitution, using correct examples provided by your students.

Key message: These are terms we all use or hear regularly, but their meanings—and the differences between them—are not always clear. In reality, they are not that difficult to understand. This exercise will help you visualise them more clearly and better recognise gender inequalities in your daily life.



ACTIVITY 2.2: FROM ANALYSIS TO DIAGNOSIS



90 min

Main objectives	Case study analysis and structural diagnosis of inequalities in sport
Pedagogical sequence	Step 1 – Case-based diagnosis of inequality mechanisms (45 min): Small-group analysis of selected case studies drawn from sport contexts, focusing on how inequalities are produced and maintained at organisational, cultural and institutional levels Step 2 – Identification and discussion of levers for change (45 min): Collective work to identify, categorise and discuss individual, organisational and structural levers that could challenge the mechanisms identified in the cases (e.g. governance, norms, practices, resources, culture)
Expected learner behaviours	• Active engagement in collective case analysis • Ability to mobilise analytical vocabulary from previous activities (stereotypes, norms, discrimination, reproduction, resistance) • Capacity to distinguish between mechanisms of inequality and potential levers for change • Willingness to engage in collective reasoning rather than individual solutions
Facilitator's role and posture	• Facilitate structured analysis rather than solution-oriented debates • Ensure conceptual clarity when discussing levers for change • Help participants move from descriptive observations to diagnostic reasoning • Encourage comparison between cases to identify recurring patterns and leverage points • Maintain a respectful, non-judgmental discussion climate
Resources required	• Case studies • Analytical grid or guiding questions to analyse the case studies

Activity 2.2 is a direct follow-up to Activity 2.1. In the previous activity, students identified and explained situations of gender inequality using relevant concepts and definitions. This second activity goes a step further, moving from description to deeper analysis to understand the factors influencing these situations and where and how change can occur.

This activity helps students understand that solutions in sport are influenced by decision-making at different levels:

- **Individual-level levers:** These refer to the actions, skills, and attitudes of people involved in sport (such as coaches, educators, managers, or volunteers). They relate to what individuals can do in their daily practice to support equality. *Example: A coach ensures that girls and boys have equal opportunities to participate and take responsibility during training sessions.*
- **Organisational-level levers:** These concern how sport organisations (clubs, federations, training centres, etc.) are run. They include internal rules, practices, and ways of working that shape how equality is applied in everyday activities. *Example: A club introduces a rule to ensure balanced representation of women and men in leadership and coaching roles.*
- **Structural or institutional-level levers:** These refer to the wider systems and context in which sport organisations operate. They include laws, public policies, funding systems, and social norms that influence what is possible beyond individual organisations. *Example: A national sports policy requires funded organisations to implement gender equality plans.*

The aim of this activity is to help students move from identifying inequalities to understanding how change can actually happen in sport systems. It is important to emphasise that solutions do not come from a single level, but rather from a combination of individual, organisational, and institutional levers.

To get started with the activity:

Building on the previous activity, take time to briefly introduce the three levers of action in sport that can have an impact on gender inequalities. You can also connect this with the examples shared by students during Activity 2.1.

Once the three levers (individual, organisational, and structural) have been clarified, distribute the Activity 2.2 sheet. Select one of the two scenarios for students to work on during the activity. We suggest pairing students or having them work in small groups.

Instructions for the students:

1. Read the scenario and comment it within your group
2. Start answering the questions on the 2.2 activity sheet
3. Complete the table with the three levers of change
4. Answer the last questions

FACILITATOR'S NOTE

The two scenarios are intentionally vague, and interpretation is needed to analyse them. Therefore, students may have different opinions and comments on them. This is perfectly normal, but your role is to ensure that everyone is listened to when sharing their views and that the discussion remains respectful. This is not a situation where one person is right, and another is wrong.

Second step of the activity is collective restitution. You can reuse the activity sheet displayed on the screen to complete it in real time whenever a group shares their findings.

To achieve gender equality in sport, multiple levers are involved and different solutions may be relevant and implemented. It is likely that different groups will come up with different interpretations and solutions. The benefit for the whole group is to become aware of the range of interpretations that can emerge from a single scenario.

Key message: We do not understand or react to a situation in the same way. This activity is a way to put yourself in another person's shoes and develop an open-minded attitude.

FACILITATOR'S NOTE

This module involves various group work activities and collective debriefing. Gender equality is a topic that requires giving space to everyone, to all interpretations, and to potential solutions. Make sure to allocate enough time for these collective discussions to help students become aware of this.



MODULE 3 ACTING TO OVERCOME BARRIERS AND DRIVE CHANGE IN SPORT

Module 3 is the final module and focuses on action. **Its purpose is to support trainers, educators and participants in identifying realistic and concrete actions they can implement in their own sport environments to promote gender equality and LGBTQIA+ inclusion.**

Rather than proposing a single model to follow, the module encourages reflection on existing practices and exploration of practical levers adapted to different contexts. Attention is given to inclusive communication and the creation of safe spaces, as key points for change in everyday sport settings.

ACTIVITY 3.1: PROMOTE INCLUSIVE COMMUNICATION AND CREATE SAFE SPACES IN SPORT ACTIVITIES



90 min

Main objectives	Use inclusive communication and safe spaces to challenge stereotypes and exclusion in sport, and turn these ideas into practical actions adapted to your context.
Pedagogical sequence	1) Privilege walk activity (20 min): Introduction to the concepts of privilege, oppression, and visibility through a practical activity. 2) Inclusive communication as a first-level lever (20 min): collective reflection on language, visuals and everyday communication practices in sport 3) Safe spaces and safeguarding (50 min): discussion and applied work on rules, responsibilities and basic protocols to prevent and address discrimination or exclusion in sport activities.
Expected learner behaviours	• Active participation and idea sharing • Ability to identify realistic levers adapted to their context • Engagement in collective problem-solving and peer exchange • Reflexive stance regarding their own professional practices and responsibilities
Facilitator's role and posture	• Facilitate rather than prescribe solutions • Encourage feasibility and contextual adaptation • Ensure respectful dialogue and equal participation
Resources required	• Examples of inclusive and non-inclusive communication (texts, visuals, short excerpts) • Basic guidelines or checklists on inclusive communication and safe-space principles • Safeguarding and inclusion toolkits

To get started with the activity:

Facilitate the “**Privilege walk**” activity that you can find in the PROGRESS toolkit (Activity 1 - Page 9).

*Instructions are provided directly in the toolkit

The *Privilege Walk* is an interactive activity that helps show how things like gender, race, disability, or social background can affect people’s access to opportunities, including in sport.

Participants receive identity cards and respond to a series of statements by stepping forward or staying in place. As people move, the group spreads out, making inequalities that are usually invisible much more visible in a very concrete way.

It’s a simple but powerful way to realise that not everyone starts from the same place. This helps set the scene for inclusive communication, by encouraging participants to think about differences in experience, access, and opportunity before how we communicate with and about others.

FACILITATOR’S NOTE

This activity may raise sensitive issues. During the exercise, avoid asking participants to explain why they move or not, as this can feel exposing. Instead, let the experience speak for itself. Plan time at the end for a debrief, where participants can share their feelings and reflect together on what the activity reveals about inequalities and inclusion.

Inclusive communication means communicating in a way that respects diversity, avoids bias and stereotypes, and ensures that all people feel recognised and included. It involves:

- acknowledging diversity (e.g. gender, sexual orientation, gender identity and expression);
- avoiding language or images that reinforce stereotypes or exclusion;
- ensuring that everyone feels addressed, legitimate, and visible.

Key message: Inclusive communication is not just about “politically correct” language, it is about who is included, who feels legitimate, and who can participate.

In sport, communication is omnipresent:

- instructions during training
- feedback and evaluation
- recruitment messages
- posters, websites, social media
- informal jokes or comments
- ...

Facilitators and students may be able to identify typical patterns, such as:

- Generic use of masculine forms as “neutral”
- Binary language that assumes only women/men categories
- Gendered expectations embedded in instructions (“boys, be strong”, “girls, be careful”)
- Invisibilisation of women, LGBTQIA+ people or minorities in visuals and examples
- Humour that normalises stereotypes

Key message: These forms are often unintentional and socially normalised.

Inclusive communication is one of the most accessible levers to promote gender equality and inclusion in sport. It can also involve:

- images and visuals (who is shown, in what roles?)
- tone and posture (respectful, non-patronising)
- organisation of information (accessibility, clarity)
- symbols and references used in sport settings

However, it is also important to acknowledge that:

- inclusive language alone does not eliminate structural inequalities
- it must be combined with organisational changes (rules, access, decision-making)
- resistance may exist (perceived complexity, fear of “making mistakes”)

After the introduction to the privilege walk, you can use one of the media articles below to start a group discussion. Ask students to analyse the situation by looking at both visible patterns and the implicit messages in communication.

List of suggested articles:

- <https://www.ausport.gov.au/clearinghouse/evidence/women-in-sport/equity/media>

Media coverage of women’s sport is still much lower than men’s and when women are shown, they can be portrayed differently (for example, less focus on performance)

- <https://engage.gettyimages.com/women-in-sport>

Research shows that audiences want to see female athletes represented for their skills and diversity, but media still often focuses on appearance rather than performance

- <https://universe.byu.edu/2022/03/17/model-athletes-the-portrayal-of-womens-sports-in-media>

The article explains how women’s sports are often underrepresented or framed in ways that emphasise appearance and personality over athletic ability

- <https://www.cam.ac.uk/research/news/aesthetics-over-athletics-when-it-comes-to-women-in-sport>

Media portrayals of female athletes tend to focus more on femininity and attractiveness than on sporting performance

* Online articles can easily be translated using your browser's translation tool, but feel free to use other articles or videos you know for this activity.

To help guide students' analysis, we suggest using some of the questions below:

- Are women represented as athletes, or in other roles (support, family, spectators)?
- Are women described in terms of performance, or appearance and personality?
- Are similar achievements framed differently depending on gender?
- Are emotions emphasised differently?
- What type of language is used (technical vs. emotional)?
- Are men and women described differently?
- How are bodies represented (action vs. aesthetics)?
- Are women shown in passive or active roles?
- Are there differences in camera angles, clothing, or posture?
- What stories are told about women athletes? (e.g. motherhood, personal life, "exceptional woman")

FACILITATOR'S NOTE

The aim here is for students to analyse and discuss a situation in sport that is outside their own sporting context. Your role is to highlight that media representations do not simply reflect reality but also shape perceptions of who belongs in sport and under what conditions, while reminding students what inclusive communication is and the impact it can have in sport.

This step is important, as students will then apply what they have discussed and analysed to their own sporting context.

Following the analysis of an external situation through the reading of an article, the final step of this activity is for students to reflect on their own sport organisation's communication, analyse it, and think about concrete ways to make it more inclusive.

This can be done individually, in pairs, or in small groups, depending on your preference.

First, ask students to list and analyse the communication used by their sport organisation (or a selected organisation if they are working in groups). This includes:

- Reviewing communication on social media platforms and other materials (e.g. website, newsletters, posters, emails, videos)
- Analysing the images used (Who is represented? Who is missing? How are people portrayed?)
- Looking at the language and tone (Is it inclusive? Are certain groups addressed or excluded?)

- Examining representation in key roles (athletes, coaches, leaders, volunteers) and overall diversity
- Reflecting on verbal communication (e.g. coach instructions, feedback, interactions during training or competitions)
- Considering informal and on-site communication (e.g. dressing room conversations, team culture, signage, printed materials)

If you think it will help your students, you can reuse the questions from the previous step:

- Are women and LGBTQIA+ individuals represented as athletes, or in other roles (support staff, family, spectators)?
- Are women and LGBTQIA+ athletes described in terms of performance, or appearance and personality?
- Are similar achievements framed differently depending on gender or sexual orientation/gender identity?
- Are emotions emphasised differently across genders or identities?
- What type of language is used (technical, neutral, emotional, or gendered)?
- Are men, women, and LGBTQIA+ individuals described differently?
- How are bodies represented (action and performance vs. aesthetics and appearance)?
- Are women and LGBTQIA+ individuals shown in active or passive roles?
- Are there differences in camera angles, clothing, or posture depending on gender or identity?
- What stories are told about women and LGBTQIA+ athletes (e.g. motherhood, personal life, coming out stories, “exceptional individual” narratives)?

To finish the activity, ask each student (individually or in groups) to design an inclusive communication action they can implement in their organisation the next day. The action should be new for the organisation and realistic.

Students can complete the simple grid on page 65 to help structure their action.

Depending on the time available and your facilitation style, you can also organise a short group debrief or collective sharing session.

FACILITATOR'S NOTE

Make sure to remind students that inclusive communication is not only about using politically correct language. Their chosen actions can also relate to the way instructions are given by coaches, or to informal jokes they may hear in their sports organisations.

ACTIVITY 3.2: DEVELOP A MINI ACTION PLAN FOR YOUR SPORT CONTEXT



90 min

Main objectives	Support participants in putting gender equality into practice by spotting key areas for change and building achievable action plans
Pedagogical sequence	1) Initial individual reflection (15 min): individual work using a reflection worksheet to identify gender inequalities, underrepresented groups, and realistic issues to address 2) Group work (50 min): small groups transform their diagnosis into a structured and actionable mini plan 3) Collective restitution and discussion (25 min): groups to present their mini action plan, focusing on objectives, concrete actions, and feasibility
Expected learner behaviours	• Demonstrate the ability to translate concepts into practice. • Adopt a problem-solving and realistic mindset. • Recognise their capacity to act as change agents
Facilitator's role and posture	• Avoid positioning themselves as the "expert with solutions." • Encourage peer learning and collective intelligence. • Help participants reframe constraints as parameters, not excuses
Resources required	• Sheet of paper to draw a flower for the individual reflection activity • Action plan template for the group activity (available in the PROGRESS toolkit)

During the entire module, students have had the opportunity to get familiar with the conceptual framework of gender equality and the different actions that are pursued at European and national levels to promote it in the sports sector.

Despite it, gender equality in sport often struggles to move beyond intention. Sports actors are frequently motivated to act but feel limited by:

- Lack of decision-making power
- Organisational resistance
- Time and resource constraints
- Uncertainty about where to start

This activity is here to help students focus on small, realistic actions that can be implemented at club or organizational level.

Key message: You do not need to be a policymaker or a director to take action. As educators or animators, your daily practices, choices, and messages have an impact on your organisation, your colleagues, and your athletes.

FACILITATOR'S NOTE

Rather than focusing on ambitious strategies, students are encouraged to exchange concrete ideas and develop 'doable' actions that can initiate change, raise awareness, and gradually influence practices. The idea of sharing and exchange is key here.

To get started with the activity:

The activity starts with an individual reflection using temperature questions to encourage participants to reflect on their own sports context. Ask participants to indicate where they stand on a scale from 1 (Strongly disagree) to 5 (Strongly agree) for each of the following statements:

- My sports organisation promotes gender equality and LGBTQIA+ inclusion as important values
- People of all genders and sexual orientations feel welcome, respected, and able to participate fully in my organisation
- Our communication (website, social media, posters, etc.) reflects diversity and inclusion.
- My sports organisation takes concrete actions to promote gender equality
- I feel that I can personally contribute to making my sports organisation more inclusive.

Once participants have answered the questions, invite them to reflect on their responses. Which statements received the lowest scores? Which areas could realistically be improved? This discussion can serve as a starting point for developing their mini action plan.

During Activity 3.1, students were asked to discuss inclusive communication practices within their sports organisations. Activity 3.2 goes beyond this: **it focuses not only on inclusive communication, but on the organisation as a whole.**

This step of individual self-reflection is important, as it helps connect the previous modules and activities to participants' real-life contexts.

FACILITATOR'S NOTE

As students draw their 'flower diagrams', encourage them to reuse the definitions and concepts introduced in previous modules (particularly stereotypes, prejudice, and oppression).

At the end of this first step, each student should have established a diagnosis and have drawn the following parts:

- **Roots:** existing foundations in your club (values, policies, actions, committed people)
- **Leaves:** external opportunities (partnerships, funding, local dynamics, federation...)
- **Obstacles** (caterpillars): barriers or difficulties (stereotypes, lack of resources, resistance...)
- **Flower:** desired goal for gender equality in your organisation

Students end up listing existing foundations, external opportunities, barriers and difficulties as well as an objective to reach out.

It is now time to move on to the final part of the PROGRESS module. You will guide your students in producing a mini-action plan based on the diagnosis they have developed. **The aim is for them to identify concrete actions they can implement immediately in their sports clubs after the training.**

To do that, we suggest using the mini-action plan provided in the annex page 63. This document is intended as a simple and accessible resource to use during the training. However, please note that there are different ways of structuring an action plan, and the one provided may not be fully suitable for all types of sports environments.

Ideally, this part of the activity is done in small groups (3-5 students per group is suggested). You can try to put students together according to their sports contexts (e.g.: football clubs together or outdoor sports together).

Start by presenting the mini-action plan template and explaining to your students what is expected from them:

- Using their “flower diagram”, students identify concrete and realistic actions they can implement immediately to address the barriers and difficulties identified
- For each proposed action, they define the resources needed, the timeline for implementation, and the people to be involved.
- They explain how each action contributes to achieving their main objective (the “flower” of the diagram)

*Instructions and guidelines are provided in the annex document

FACILITATOR'S NOTE

This final activity is designed to ensure that students leave with something tangible they can implement when they return to their sports organisations. Your role is to support their thinking process and ensure that the proposed solutions remain realistic.

Even if students struggle to identify realistic actions, the process of collectively reflecting on possible solutions is already a meaningful step forward.

The PROGRESS training module ends here; however, the learning journey can continue beyond the training session. A dedicated toolkit has been developed, bringing together a range of practical, adaptable activities that participants can reuse and mobilise in their own sports contexts, even months or years after the training.

Trainers are encouraged to share this toolkit with their students and stakeholders, so it can be used over time as a practical resource to support ongoing reflection and action on inclusion and equality in sport.

ANNEXES



MULTILINGUAL GLOSSARY OF TERMS ON SEXUAL ORIENTATION, GENDER IDENTITY, GENDER EXPRESSION & SEX CHARACTERISTICS

EN-FR-SP- عربي

DIVISION OF INTERNATIONAL PROTECTION - Field Protection Service

April 2024

GLOSSARY OF TERMS ON SEXUAL ORIENTATION, GENDER IDENTITY, GENDER EXPRESSION & SEX CHARACTERISTICS

BACKGROUND:

Persons of diverse sexual orientation, gender identity, and expression, and sex characteristics (SOGIESC) are among displaced and stateless people with whom UNHCR and partners work. We interact with them on a daily basis even though we may not know who they are. Sometimes, individuals may approach us sharing information about their SOGIESC identity in order to seek vital protection services and assistance. When they do so, they may employ terminologies or words that are unfamiliar to us. In all encounters, it is crucial to treat individuals with respect and foster effective and respectful communication. Comprehending the meanings of the words and terms we come across and using respectful language in our interactions with LGBTIQ+ persons is critical to creating a safe space for them to come forward and seek support.

This glossary provides a brief description of SOGIESC terms you are likely to encounter when working with advocates, practitioners and forcibly displaced and stateless people. While there is no expectation that staff will memorise all terminology, this glossary can be used as a useful reference to alleviate uncertainty over terminology. When using these terms, it is also important to understand and be sensitive to, how these and underlying concepts are used in specific cultural contexts. Making a good-faith effort to use terminology that is respectful, and asking for advice when you feel uncertain, will contribute significantly to gaining trust and opening doors to quality communication with the people we work with.

KEEP IN MIND:

- SOGIESC-related terminologies continue to evolve. To ensure inclusivity and accuracy, they should be applied with careful consideration to the individuals or populations being referenced.
- While the acronym LGBTIQ+ and its constituent terms (lesbian, gay, bisexual, transgender, intersex, queer, and other diverse identities) are now used globally to describe persons with non-conforming SOGIESC, these terms are culturally and contextually specific and are not always used by the people we work with to describe themselves.
- What is considered respectful terminology varies across countries, regions, linguistic communities, and individuals. The extent to which individuals self-identify with the following terms should not be assumed during protection interviews or credibility assessments.
- Keep in mind that usage of terminology across UN agencies is not standardized. UNHCR uses LGBTIQ+ as an umbrella term to include all persons whose SOGIESC is not adequately addressed by the categories of lesbian, gay, bisexual, transgender and intersex, in particular persons whose gender identity is fluid or non-binary.

English	French	Spanish	Arabic ¹ عربي ²
UMBRELLA TERMS AND ACRONYMS			
LGBTIQ+ An acronym for lesbian, gay, bisexual, transgender, intersex, queer and other diverse identities. The plus sign represents individuals with diverse SOGIESC who identify using other terms. In some contexts, LGB, LGBT or LGBTI are used to refer to particular populations. Additional characters may be added, such as "A" for asexual, agender or ally, "2S" for two-spirit or "P" for pansexual. In many locations, the letter order varies, for example LGBTIQ+ or GBLTQI+.	LGBTQI+ Acronyme désignant les personnes lesbiennes, gays, bisexuelles, transgenres, queers, intersexes et autres identités diverses. Le signe plus représente les personnes de diverses OSIEGCS qui s'identifient par d'autres termes. Dans certains contextes, les termes LGB, LGBT ou LGBTI sont utilisés pour désigner des populations particulières. Des caractères supplémentaires peuvent être ajoutés, comme « A » pour asexuel, agenre ou allié, « 2S » pour bispiriteuel ou « P » pour pansexuel.	LGBTIQ+ Sigla que representa a las personas lesbianas, gais, bisexuales, transgénero, intersexuales, queer y con otras identidades diversas. El signo más representa a personas con una SOGIESC diversa que se identifican empleando otros términos. En determinados contextos, se utilizan las siglas LGB, LGBT o LGBTI para referirse a poblaciones concretas. Es posible añadir otros caracteres, como "A" de asexual, agénero o aliado; "2S" de dos espíritus; o "P" de pansexual.	مجتمع الميم-عين مصطلح باللغة العربية يستخدم للتعبير الشامل عن المثليات، والمثليون، ومزدوجو الميل (التوجه) الجنسي، والعاثرون/ات، ومتداخلو/ات الجنس، والكوير-أحرار الجنس.

¹ The Arabic Glossary for diverse SOGIESC is the result of a multistakeholder process led by UNHCR in MENA to identify respectful, culturally and context sensitive terminology in Arabic. The MENA Regional Bureau has invested specific resources to ensure accuracy and relevance of terms from a sociological and linguistic perspective, engaging experts and communities in bilateral and regional dialogues. This has involved online and in-person consultations with LGBTIQ+ people, associations, and networks to harmonize the preferred language used in the North Africa and Middle East countries and to validate the proposed terms.

² إن مسرد المصطلحات العربية هذا هو نتاج جهد تعاوني بين أصحاب المصلحة المتعددين، بقيادة المكتب الإقليمي للمفوضية في منطقة الشرق الأوسط وشمال إفريقيا ووحدة الحماية لتحديد المصطلحات العربية المحترمة والمناسبة من حيث السياق والمراعاة ثقافياً. استثمر المكتب الإقليمي للمفوضية موارد محددة لضمان دقة المصطلحات وملاءمتها من منظور اجتماعي ولغوي، وإشراك الخبراء والمجتمعات من المنطقة في الحوارات الثنائية والإقليمية. وقد شمل ذلك مشاورات عبر الإنترنت مع أشخاص وجمعيات وشبكات من مجتمع الميم-عين+ لتنسيق اللغة المفضلة المستخدمة في دول شمال إفريقيا والشرق الأوسط، بالإضافة إلى ورشة عمل شخصية للتحقق من صحة المصطلحات المقترحة.

English	French	Spanish	عربي
SOGIESC An acronym for sexual orientation, gender identity, gender expression and sex characteristics. All people have SOGIESC.	OSIEGCS Acronyme de « orientation sexuelle, identité de genre, expression de genre et caractéristiques sexuelles ». Toute personne a une OSIEGCS.	SOGIESC Sigla formada por las iniciales en inglés de orientación sexual, identidad de género, expresión de género y características sexuales. Todas las personas tienen una SOGIESC.	سوجيسك اختصار للتوجه الجنسي، والهوية الجندرية، والتعبير الجندري، والخصائص الجنسية
Sexual orientation Refers to each person's capacity for emotional, affective and sexual attraction to, and intimate relations with, individuals of a particular gender or more than one gender. It encompasses hetero, homo-, bi-, pan- and asexuality and a wide range of other expressions of sexual orientation. This term is preferred over "sexual preference", "sexual behaviour", "lifestyle" and "way of life" when describing an individual's feelings of attraction to other people.	Orientation sexuelle Capacité de chaque personne à ressentir une attirance émotionnelle, affective ou sexuelle pour des individus d'un genre particulier ou de plus d'un genre, et à avoir des relations intimes avec eux ² . Elle englobe les termes hétéro-, homo-, bi-, pan- et asexualité ainsi qu'un grand nombre d'autres «préférence sexuelle», «comportement sexuel», «style de vie» et « mode de vie » pour décrire les sentiments d'attirance d'un individu envers d'autres personnes.	Orientación sexual Alude a la capacidad de cada persona de sentir atracción emocional, afectiva y sexual por personas de un género en particular o de más de un género, y de mantener relaciones íntimas con ellas ¹ . Abarca la heterosexualidad, homosexualidad, bisexualidad, pansexualidad y asexualidad, además de un amplio conjunto de otras expresiones de la orientación sexual. Es preferible utilizar este término en lugar de "preferencia sexual", "conducta sexual", "estilo de vida" y "modo de vida" cuando se describen los sentimientos de atracción de una persona hacia otras.	التوجه الجنسي / الميل الجنسي يشير إلى قدرة كل شخص على الانجذاب العاطفي والوجداني والجنسي إلى أفراد من جنس معين أو أكثر من نوع جنس واحد وإقامة علاقات حميمة معهم. يشمل ذلك مغايرة الجنس، والمثلية، وازدواجية الميل الجنسي، والشمولية الجنسية، واللاجنسية، ومجموعة واسعة من التعبيرات الأخرى عن التوجه الجنسي.

English	French	Spanish	عربي
Gender identity Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex they were assigned at birth or the gender attributed to them by society. Gender identity includes the personal sense of the body, which may or may not involve a desire for modification of appearance or function of the body by medical, surgical or other means. A person's gender identity is distinct from their sexual orientation.	Identité de genre Expérience intime et personnelle de son genre vécue par chaque personne, qui peut ou non correspondre au sexe qui lui est assigné à la naissance ou au genre qui lui est attribué par la société. L'identité de genre comprend le sens personnel du corps, qui peut ou non impliquer un désir de changement d'apparence ou de modification de la fonction du corps par des moyens médicaux, chirurgicaux ou autres. L'identité de genre d'une personne est différente de son orientation sexuelle.	Identidad de género Alude al sentimiento profundo de género que experimenta internamente cada persona, el cual puede o no corresponder al sexo que le fue asignado al nacer o al género que la sociedad le atribuye. La identidad de género incluye el sentido personal del cuerpo, lo cual puede o no implicar el deseo de modificar la apariencia o la función del cuerpo por medios médicos, quirúrgicos o de otra clase. La identidad de género de una persona es diferente de su orientación sexual.	الهوية الجندرية/الدور الاجتماعي إحساس ونظرة الفرد الخاصة وتجربته الموضوعية لدوره الاجتماعي. الاحساس الذاتي لكون الفرد رجل أو امرأة، كحامل/ة لصفات رجولية أو أنثوية. عند الأغلبية هنالك تلاؤم بين الجنس البيولوجي (المحدد حسب الجينات والهormونات) والدور الاجتماعي (المحدد حسب المعايير الاجتماعية). بالرغم من وجود أشكال ودرجات مختلفة لهذا التلاؤم، لكنها أغلبها تتماشى في النهاية مع القطبية الجندرية (الذكورة والانوثة / الذكر والانثى).
Gender expression Refers to each person's external manifestation of gender, which may or may not correspond to culturally normative expectations of masculine or feminine appearance and behaviour. Individuals use a range of cues – such as names, pronouns, behaviour, clothing, voice, mannerisms and/or bodily characteristics – to interpret other individuals' genders. Gender expression is not necessarily an accurate reflection of gender identity. A person's gender expression is distinct from their sexual orientation and sometimes also from their gender identity.	Expression de genre Manifestation extérieure du genre de chaque personne, qui peut correspondre ou non aux attentes culturelles normatives en matière d'apparence et de comportement masculins ou féminins. Les individus se réfèrent à une série de caractéristiques – comme les noms, les pronoms, le comportement, les vêtements, la voix, les manières ou les caractéristiques anatomiques – pour interpréter le genre des autres individus. L'expression de genre n'est pas nécessairement un reflet exact de l'identité de genre. L'expression de genre d'une personne est différente de son orientation sexuelle et parfois aussi de son identité de genre.	Expresión de género Alude a la manifestación externa del género de cada persona, que puede o no corresponderse con las expectativas normativas culturales sobre la apariencia y el comportamiento masculino o femenino. Las personas utilizan diversos signos —como los nombres y pronombres, el comportamiento, la forma de vestir, la voz, las maneras o las características corporales— para interpretar el género de otras personas. La expresión de género no siempre es un reflejo exacto de la identidad de género. La expresión de género de una persona es diferente de su orientación sexual y, en ocasiones, también de su identidad de género.	التعبير الجندري/ التعبير عن الدور الاجتماعي يشير إلى المظهر الخارجي لجندر الدور الاجتماعي للشخص، الذي قد يتوافق أو لا يتوافق مع التوقعات المعيارية ثقافيًا للمظهر والسلوك الذكوري أو الأنثوي. يستخدم الأفراد مجموعة من الإشارات – مثل الأسماء والضمائر والسلوك والملابس والصوت والسلوكيات والخصائص الجسدية، أحدها أو جميعها – لتفسير جندر الأفراد الآخرين. والتعبير الجندري ليس بالضرورة أن يكون انعكاسًا دقيقًا للهوية الجندرية. ويختلف التعبير الجندري للشخص بناءً على ميوله الجنسية وأحيانًا يوهن عته الجندرية أيضًا.
Sex characteristics Each person's physical features relating to sex, including chromosomes, gonads, sex hormones, genitals and secondary physical features emerging from puberty.	Caractéristiques sexuelles Les caractéristiques physiques de chaque personne liées au sexe, y compris les chromosomes, les gonades, les hormones sexuelles, les organes génitaux et les caractéristiques physiques secondaires qui apparaissent à la puberté.	Características sexuales Las características físicas de cada persona relacionadas con el sexo, incluidos los cromosomas, las gónadas, las hormonas sexuales, los órganos genitales y las características físicas secundarias que aparecen durante la pubertad.	الخصائص الجنسية (البيولوجية) هي السمات الجسدية المتعلقة بالجنس لكل شخص، بما في ذلك الكروموسومات والغدد التناسلية والهormونات الجنسية والأعضاء التناسلية والسمات الجسدية الثانوية الناشئة عن سن البلوغ.
Queer Historically a negative term in English-speaking contexts, "queer" has since been reclaimed by LGBTIQ+ persons to describe a wide range of diverse sexual orientations, gender identities and expressions in a positive way. While "queer" is used by some individuals who feel that they do not conform to a given society's economic, social and political norms based on their SOGIESC, it is not always acceptable to persons of diverse SOGIESC and should therefore be used with caution.	Queer Terme historiquement négatif dans les contextes anglophones, «queer» a depuis été repris par la communauté LGBTIQ+ pour décrire de manière positive un large éventail d'orientations sexuelles, d'identités et d'expressions de genre diverses. Si le terme « queer » est utilisé par certaines personnes qui se considèrent comme non conformes aux normes économiques, sociales et politiques d'une société donnée en raison de leur OSIEGCS, il n'est pas toujours accepté par les personnes de diverses OSIEGCS et doit donc être utilisé avec prudence.	Queer Aunque históricamente se ha empleado como un término peyorativo en contextos de habla inglesa, las personas LGBTIQ+ han adoptado la palabra queer para describir, de forma positiva, un amplio conjunto de orientaciones sexuales e identidades y expresiones de género. Si bien algunas personas que se sienten ajenas a las normas económicas, sociales y políticas de una sociedad determinada a causa de su SOGIESC se definen como queer, no siempre resulta aceptable para personas de SOGIESC diversa, por lo que debería utilizarse con precaución.	كوير - أحرار الدور الاجتماعي - أحرار الميل الجنسي والجندري تاريخياً كان هذا المصطلح ذو معنى سلبي في السياقات الناطقة باللغة الإنجليزية، ومنذ ذلك الحين استعاده المثليون/ات، ومزدوجو/ات الميل الجنسي، والهايون/ات، ومتداخلو/ات الجنس، وأحرار الجنس (الكوير) بصورة إيجابية لوصف مجموعة واسعة من التوجهات الجنسية والهويات الجندرية والتعبيرات الجندرية المتنوعة. وفي حين يُستخدم مصطلح « الكوير» من قبل بعض الأفراد الذين يشعرون أنهم لايتوافقون مع المعايير الاقتصادية والاجتماعية والسياسية لمجتمع معين بناءً على توجهاتهم لجنسية وهوياتهم الجندرية وتعبيرهم عنها وخصائصهم الجنسية، إلا أنه ليس مقبولا دائما عند الأشخاص ذوي التوجهات والهويات المتنوعة؛ ولذلك يجب استخدامه بحذر.

SEXUAL ORIENTATION			
Asexual Refers to a person who may experience romantic or emotional attraction, but who generally does not experience sexual attraction to anyone. May describe themselves in English as “ace”.	Asexuel Personne qui peut ressentir une attirance affective ou émotionnelle, mais qui n'éprouve généralement aucune attirance sexuelle pour qui que ce soit. Les personnes asexuelles utilisent parfois le terme anglais « ace » pour se décrire.	Asexual Alude a una persona que puede experimentar atracción romántica o emocional pero que, por lo general, no se siente atraída sexualmente por nadie. En inglés, es posible que se describa a sí misma con el término “ace”.	لا جنسي\ية يشير إلى الشخص الذي قد يشعر بانجذاب رومانسي أو عاطفي، ولكن بوجه عام لا يشعر بالانجذاب الجنسي لأي شخص. قد يصفون أنفسهم باللغة الإنجليزية بكلمة “ace”.
Bisexual Describes people who have the capacity for romantic, emotional and/or physical attraction to people of more than one gender.	Bisexuel Personne qui a la capacité d'être attirée affectivement, émotionnellement ou physiquement par des personnes de même genre ou par des personnes de genres différents.	Bisexual Describe a personas que tienen la capacidad de sentir atracción romántica, emocional o física hacia personas de más de un género.	مزدوج/ثاني التوجه الجنسي / الميل الجنسي ميل الشخص عاطفياً أو جنسياً أو كليهما لنفس جنسه ولجنس الآخر أيضاً.
Gay Refers to a man whose enduring physical, romantic and/or emotional attraction is to men, although the term can be used to describe both gay men and women who are attracted to other women. Note that in some languages, the word “gay” can have a more negative connotation than the word “homosexual”. Always consult persons on how they would like to be understood, as some people may prefer not to be identified by either of these terms.	Gay Homme qui ressent une attirance physique, affective ou émotionnelle envers d'autres hommes. Le terme peut être utilisé pour décrire à la fois des hommes gays et des femmes qui sont attirées par d'autres femmes. Notez que dans certaines langues, le terme « gay » peut avoir une connotation plus négative que le terme « homosexuel ». Il convient de toujours consulter les personnes en situation de déplacement forcé ou apatrides sur la manière dont elle souhaite être identifiée, car certaines personnes peuvent préférer ne pas être identifiées par l'un ou l'autre de ces termes.	Gay Se refiere a un hombre que siente atracción física, romántica o emocional duradera hacia otros hombres, aunque puede usarse igualmente para describir tanto a hombres gais como a mujeres que sienten atracción por otras mujeres. Cabe destacar que, en algunos idiomas, “gay” puede tener una connotación más negativa que la palabra “homosexual”. Debe consultarse siempre a las personas desplazadas forzadas o apátridas acerca de cómo quiere ser considerada, ya que algunas de ellas quizá prefieran no ser identificadas con ninguno de estos términos..	مثلي يشير إلى الرجل الذي يكون جاذبيته الجنسية والرومانسية و / أو العاطفية الدائمة للرجال.
Heterosexual Refers to a person whose romantic, emotional and/or physical attraction is to people of a different gender (sometimes referred to as “straight”).	Hétérosexuel Personne qui ressent une attirance affective, émotionnelle ou physique envers des personnes du sexe et genre opposés (parfois désignée comme « hétéro »).	Heterosexual Alude a una persona que siente atracción romántica, emocional o física hacia personas de género diferente al suyo (a veces, también se las denomina “hetero”).	مغاير التوجه الجنسي هو الشخص الذي يميل جنسياً وعاطفياً إلى الأشخاص من الجنس الآخر (الغيري).
Homosexual Refers to people of any gender who are attracted primarily to people of the same gender as their own. In English-speaking contexts, “homosexual” may be considered an outdated clinical term that should be avoided and is considered by many to be derogatory, although it is still used in some non-English speaking contexts. It may be more appropriate to use “gay” or “lesbian” instead.	Homosexuel.le Fait référence à une personne qui est principalement attirée par des personnes du même sexe et/ou genre. En anglais, on considère que le terme homosexuel est un terme clinique désuet et qu'il doit être évité. Bien qu'il soit encore utilisé dans certains contextes non anglophones, il est considéré par beaucoup comme péjoratif. Il peut être préférable d'utiliser les termes « gay » et « lesbienne » à la place3.	Homosexual Alude a personas de cualquier género que se sienten atraídas principalmente por personas de su mismo género. En contextos de habla inglesa, homosexual puede considerarse un término clínico anticuado que debería evitarse y muchas personas consideran peyorativo, aunque todavía se utiliza en algunos contextos de habla no inglesa. Puede ser más apropiado sustituirlo por gay o lesbiana.	مثلي\مثلية الجنس الأشخاص الذين يميلون جنسياً وعاطفياً لنفس نوع جنسهم.
Lesbian Refers to a woman of any gender identity whose enduring physical, romantic and/or emotional attraction is to other women.	Lesbienne Femme qui ressent une attirance physique, affective ou émotionnelle envers d'autres femmes.	Lesbiana Hace referencia a una mujer que siente atracción física, romántica o emocional duradera hacia otras mujeres.	مثلية امرأة تميل الى النساء جنسياً وعاطفياً.

Pansexual Describes individuals who have the capacity for romantic, emotional and/or physical attraction to people of any gender.	Pansexuel Personne qui a la capacité d'être attirée affectivement, émotionnellement ou physiquement par des personnes quel que soit leur genre.	Pansexual Describe a personas que tienen la capacidad de sentir atracción romántica, emocional o física hacia personas de cualquier género.	شاملة/الميل الجنسية الأشخاص الذين لديهم القدرة للانجذاب عاطفياً و/أو وجدانياً و/أو جسدياً لأي نوع جنس أو جندر.
GENDER IDENTITY AND EXPRESSION			
Cis/cisgender A person whose gender identity aligns with the sex they were assigned at birth. A cis person may have any sexual orientation.	Cisgenre Personne dont l'identité de genre correspond au sexe qui lui a été attribué à la naissance. Une personne cisgenre peut avoir n'importe quelle orientation sexuelle.	Cis/cisgénero Una persona cuya identidad de género está en consonancia con el sexo que se le asignó al nacer. Una persona cis puede tener cualquier orientación sexual.	متوافق الهوية الجندرية المعيارية / الهوية الجندرية مطابقة للجنس هو شخص تتوافق هويته الجندرية مع الجنس الذي تم تحديده له عند الولادة. وقد يكون لدى الشخص متوافق الدور الاجتماعي أي توجه جنسي
Gender Whereas sex characteristics refer to physiological characteristics, gender refers to the socially constructed roles, behaviours, activities and attributes that a society considers appropriate for individuals based on the sex they were assigned at birth. Gender roles are learned, changeable over time and variable within and between cultures. They are also often central to the way in which people define themselves and are defined by others.	Genre Alors que les caractéristiques sexuelles font référence aux caractéristiques physiologiques, le genre fait référence aux rôles, aux comportements, aux activités et aux attributs socialement construits qu'une société considère comme appropriés pour les individus en fonction du sexe qui leur a été assigné à la naissance. Les rôles liés au genre s'acquièrent, peuvent changer avec le temps et varient au sein d'une même culture et entre les cultures. Ils sont également souvent au cœur de la façon dont les personnes se définissent elles-mêmes et sont définis par les autres.	Género Mientras que las características sexuales aluden a las características fisiológicas, el género hace referencia a los roles, comportamientos, actividades y atributos construidos socialmente que una sociedad considera apropiadas para una persona en función del sexo que se le asignó al nacer. Los roles de género se aprenden, pueden cambiar con el tiempo y varían dentro de una misma cultura y de una cultura a otra. También suelen constituir una parte esencial del modo en el que las personas se definen a sí mismas y son definidas por los demás.	الجندر / الدور الاجتماعي و نظام اجتماعي يميز بين الجنسين (الذكر والانثى) بما يتعدى الفروق البيولوجية الى فروق اجتماعية، وهو نظام مبني على علاقات قوة بين الذكورة والانوثة. حيث يسند للإناث والذكور فروقا ووظائف اجتماعية، وبالتالي يفرض على الإناث والذكور أن يتصرفوا ويظهروا بالتلاؤم مع توقعات ومعايير هذا النظام.
Gender confirmation treatment/ gender-affirming treatment Refers to various medical interventions that may be one part of transition. Not all transgender people choose or can afford medical interventions such as hormone therapy or surgery. The terms "pre-operative" (or pre-op), "post-operative" (or post-op), "sex reassignment surgery" and "sex change operation" should be avoided because they can imply that transgender people who do not undergo medical transition are less valid. In many parts of the world, gender confirmation/affirming treatment is a requirement for legal gender recognition. The terms "sex reassignment surgery" and "sex change operation" are outdated and should be avoided.	Traitement de confirmation de genre/traitement d'affirmation de genre Fait référence à diverses interventions médicales qui peuvent faire partie de la transition. Toutes les personnes transgenres ne souhaitent pas recourir à des interventions médicales telles que l'hormonothérapie ou la chirurgie, ou toutes n'en ont pas les moyens. Les termes « préopératoire » (ou pré-op), « postopératoire » (ou post-op), « chirurgie de réassignation sexuelle » et « opération de changement de sexe » sont à éviter, car ils peuvent laisser entendre que les personnes transgenres qui ne subissent pas de transition médicale sont moins légitimes. Dans de nombreuses régions du monde, le traitement de confirmation/affirmation du genre est une condition de la reconnaissance légale du genre. Les termes « chirurgie de réassignation sexuelle » et « opération de changement de sexe » sont désuets et doivent être évités.	Tratamiento de confirmación de género/tratamiento de afirmación de género Alude a las diversas intervenciones médicas que pueden ser parte de una transición. No todas las personas transgénero eligen o pueden permitirse intervenciones médicas como el tratamiento con hormonas o la cirugía. Deben evitarse términos como "preoperación", "posoperación", "cirugía de reasignación de sexo" y "operación de cambio de sexo" porque pueden implicar que las personas transgénero que no se someten a una transición médica son menos válidas. En muchas partes del mundo, el tratamiento de confirmación o afirmación de género es un paso obligatorio para que el género goce de reconocimiento jurídico. Las expresiones "cirugía de reasignación de sexo" y "operación de cambio de sexo" están anticuadas y deberían evitarse.	علاج تأكيد الجندر/الهوية الجندرية يُشير إلى التدخلات الطبية المختلفة التي قد تكون جزءاً من عملية العبور الجندري. لا يختار جميع العابرين/ات جندريا التدخلات الطبية أو يستطيعون تحمل تكاليفها، مثل العلاج الهرموني أو الجراحة. يجب تجنب المصطلحات «قبل العملية» و«بعد العملية»، و«جراحة إعادة تحديد الجنس» و«عملية تغيير الجنس»؛ لأنها يمكن أن تشير إلى أن العابرين/ات جندريا الذين لا يخضعون للتحويل الطبي أقل صلاحية. في أجزاء كثيرة من العالم، يُعدُّ علاج تأكيد النوع الجندري شرطاً للاعتراف القانوني به. المصطلحات «جراحة إعادة تحديد الجنس» و «عملية تغيير الجنس» عفا عليها الزمن ويجب تجنبهما.

Gender dysphoria A diagnosis contained in the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders (DSM-V)", which refers to a feeling of disconnect between one's sex characteristics and one's gender identity. However, as of 2019, the World Health Organization (WHO) no longer considers diverse gender identity as a mental illness and uses gender incongruence in its "International classification of diseases (ICD-11)", whereby gender incongruence is characterized by a marked and persistent incongruence between an individual's experienced gender and assigned sex.	Dysphorie de genre Diagnostic figurant dans le « Manuel diagnostique et statistique des troubles mentaux (DSM-V) »4 de l'Association américaine de psychiatrie, qui fait état d'un sentiment de déconnexion entre les caractéristiques sexuelles d'une personne et son identité de genre. Cependant, depuis 2019, l'Organisation mondiale de la Santé (OMS) ne considère plus l'identité de genre diverse comme une maladie mentale et retient la notion d'incongruence de genre dans sa « Classification internationale des maladies » (CIM-11) », selon laquelle l'incongruence de genre se caractérise par une incongruence marquée et persistante entre le genre vécu par un individu et le sexe qui lui a été assigné.	Disforia de género Diagnóstico incluido en el Manual Diagnóstico y Estadístico de Trastornos Mentales (DSM-V)3 de la Asociación Americana de Psiquiatría que alude a la sensación de desconexión entre las características sexuales de una persona y su identidad de género. Sin embargo, en 2019 la Organización Mundial de la Salud (OMS) ya no considera la identidad de género diversa como una enfermedad mental y utiliza la expresión discordancia de género en su Clasificación Internacional de Enfermedades (CIE-11), según la cual la discordancia de género se caracteriza por una marcada y persistente discordancia entre el género experimentado de la persona y el sexo asignado.	اضطراب الهوية الجندرية تشخيص وارد في «الدليل التشخيصي والإحصائي للاضطرابات النفسية الصادر عن الجمعية الأمريكية للطب النفسي» (DSM-V) ، الذي يشير إلى الشعور بالانفصال بين الخصائص الجنسية للفرد وهويته الجندرية. ومع ذلك، اعتبارًا من عام ٢٠١٩، لم تعد منظمة الصحة العالمية تعتبر الهوية الجندرية المتنوعة كمرض نفسي وتستخدم التنافر/التعارض الجندري في «التصنيف الدولي للأمراض (ICD-11)»، حيث يتسم التناقص الجندري بتناقض واضح ومستمر بين النوع الاجتماعي الذي يشعر به الفرد والجنس المحدد له.
Non-binary A person whose gender identity falls outside the male-female gender binary. This term can encompass a wide variety of gender experiences, including people with a specific gender identity other than man or woman, people who identify as two or more genders (bigender or pan/polygender), and people who do not identify with any gender (agender). Non-binary people may also describe themselves as "gender queer or gender fluid, (someone whose gender is not fixed over time).	Non binaire Personne dont l'identité de genre ne s'inscrit pas dans la norme binaire homme-femme. Ce terme peut englober une grande variété d'expériences de genre, notamment les personnes ayant une identité de genre spécifique autre que celle d'homme ou de femme, les personnes qui s'identifient à deux genres ou plus (personne bigenre ou pan/multigenre) et les personnes qui ne s'identifient à aucun genre (agenre). Les personnes non binaires peuvent également se décrire comme « genderqueer » ou « genderfluid » (personne dont le genre n'est pas fixe dans le temps).	No binaria Una persona cuya identidad de género se encuentra fuera de la dualidad binaria hombre-mujer. Este término puede abarcar un amplio conjunto de experiencias de género que incluye a personas con una identidad de género específica que no es masculina ni femenina, personas que se identifican con dos o más géneros (bigénero o pan/poligénero) y personas que no se identifican con ningún género (agénero). Las personas no binarias también pueden describirse a sí mismas como de género queer o de género fluido (alguien cuyo género no es constante en el tiempo).	لا ثنائي الجندر/ الدور الاجتماعي شخص لا تكون هويته الجندرية ضمن ثنائية الهوية الجندرية بين الذكر والأنثى. يمكن أن يشمل هذا المصطلح مجموعة واسعة من التجارب الجندرية، بما في ذلك الأشخاص الذين لديهم هوية جندرية محددة خلاف الرجل أو المرأة، والأشخاص الذين يعرفون بأن لهم دوران اجتماعيات أو أكثر (ثنائي الهوية الجندرية أو جامع/ متعدد الهوية الجندرية)، والأشخاص الذين لا يمكن تحديد هويتهم الجندرية (لا جندري). قد يصف الأشخاص اللاتثنائيون أنفسهم أيضًا بأنهم «أحرار الجندر أو مرّن الهوية الجندرية، (شخص لم يتم تحديد جندره/ دوره الاجتماعي بمرور الوقت).
Third gender/third sex Refers to people who do not identify as men or women or whose gender is not perceived to be male or female, and/or to individuals whose gender identity does not match their assigned sex at birth. It is more often used to refer to a person or group with a specific gender identity that may or may not be legally recognized. Third-gender groups include the muxhe of Mexico, the khawaja sera of Pakistan, the hijra of Bangladesh and the fa'afafine of Samoa. Some of these groups have legal third-gender recognition as well as specific social, cultural and economic roles that they play in their respective societies.	Troisième genre/troisième sexe Personne qui ne s'identifie pas comme homme ou femme ou dont le genre n'est pas perçu comme masculin ou féminin, ou personne dont l'identité de genre ne correspond pas au sexe qui lui a été assigné à la naissance. Ces deux termes sont plus souvent utilisés pour désigner une personne ou un groupe ayant une identité de genre spécifique qui peut ou non être reconnue légalement. Les groupes de troisième sexe comprennent les muxhes du Mexique, les khawaja sera du Pakistan, les hijras du Bangladesh et les fa'afafine des Samoa. Certains de ces groupes sont reconnus légalement comme des personnes du troisième genre et jouent un rôle social, culturel et économique spécifique dans leurs sociétés respectives.	Tercer género/tercer sexo Alude a personas que no se identifican como hombres o mujeres o cuyo género no se percibe como masculino o femenino, o bien a personas cuya identidad de género no coincide con el sexo que se les asignó al nacer. Suele utilizarse más frecuentemente para referirse a una persona o un grupo con una identidad de género específica que puede o no 10arque con reconocimiento jurídico. Los muxes de México, los khawaja sera del Pakistán, los hijra de Bangladesh y los fa'afafine de Samoa son algunos ejemplos de grupos pertenecientes al tercer género. Algunos de estos grupos están reconocidos jurídicamente como tercer género, además de desempeñar funciones sociales, culturales y económicas concretas en sus respectivas sociedades.	الجنس / الجندر الثالث لفظ يطلق على متداخلي/ات الجنس البيولوجي (الإنترسكس). في المجتمعات الناطقة باللغة الإنجليزية، قد يُستخدم لفظ جنس ثالث (third sex) بالتبادل مع جندر ثالث (third gender) يشير إلى الأشخاص الذين لا يُعرفون بأنهم رجال أو نساء أو الذين لا يُنظر إلى نوعهم/دورهم على أنه ذكر أو أنثى، أو الأفراد الذين لا تتوافق هويتهم الجندرية مع جنسهم المعين عند الولادة. ويُستخدم في الغالب للإشارة إلى شخص أو مجموعة ذات هوية جندرية محددة قد تكون معترف بها قانونًا أو لا. تشمل مجموعات النوع الثالث «موشى» في المكسيك و«خواجه سيرا» في باكستان و«هجرة» في بنجلاديش و«فأفافين» في ساموا. لدى بعض هذه المجموعات اعتراف قانوني بالنوع الثالث وكذلك أدوار اجتماعية وثقافية واقتصادية محددة تلعبها في مجتمعاتها.

Trans/transgender These terms are used by some people whose gender identity, and, in some cases, gender expression differ from what is typically associated with the sex they were assigned at birth. A transgender person may have any sexual orientation.	Trans/transgenre Ces termes sont utilisés par certaines personnes dont l'identité de genre, et dans certains cas l'expression de genre, diffère de ce qui est habituellement associé au sexe qui leur a été assigné à la naissance. Une personne transgenre peut avoir n'importe quelle orientation sexuelle.	Trans/transgénero Términos utilizados por algunas personas cuya identidad de género y, en algunos casos, su expresión de género son diferentes de los que normalmente se asocian con el sexo que se les asignó al nacer. Una persona transgénero puede tener cualquier orientación sexual.	العابرون / العابرات جنسياً / حندرياً هم الأشخاص الذين تختلف هويتهم الجنسية أو الجندرية عما يرتبط عادةً بالجنس الذي تم تخصيصه لهم عند الولادة. قد يكون لدى الشخص العابر جنسياً أي توجه جنسي.
Trans, transgender, non-binary, gender fluid and gender non-conforming Used as umbrella terms representing a variety of words that describe an internal sense of gender that differs from the sex assigned at birth and the gender attributed to the individual by society, whether one feels male, female, more than one gender, or no gender.	Trans, transgenre, non binaire, genderfluid et personne de genre non conforme Termes génériques représentant une variété de mots qui décrivent un sentiment interne du genre qui diffère du sexe assigné à la naissance et du genre attribué à l'individu par la société, que l'on se sente homme ou femme, ou que l'on s'identifie à plus d'un genre ou à aucun genre.	Trans, transgénero, no binaria, género fluido y género disidente Se trata de términos generales que representan diversas expresiones que describen un sentido de género interno diferente del sexo asignado al nacer y del género atribuido por la sociedad, con independencia de si la persona se siente masculina, femenina, perteneciente a más de un género o sin género.	العابرون/ات جنسياً، والعابرون/ات حندرياً، ولانثانيو/ات الهوية الجندرية، ومرون/ات الهوية العرف الجندري تستخدم كمصطلحات شاملة تمثل مجموعة متنوعة من الكلمات التي تصف إحساساً داخلياً بالجنس يختلف عن الجنس المحدد عند الولادة والجنس المنسوب إلى الفرد من قبل المجتمع ، سواء كان المرء يشعر بذكر أو أنثى أو
SEX CHARACTERISTICS			
Assigned sex at birth The sex assigned to a person at birth, typically based on the infant's external anatomy. Also referred to as "birth sex" or "natal sex". The phrases "assigned female at birth" (AFAB) and "assigned male at birth" (AMAB) refer to people with typical male or typical female sex characteristics, regardless of their gender identity or expression.	Sexe assigné à la naissance Le sexe assigné à une personne à la naissance, généralement déterminé en fonction de l'anatomie externe de l'enfant. On parle également de « sexe de naissance ». Les expressions « assignée femme à la naissance » et « assigné homme à la naissance » désignent les personnes ayant des caractéristiques sexuelles typiquement masculines ou typiquement féminines, indépendamment de leur identité ou expression de genre.	Sexo asignado al nacer Sexo asignado a una persona al nacer, normalmente en función de la anatomía externa del recién nacido. También denominado "sexo de nacimiento" o "sexo natal". Las expresiones "asignada mujer al nacer" y "asignado hombre al nacer" aluden a personas con características típicas del sexo masculino o femenino, con independencia de su identidad o expresión de género.	الجنس المحدد عند الولادة الجنس المحدد للشخص عند الولادة، وعادةً ما يعتمد على التشريح الخارجي للرضيع. يشار إليه أيضاً باسم «جنس المواليد» أو «الجنس عند الولادة». تشير عبارتا «أنثى عند الولادة» و«ذكر عند الولادة» إلى الأشخاص الذين يتمتعون بخصائص جنسية ذكورية أو أنثوية نمطية، بصرف النظر عن هويتهم أو تعبيرهم الجندري.
Endosex Describes a person who was born with sex characteristics that fit typical gender-binary notions of male or female bodies (e.g., non-intersex). An endosex person may identify with any gender identity and any sexual orientation.	Endosex Personne qui est née avec des caractéristiques sexuelles qui correspondent aux notions binaires de genre typiques des corps masculins ou féminins (par exemple, non-intersexe). Une personne endosex peut s'identifier à n'importe quelle identité de genre et à n'importe quelle orientation sexuelle.	Endosexual Describe a una persona que nació con características sexuales que concuerdan con las nociones típicas de género binario acerca de los cuerpos masculinos o femeninos (es decir, no intersexuales). Una persona endosexual puede identificarse con cualquier identidad de género y orientación sexual.	حامل صفات أحد الجنسين يصف الشخص الذي وُلد بخصائص جنسية تتناسب مع المفاهيم النمطية الثنائية بين الجنسين عن أجساد الذكور أو الإناث (على سبيل المثال، غير متداخل الجنس). قد يُعرّف الشخص حامل صفات الجنسين بأي هوية جنسانية وأي توجه جنسي.

Intersex An umbrella term to describe people who are born with natural biological sex characteristics that do not conform to culturally established standards of maleness and femaleness. These sex characteristics include variations at the level of chromosomes, gonads, sex hormones, genitals and secondary physical features emerging from puberty. There are more than 40 intersex variations and experts estimate that between 0.5 and 1.7 per cent of the world's population is born with intersex traits. An intersex person may identify with any gender identity and any sexual orientation.	Intersexe Terme générique désignant les personnes qui sont nées avec des caractéristiques sexuelles biologiques naturelles qui ne sont pas conformes aux normes culturellement établies de masculinité et de féminité. Ces caractéristiques sexuelles comprennent des variations au niveau des chromosomes, des gonades, des hormones sexuelles, des organes génitaux et des caractéristiques physiques secondaires qui apparaissent à la puberté. Il existe plus de 40 variations intersexes et les experts estiment qu'entre 0,5 et 1,7 % de la population mondiale naît avec des traits intersexes. Une personne intersexe peut s'identifier à n'importe quelle identité de genre et à n'importe quelle orientation sexuelle.	Intersexual Término general utilizado para describir a personas nacidas con características sexuales biológicas naturales que no se ajustan a los patrones de masculinidad y femineidad establecidos culturalmente. Dichas características sexuales incluyen variaciones en lo referente a los cromosomas, las gónadas, las hormonas sexuales, los órganos genitales y las características físicas secundarias que aparecen durante la pubertad. Hay más de 40 variaciones intersexuales, y los expertos estiman que entre el 0,5% y el 1,7% de la población mundial nace con rasgos intersexuales. Una persona intersexual puede identificarse con cualquier identidad de género y orientación sexual.	متداخل الجنس (البيولوجي) مصطلح شامل لوصف الأشخاص الذين يولدون بخصائص جنسية بيولوجية طبيعية لا تتوافق مع المعايير المعمول بها ثقافيًا للذكورة والأنوثة. تشمل هذه الخصائص الجنسية اختلافات على مستوى الكروموسومات والغدد التناسلية والهرمونات الجنسية والأعضاء التناسلية والسمات الجسدية الثانوية الناشئة عن سن البلوغ. هناك أكثر من ٤٠ اختلافًا لمتداخلي الجنس ويقدر الخبراء أن ما بين ٠,٥ ٪ و ١,٧ ٪ في المائة من سكان العالم يولدون بصفات متداخلي الجنس. قد يتعرف الشخص متداخل الجنس مع أي هوية جنس وأي توجه جنسي.
PROCESS			
Coming out A process of self-acceptance. People may acknowledge their identity first to themselves and then share it with others. Publicly self-identifying one's identity may or may not be part of coming out, coming out can be a lifelong process.	Coming out [<i>'sortir du placard'</i>] Un processus d'acceptation de soi. Les personnes peuvent reconnaître leur identité d'abord pour elles-mêmes, puis la partager avec d'autres. L'identification publique de son identité peut ou non faire partie du coming out. Pour certains, le coming out peut être un processus qui dure toute la vie.	Coming out Un proceso de autoaceptación. Las personas pueden reconocer su identidad primero ante sí mismas y luego compartirla con los demás. Identificar públicamente la propia identidad puede o no formar parte de la salida del armario. Para algunos, salir del armario puede ser un proceso que dure toda la vida.	الإعلان أو الإفصاح عن هوية الشخص الجنسية/ الجندرية وميوله الجنسية الخروج من الخزانة) عملية قبول الذات. الإفصاح عن أن لديك توجهًا جنسيًا أو هوية جندرية أو تعبيرًا جندريًا أو خصائص جنسية لا تتوافق مع الفئات المعيارية الاجتماعية والثقافية. قد يعترف الناس بهويتهم أولاً لأنفسهم ثم يشاركونها مع الآخرين. قد يكون إعلان هوية الفرد بشكل علني جزءًا من الظهور أو لا يكون ، يمكن أن يكون الخروج عملية تستمر مدى الحياة.
Questioning People who are in the process of exploring their sexual orientation or gender identity.	Questioning Les personnes qui s'interrogent sur leur orientation sexuelle ou leur identité de genre.	Questioning Personas que se están cuestionando acerca de, orientación sexual o identidad de género.	متساؤل\ات الأشخاص في مرحلة اكتشاف توجههم الجنسي أو هويتهم الجندرية.
SOCIETY			
Cisnormativity The organisation of social structures, relationships, and societal institutions based on the assumption that all people's gender identity matches the sex they were assigned at birth.	Cisnormativité Organisation des structures sociales, des relations et des institutions sociétales fondée sur l'hypothèse que l'identité de genre de tous les individus correspond au sexe qui leur a été assigné à la naissance.	Cisnormatividad La organización de las estructuras sociales, las relaciones y las instituciones sociales basada en el supuesto de que la identidad de género de todas las personas coincide con el sexo que se les asignó al nacer.	المعيارية المتوافقة الجنسية تنظيم الهياكل الاجتماعية والعلاقات والمؤسسات المجتمعية على أساس افتراض أن الهوية الجندرية لجميع الأشخاص تتطابق مع الجنس الذي تم تكليفهم به عند الولادة.

Civil Union Formal recognition of a relationship between two individuals. In some countries, civil unions confer some, though not all, of the same rights, benefits and privileges as marriages, including in relation to tax, social security benefits, estate planning and medical decisions. In some places, civil unions are established as an alternative for couples not legally allowed to marry due to their gender identity. Countries have different ways of describing civil unions, including, though not limited to, domestic partnerships, registered partnerships and civil solidarity pacts.	Union civile Reconnaissance officielle d'une relation entre deux personnes. Dans certains pays, l'union civile confère une partie, mais pas la totalité, des mêmes droits, avantages et privilèges que le mariage, notamment en matière de fiscalité, de prestations de sécurité sociale, de planification successorale et de décisions médicales. Dans certains pays, l'union civile est une alternative pour les couples qui ne sont pas légalement autorisés à se marier en raison de leur orientation sexuelle. Les pays ont différentes façons de désigner les unions civiles, tels que les partenariats domestiques, les partenariats enregistrés et les pactes civils de solidarité.	Unión civil Reconocimiento oficial de las relaciones de pareja entre dos personas. En algunos países, las uniones civiles confieren algunos, pero no todos, los mismos derechos, prestaciones y privilegios que el matrimonio, incluidos los fiscales, las prestaciones de la seguridad social, la planificación del patrimonio y las decisiones médicas. En algunos países, las uniones civiles son una alternativa para las parejas que no pueden casarse legalmente debido a su orientación sexual. Los países tienen distintas formas de referirse a las uniones civiles, como parejas de hecho, parejas registradas y pactos civiles de solidaridad.	الاتحاد المدني الاعتراف الرسمي بالعلاقة بين شخصين. في بعض البلدان، يمنح الاتحاد المدني بعض الحقوق والمزايا والامتيازات ذاتها التي يتمتع بها الزواج، ولكن ليس جميعها، بما في ذلك ما يتعلق بدفع الضرائب و مزايا الضمان الاجتماعي والتخطيط العقاري والقرارات الطبية. في بعض البلدان، يتم إنشاء الاتحادات المدنية كبديل للزواج غير المسموح لهم قانونًا بالزواج بسبب ميولهم الجنسية. لدى البلدان طرق مختلفة للإشارة إلى الاتحادات المدنية، مثل الشراكات المحلية والشراكات المسجلة ومواثيق التضامن المدني.
Gender-Based Violence An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.	La violence basée sur le genre Appelée aussi « violence sexiste » ou « violence sexospécifique », est un terme générique décrivant les actes préjudiciables commis contre le gré de quelqu'un en se fondant sur les différences établies par la société entre les hommes et les femmes (le genre). Sont concernés tous les actes causant un préjudice ou des souffrances physiques, psychologiques ou sexuelles, la menace de tels actes, la contrainte et d'autres privations de liberté, que ce soit dans la sphère publique ou dans la sphère privée.	Violencia de género Un término general que designa todo acto lesivo perpetrado contra la voluntad de una persona y que está basado en diferencias de carácter social (género) entre hombres y mujeres. Comprende los actos que tienen como resultado un daño o sufrimiento físico, sexual o psicológico; así como las amenazas de tales actos, la coacción y otras privaciones de libertad. Tales actos pueden cometerse en público o en privado.	العنف القائم على الدور الاجتماعي مصطلح عام يشمل أي عمل مؤذ يرتكب رغما عن إرادة المراء، ويقوم على التمييز الاجتماعي بين الذكور والإناث (أي النوع الاجتماعي). وهي تشمل الأفعال التي تتضمن أعمالا تسبب بالآذى أو المعاناة الجسدية، أو الجنسية، أو النفسية، أو التهديد بارتكاب مثل هذه الأعمال، أو إكراه الطرف الآخر عليها، أو أي شكل من أشكال الحرمان من الحرية. ويمكن أن تمارس هذه الأفعال بالسر أو بالعلن. ملاحظة : المصطلح المستخدم في المعايير الدنيا المشتركة بين الوكالات ، هو العنف القائم على النوع الاجتماعي
Homophobia - Biphobia or Transphobia Fear or hatred of gay or lesbian people, of homosexuality, of bisexuality or of transgender individuals. May manifest in exclusion, discrimination or violence. Heteronormativity: The organisation of social structures, relationships, and societal institutions based on the assumption that all people are heterosexual. Promoting heterosexuality as normative, superior or assuming that all people are be heterosexual.	Homophobie - biphobie ou transphobie Peur ou haine des personnes gays ou lesbiennes, de l'homosexualité, de la bisexualité ou des personnes transgenres. Peut se manifester par l'exclusion, la discrimination ou la violence. Hétéronormativité : L'organisation des structures sociales, des relations et des institutions sociétales fondées sur l'hypothèse que tous les individus sont hétérosexuels. Promouvoir l'hétérosexualité comme étant normative, supérieure ou supposer que toutes les personnes sont hétérosexuelles.	Homofobia - Bifobia o Transfobia Miedo u odio a los gays o lesbianas, a la homosexualidad, a la bisexualidad o a los personas transgénero. Puede manifestarse en exclusión, discriminación o violencia. Heteronormatividad: La organización de las estructuras sociales, relaciones e instituciones sociales basadas en el supuesto de que todas las personas son heterosexuales. Promover la heterosexualidad como normativa, superior o asumir que todas las personas son heterosexuales.	رهاب المثلية وازدواجية الميل الجنسي والعبور الجندري الرفض والمعاداة والخوف من أصحاب الميول والهويات الجنسية، والجندرية الغير النمطية مثل: المثلية الجنسية وازدواجية الميل الجنسي والعبور الجندري. تتمثل رهاب المثلية الجنسية في أفعال كراهية وسلوكيات عدائية وسن قوانين وسياسات تمييزية ومحرضة على العنف المؤسسي ضدهم.
Laws of General Application Laws that are not specifically targeted towards LGBTIQ+ persons but may be used disproportionately against them as a way to police the expression of identities that differ from the mainstream. These may include public debauchery, public morality, public order or impersonation laws.	Lois d'application générale Lois qui ne visent pas spécifiquement les personnes LGBTIQ+ mais qui peuvent être utilisées de manière disproportionnée à leur rencontre pour contrôler l'expression d'identités différentes du courant dominant. Il peut s'agir de lois sur la débauche publique, la moralité publique, l'ordre public ou l'usurpation d'identité.	Leyes de aplicación general Leyes que no están dirigidas específicamente a las personas LGBTIQ+ pero que pueden utilizarse de forma desproporcionada contra ellas como forma de vigilar la expresión de identidades que difieren de la corriente dominante. Puede tratarse de leyes sobre libertinaje público, moralidad pública, orden público o suplantación o falsificación de identidad.	العابرون /العبارات جنسياً/ جندرياً القوانين التي لا تستهدف أفراد مجتمع الميم - عين، على وجه الخصوص، ولكن يمكن استخدامها بشكل غير متناسب ضدهم كطريقة لمراقبة التعبير عن الهويات التي لا تتوافق مع العرف السائد. قد يشمل ذلك الإغواء العام أو الآداب العامة أو النظام العام أو قوانين انتحال الهوية.

Outed/Public Outing Describes an individual's sex, sexual orientation or gender identity being made public against their will or without their knowledge, often for malicious purposes.	Outed/Public Outing Décrit le fait que l'orientation sexuelle, l'identité ou expression de genre, ou les caractéristiques sexuelles d'une personne sont rendus publics contre son gré ou à son insu, souvent à des fins malveillantes.	Outed/Public Outing Describe el hecho de hacer pública la orientación sexual o la identidad o expresión de género, o las características sexuales de una persona contra su voluntad o sin su conocimiento, a menudo con fines.	الكشف العلني يصف الإعلان عن التوجه الجنسي للفرد أو هويته الجندرية أو تعبيره الجندري أو خصائصه الجنسية ضد إرادته أو بدون علمه، وغالبًا ما يكون ذلك لأغراض ضارة.
Passing Being perceived as cisgender or heterosexual by others. People who "pass" as cisgender and/ or heterosexual are less exposed to violence and discrimination, but typically must conceal their gender identity or expression in order to maintain a level of safety. "Passing" is not a goal for all people with diverse sexual orientation or gender identity and is not attainable for many, due to circumstantial, familial, medical, physiological and financial barriers.	Passing Fait d'être considérée comme une personne cisgenre ou hétérosexuelle par les autres. Les personnes qui « passent » pour cisgenres ou hétérosexuelles sont moins exposées à la violence et à la discrimination, mais doivent généralement dissimuler leur identité ou leur expression de genre afin de maintenir un certain niveau de sécurité. Toutes les personnes ayant une orientation sexuelle ou une identité de genre différente n'ont pas pour objectif de « passer » et pour beaucoup, le passing n'est pas possible, en raison d'obstacles circonstanciels, familiaux, médicaux, physiologiques et financiers.	Pasar por Ser percibido como cisgénero o heterosexual por otras personas. Las personas que "pasan por" cisgénero o heterosexual están menos expuestas a la violencia y la discriminación, pero generalmente deben ocultar su identidad o expresión de género para gozar de cierta seguridad. "Pasar por" no es un objetivo perseguido por todas las personas con orientación sexual o identidad de género diversa y no es factible para muchas debido a sus circunstancias, así como a barreras familiares, médicas, fisiológicas y financieras.	- الأشخاص ذوي الهويات المتنوعة الذين ينظر إليهم الآخرين كمتوافقين الدور الاجتماعي أو مغايري التوجه الجنسي، أو هما معًا، يكونون أقل تعرضًا للعنف والتمييز، ولكن هذا يتطلب عادة إخفاء هويتهم أو تعبيرهم الجندري من أجل الحفاظ على مستوى من الأمان. لا يعد «العبور» هدفًا لجميع الأشخاص ذوي التوجهات الجنسية المتنوعة أو الهوية الجندرية ولا يمكن تحقيقه بالنسبة للكثيرين، بسبب العوائق الظرفية والعائلية والطبية والسيكولوجية والمالية.
Perception In this context, refers to the act of viewing others in relation to their sex, sexual orientation, gender identity or gender expression. Perceptions are subjective and may often be based on stereotypes and may be unconscious, creating implicit bias.	Perception Dans ce contexte, il s'agit de l'acte de percevoir les autres en fonction de leur sexe, de leur orientation sexuelle, de leur identité de genre ou de leur expression de genre. Les perceptions sont subjectives et peuvent souvent être basées sur des stéréotypes et être inconscientes, ce qui crée des préjugés latents.	Percepción En este contexto, se refiere al acto de percibir a los demás en relación con su sexo, orientación sexual, identidad de género o expresión de género. Las percepciones son subjetivas y a menudo se basan en estereotipos y pueden ser inconscientes, creando prejuicios implícitos.	التصور أو الإدراك في هذا السياق، يشير إلى رؤية الآخرين فيما يتعلق بجنسهم أو توجههم الجنسي أو هويتهم الجندرية أو تعبيرهم الجندري. تعتبر التصورات غير موضوعية، وقد تستند غالبًا إلى الصور النمطية و تكون غير واعية؛ مما يؤدي إلى تحيز ضمني
Sodomy Laws Laws that prohibit adult, consensual, private, non-commercial anal sex. While sodomy laws may also prohibit anal sex between a man and a woman, they are typically disproportionately applied against persons of diverse sexual orientations and gender identities who engage in same-sex sexual acts.	Lois sur la sodomie Lois qui interdisent les relations sexuelles anales entre adultes, consensuelles, privées et non commerciales. Bien que les lois sur la sodomie puissent également interdire les relations sexuelles anales entre un homme et une femme, elles sont généralement appliquées de manière disproportionnée à l'encontre de personnes d'orientations sexuelles et d'identités de genre diverses qui se livrent à des actes sexuels entre personnes de même sexe.	Leyes de sodomía Leyes que prohíben el sexo anal consentido, privado y sin fines de lucro entre personas adultas. Aunque las leyes de sodomía también pueden prohibir el sexo anal entre un hombre y una mujer, suelen aplicarse de forma desproporcionada contra personas con orientaciones sexuales e identidades de género diversas que tengan actividad sexual con personas del mismo sexo.	قوانين السدومية القوانين التي تحظر ممارسة الجنس الشرجي الخاص بين البالغين بالتراضي ولغير الأغراض التجارية. في حين أن قوانين السدومية قد تحظر أيضًا ممارسة الجنس الشرجي بين الرجل والمرأة، إلا أنها تُطبق بشكل غير متناسب ضد الأشخاص من مختلف التوجهات الجنسية والهويات الجندرية الذين يقومون بممارسات جنسية مثلية.

TIPS ON RESPECTFUL AND INCLUSIVE COMMUNICATION

Our Core Obligations

When reconciling our personal, cultural, religious, and societal beliefs with our professional obligations, it is helpful to keep in mind that we have a set of core obligations to all individuals who walk through our doors and ask us to assist them. These core obligations should guide all of our interactions with others, and it should inform our actions, attitudes and behaviors

1. **Empathize:** Enter each interaction with empathy, understanding and an open mind.
2. **Establish trust:** Establish trusting relationships with individuals.
3. **Listen:** Listen openly, without criticism or judgment.
4. **Do better:** Avoid replicating the negative and unsupportive attitudes and behaviours individuals may have experienced elsewhere.
5. **Counteract:** Counteract the exclusion, discrimination and stigma that is prevalent in society or other assisting organizations.
6. **Act:** Offer timely responses and concrete assistance

What can inclusive communication look like?

In the context of our work, inclusive communication might encompass some of the following:

- Acknowledging that our language can alienate or exclude people if it narrowly refers to some groups or individuals, but not to others;
- Recognizing that language can be powerful, and that individuals working for our organizations might use language to exert their power over others, including those we assist;
- Also recognizing that language can harm individuals in some instances, for instance, if it is derogatory or reveals confidential personal information;
- Taking steps to address these exclusions and power differentials in a mindful and meaningful way by learning how to improve our communication to the benefit of others;
- Learning new communication skills, terms and approaches, including some that may be unfamiliar or uncomfortable to us (for instance, using unfamiliar pronouns);
- Addressing others in the ways in which they wish to be addressed, regardless of our personal feelings about the language they wish us to use;
- And continually seeking out more information about how our communication can be more inclusive, including from those who may have been excluded, marginalized or alienated in the past.

Practical tips

- Assume that anyone you meet could have a diverse SOGIESC and communicate accordingly. This means writing and speaking with gender-neutral language, not assuming someone is heterosexual, not assuming someone's gender identity or pronouns, and ensuring you share inclusive resources with everyone who walks through your door.
- When someone shares their diverse SOGIESC with you, thank them for sharing the information and ensure your body language and tone are neutral or positive.
- After someone shares their diverse SOGIESC with you, ask simple, respectful questions to gather the information that is necessary to take next steps.

Best practices for conversations

- When possible, find a quiet, private space in which to speak.
- When someone is sharing information with you, listen patiently. Do not interrupt. Nod and maintaining eye contact, if culturally appropriate. Follow them rather than leading the conversation.
- When the person is done speaking, acknowledge you have heard them. You can do this by nodding and making affirming statements such as "I hear that you've been through a difficult time" or "That must have been very hard for you."
- If someone discloses their SOGIESC to you for the first time, you can respond by saying, "Thank you for sharing this with me."
- Repeat what they have told you to ensure you have heard them correctly, and ask for clarification if needed, saying "What I hear you saying is...", "Let me ensure I understand you. You are saying..." or "Can you further explain . . .?" NOTE: Use discretion and be gentle; asking someone to repeat a difficult or painful story may further traumatize them. If someone does not want to repeat the information, do not force them to do so.
- Use the identifying terminology the individual uses, even if it is not common or considered "correct" in your social circle. All individuals have the right to determine their own identity labels or to use none at all. If you are not sure what a term means or how an individual is using it, ask, "what does that term mean to you?"
- Do not impose terms on an individual. For instance, not all women with same-gender partners use lesbian or queer. You have to ask someone if they use a particular term after they share their diverse SOGIESC.
- Avoid derogatory terms. If an individual uses a derogatory term to describe themselves, ask them what it means to them and if they use any other terms. You can then write an explanatory note wherever you record the information.
- Do not promise any action you are not sure you can fulfil.
- Do not promise confidentiality if the person needs assistance that requires you to share their SOGIESC with others; instead, explain to them who you would share the information with and ask for consent.

Pronouns

Although it is often assumed that transgender women use “she/her/hers,” transgender men use “he/him/his,” and non-binary people use “they/theirs,” if you don’t know what pronouns someone uses, and they have shared with you that they have a diverse gender identity or expression, it is best to politely ask. You may ask as part of a form or verbally, depending on the circumstances. The key to asking for this information is that it must be done in a safe and confidential manner, in a way that does not put the individual at risk of exposure or harm.

In contexts where the language being spoken does not have pronouns but uses gendered terms of respect, such as little sister or little brother, ask how the person would like to be referred to.

Common gender-neutral pronouns in English are they, them and their; for example, “Someone left their bag on the train. I hope they remembered to take their wallet with them.”

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Towards More Gender Equality in Sport



The High-Level Group on Gender Equality in Sport, established by Commissioner Gabriel, has put forward an **action plan** and **recommendations** for the European Commission, EU Member States, national and international sports bodies and grassroots organisations achieve a more equitable gender balance in sport. To ensure a long-term impact, measures should have a strong focus on the local level.

TRANSVERSAL TOPICS

There are eight transversal topics to consider when developing actions.

- **Gender mainstreaming:** all stakeholders must integrate a gender perspective into their actions.
- **Intersectionality:** overlaps between causes of inequality make an intersectional approach essential.
- **Gender budgeting/funding:** sports organisations must dedicate budgets to gender equality.
- **Policy monitoring and evaluation, research:** to make sure that policy remains up to date and fit for purpose.
- **Education:** educational tools are vital to explain the importance of gender equality policies and should be addressed to all strategic stakeholders.
- **Communication:** crucial to ensure the report's use as a reference document for policy implementation.
- **Coordinators for gender equality:** will ensure that equality strategies are duly implemented and monitored.
- **Men as allies:** men in decision-making positions must be engaged to create change.



THEMATIC AREAS AND RELATED RECOMMENDATIONS

There are six key thematic areas of engagement.

Participation: women are less likely than men to take part in sport.

- Create gender equality action plans highlighting the wider benefits of sport.
- Set up mechanisms to encourage the practice of sport by all girls and women.
- Promote a balance between work/study, family life and sport.
- Secure equal access to resources including venues, equipment and clothing.
- Monitor and evaluate progress towards and barriers to gender equality.

Coaching and officiating: women are less likely than men to become coaches.

- Support development of coaching and officiating opportunities for women at all levels.
- Set gender-equal participation targets for educational programmes for coaches and officials, and develop initiatives to give women national and international experience.
- Develop mentoring initiatives at all levels.
- Launch campaigns to make coaching and officiating attractive to women, and incentivise their recruitment.
- Implement data collection tools and processes and promote exchange of information.

Leadership: women are underrepresented in leadership positions.

- Commit to measures to ensure gender equality in leadership.
- Raise awareness of the value of diverse gender representation on executive committees.
- Set a 50% representation quota for women in all decision-making bodies and fix term limits.
- Set up programmes to raise awareness of biases keeping women out of leadership roles.
- Work with groups specialising in evaluating and implementing leadership and gender policy.

Social and economic aspects of sport: labour market gender inequalities are more prominent in sport.

- Promote equal contract conditions and ensure that labour laws are applied.
- Secure equal opportunities for female athletes and transparent recruitment processes.
- Establish processes to reduce economic inequality, promote social dialogue and provide legal and administrative support.
- Publicise the issue of labour discrimination in sport and set up related monitoring systems.
- Support and protect whistleblowers.

Media coverage: women's sport is not widely covered by the media and what coverage there is often reinforces negative gender stereotypes.

- Encourage the development of initiatives to increase coverage of women's sport and ensure that female athletes are portrayed fairly.
- Encourage media organisations to hire gender editors and improve their gender balance.
- Raise sports journalists' awareness of biases in coverage of women's sport.
- Implement data collection and research tools and promote exchange of information.

Gender-based violence: can be physical, sexual or psychological. More females than males experience it.

- Implement educational and prevention programmes at all levels.
- Get sports leaders and organisations to commit to ending sexual harassment and violence.
- Collect data to measure the extent of the problem and the efficacy of prevention initiatives.
- Set up whistleblowing mechanisms and appoint safeguarding officers to handle complaints.
- Promote exchange of practice to prevent violence in sport and build partnerships across sectors.



ACTIVITY 1.3: MECHANISMS OF EXCLUSION AND DISCRIMINATION IN SPORT

Observation Grid - Analysing a situation in sport	
Understanding the situation	What is happening in this situation? (training, match, meeting, communication, etc). Who is involved?
Visibility and roles	Who is visible and valued? Who is less visible or left aside? Who has power or makes decisions?
Languages and images	What kind of images are used? (inclusive, stereotype, excluding)? Do you notice any stereotypes?
Rules and organisation	What rules or habits structure the situation? Do they seem fair to everyone?
Inequalities and impact	Who benefits from the situation? Who is disadvantaged? What impact does this have on participation or opportunities?

ACTIVITY 2.1: HOW ARE GENDER INEQUALITIES (RE)PRODUCED IN SPORT?

Complete the following table using real-life examples you know about or by looking on the internet.

Once you find an illustrative example, make sure to explain why it is a stereotype, a prejudice, homophobia, etc.).

Stereotype	A simplified and widely shared belief about a group of people
Prejudice	A negative opinion or judgement about someone based on stereotypes
Discrimination	Treating someone unfairly or differently because of who they are (e.g. gender, sexuality, background)
Sexism	Treating someone unfairly because of their gender, based on stereotypes about what men and women "should" be like
Homophobia	Negative attitudes or behaviour towards people who are (or are perceived to be) gay or lesbian
Transphobia	Negative attitudes or behaviour towards transgender or non-binary people, often based on rigid ideas about gender

Scenario 1: "Who is considered the 'right fit'?"

In a regional sports club competing at national level, a head coach position becomes available for the senior team. The role includes managing training sessions, supervising assistant staff, coordinating with the club's management, and representing the club in external events.

The club has a strong internal culture, with long-standing members and a management committee composed mainly of former athletes and volunteers who have been involved for many years.

Two internal candidates are informally considered:

- Mark, assistant coach for two years. He regularly attends club events, travels with the team, and maintains close relationships with several senior players and members of the management committee. He is often described as "very committed" and "fully invested in the club life."
- Sarah, assistant coach with a similar level of experience and equivalent qualifications. She has been coaching youth teams for several seasons and has achieved consistent competitive results. She is described as "very competent" and "structured," but is less present in informal club activities due to other professional and personal commitments.

Before any formal recruitment process is launched, several informal discussions take place among members of the management committee, often after training sessions or during social gatherings.

During these exchanges, different arguments are raised:

"Mark already has a strong connection with the senior players. They trust him." "He knows how things work here. That's important at this level." "This position requires authority and presence, especially in difficult moments." "Sarah does a great job, but maybe she's more suited to development and youth coaching." "We need someone who is available for late meetings, travel, and last-minute changes." "At this level, it's not just about competence, it's about personality and leadership."

No formal job description, evaluation criteria or interview process is established. The decision is progressively shaped through these informal discussions.

The position is not publicly advertised. No external candidates are considered.

Mark is eventually appointed as head coach.

In the following weeks:

- Sarah remains in her assistant role without a formal explanation of the decision.
- She is less frequently invited to strategic meetings.
- Mark becomes the main interlocutor with both players and club management.

When asked informally, a member of the committee explains:

"We simply chose the person who seemed the best fit for the role and the club."

Scenario 2: “It’s just part of the team atmosphere”

In a competitive amateur sports club, a mixed senior team trains three times a week in the evening. The majority of players are men, with two women recently integrated into the squad as part of a club initiative to promote diversity and inclusion.

The team is known for its strong sense of cohesion, built not only through training but also through informal interactions before and after sessions.

During training sessions, communication is direct and often informal. Some recurring situations include:

- Coaches and players using expressions such as:
 - “Come on, be a man.”
 - “Don’t be soft.”
 - “That was a bit like a girl.”
- Physical engagement and competitiveness are highly valued, and players who adopt a more cautious style are sometimes openly criticised.

In the locker room and during breaks, humour plays a central role in group dynamics. Jokes about masculinity and sexual orientation occasionally emerge, followed by laughter and comments such as:

“It’s just part of the atmosphere.”

“You need to have a sense of humour to be in this team.”

After training, informal gatherings (drinks, meals) often take place late in the evening. Attendance is not formally required, but players who participate regularly:

- are more involved in informal discussions about team strategy;
- develop closer relationships with coaches and key players;
- are more frequently selected for important matches.

Over time, one of the women players:

- participates less in these informal moments due to personal constraints;
- receives less direct feedback during training sessions;
- is less frequently selected for key phases of competition.

When she raises the issue informally, a coach responds:

“We treat everyone the same here. Selection is based on performance.”

“Integration into the group is part of being in a team.”

“There is no discrimination — everyone has the same opportunities.”

No formal complaint is made, and the situation continues without explicit discussion within the club.

COMPLEMENTARY RESOURCES FOR ACTIVITY 2.2

Step 1. Analytical lens – Identifying mechanisms of inequality

To support your analysis, you may use the following concepts:

Mechanism	Guiding question
Informal recruitment	Is access to roles based on informal networks rather than clear criteria?
Homosocial reproduction	Are similar profiles being selected repeatedly?
Gendered leadership norms	What is considered a “good leader”? Who fits this model?
Network capital	Who has access to informal relationships and information?
Hidden curriculum	What implicit messages are conveyed about legitimacy?
Everyday discrimination	Are there repeated comments, jokes or attitudes that normalise inequality?

Indirect discrimination	Do neutral rules produce unequal effects?
Gender norms (masculinity)	What behaviours are valued?
Heteronormativity	Are heterosexual norms assumed as default?
Informal exclusion	Are some people excluded through informal practices?
Cumulative disadvantage	Do small inequalities accumulate over time?
Meritocracy discourse	Is inequality justified by "performance" or "fit"?

Step 2. Mapping inequality to levers for change

1) Identify the issue: what is the main inequality identified?

2) Link to mechanisms: which mechanisms explain this situation?

3) Identify possible levers

Individual	What could actors do differently?
Organisational	What rules, practices or norms could be changed?
Structural	What broader frameworks influence the situation?

COMPLEMENTARY RESOURCES FOR ACTIVITY 2.2

4) Reflect:

a. Which level seems the most relevant in this case?

b. What are the limits of acting only at one level?

ACTIVITY 3.2: DEVELOP A MINI ACTION PLAN FOR YOUR SPORT CONTEXT

ACTION PLAN GRID

Method of communication	How will the action be implemented? (e.g. social media post, coach briefing, poster, team meeting, email, informal team routine)
Message conveyed	What exactly do you want to communicate or change? (Think about the inclusive message, behaviour, or practice you want to promote)
Target audience	Who is the action addressed to? (e.g. athletes, coaches, volunteers, parents, all members of the organisation)
Timing and context of implementation	When and in what situation will it be implemented? (e.g. during training, before competition, at onboarding, on social media next week)
Expected impact	What do you hope will change or improve? (e.g. more inclusive language, better representation, awareness, changes in behaviour or team culture)

PROGRESS

PROMOTING GENDER RIGHTS, EQUALITY SKILLS IN SPORT



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