

SGS Project Deliverable 3.7 Training Delivery Report



sgs | sport for all
genders & sexualities

Tackling Sexism,
Trans- & Homophobia
in European
Grassroots Sport



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The SGS Project

Tackling Sexism, Trans- and Homophobia in European Grassroots Sport (SGS)

The project aims to establish an inclusive and open sports culture that is open to all genders and sexualities. European sport is still dominated by rather antiquated notions of masculinity and pejorative notions of femininity, as well as the strict division into "men" and "women". This dominant binary and masculine narrative in sport contributes to the discrimination and exclusion of women/girls (sexism), transgender (transphobia), lesbians and gay men (homophobia), and all those who cannot/won't be pigeonholed with their gender identity.

The overall goal of the project is to promote inclusion and participation of all genders and sexualities in European grassroots sports. This requires an understanding of how athletes are still excluded from sport due to a prevailing binary gender norm.

Together with relevant stakeholders from organized grassroots sports, SGS develops measures and methods (institutionalized dialogue, guidelines, awareness campaigns and inclusive trainings) to address these discriminations and break down barriers for transgender athletes, LGB persons and women.

1. Purpose and overview of the Training programme

As part of the international [SGS project](#), we invited participants to join a comprehensive training programme designed to prepare sports clubs and non-formal sport initiatives to become more inclusive for diverse gender and sexual identities. Selected individuals from 4 partner countries would participate in an immersive training for trainers experience and the programme team would then support them as they go on to deliver this training in their local contexts.

The 4 country teams were from the partner countries of Austria, Germany, Italy and Spain.

The programme aimed to develop the capacity of participants through building and expanding their knowledge, developing their understanding, improving their confidence, and equipping them with tools to share with others in their sports settings. The training was provided for free to participants within the framework of the funded project, and in exchange participants were expected to make the following commitment:

- To participate in a 60-minute online meeting in advance of the training event
- To complete a baseline self-assessment in advance of the training
- To travel to attend the training for the full duration
- To be available for a minimum of one mentor meetings following the training event
- To deliver a follow-up training session within their local setting

The educational objectives of the training for trainers programme were:

- Develop the capacity of participants to serve as multipliers in their local sports environments
- Empower and prepare participants as equality champions to act as trainers and multipliers in their sport
- Improve knowledge, awareness and understanding of all sexualities and genders
- Explore the structures and roles that maintain inequality within sport and consider the roles of athletes, coaches and sports administrators

- Gain insights into mechanisms and share good practices that promote or limit participation of sexual minorities and gender diverse people in sport and physical activity
- Provide a set of tools for trainers to address these issues in their local context
- Share resources to promote more inclusive environments for diverse gender and sexual identities

Profile of participants

The selected participants were expected to have:

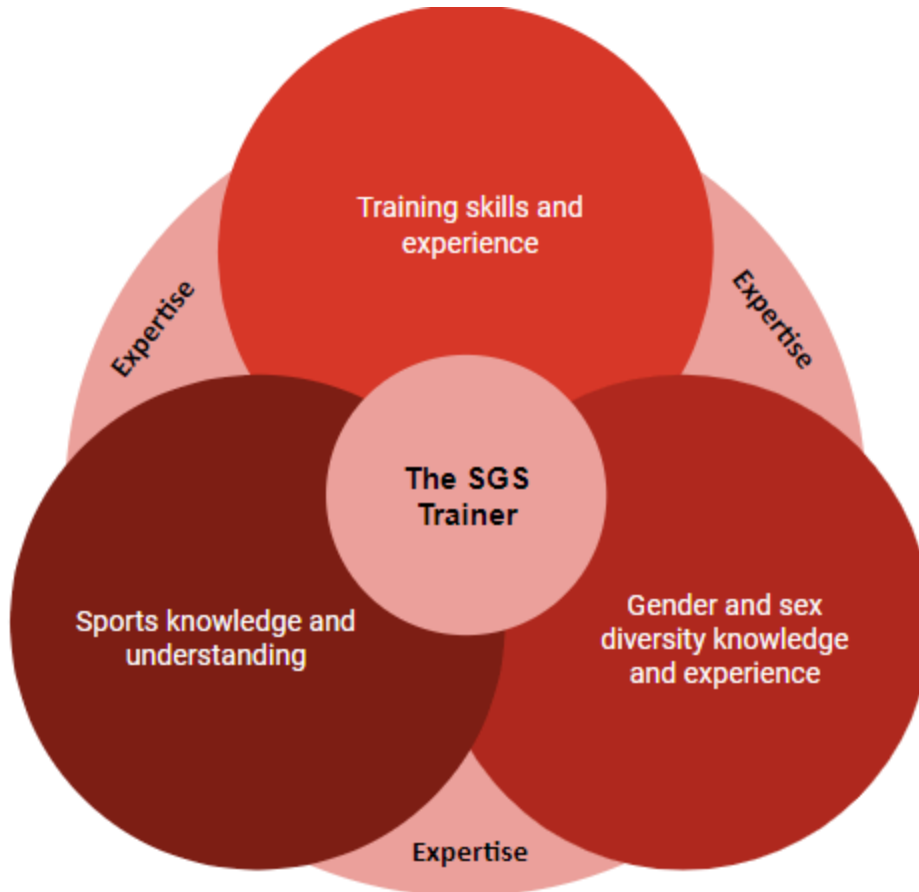
- a strong and demonstrable role within a local grassroots sports club or physical activity environment, ideally in a coaching or leadership role OR be in a position where they will be able to evidence their ability to deliver training activities to others
- skills to transfer their learning to others and have a willingness and passion to do so but they do NOT necessarily need to have previous experience in delivering training
- experience in or openness to working with **gender identity and sexual orientation** issues
- a very good level of **English language skills**
- readiness to commit to the **whole programme** and to **deliver follow-up activities** with the national partner organisation
- selected participants must come from one of the partner countries **Austria, Germany, Italy, Spain or The Netherlands** and to speak the national language fluently

2. The Training of Trainers event

The programme delivery was built on the basis that participants already had varying levels expertise in relation to their:

- Training skills and experience
- Sports knowledge and understanding
- Gender and sex diversity knowledge and experience

The training was designed to increase expertise specifically at the point where these three dimensions intersect in order to add enough value to the training.



The training delivery team consisted of Hugh Torrance from the EGLSF project team who is an experienced trainer working on LGBTIQ+ equality and human rights issues in sport spanning policy, practice and participation. This includes working to support grassroots access such as via eligibility regulations for transgender and intersex people. Alex Muir too who has lived experience as a trans person, and also working as a Trans Policy Officer within the EGLSF membership. He is an active academic and trans sports activist. Handling logistics and participant experience was Michele Mommi from EGLSF, an experienced Project Manager.

Learning was constructed into an intense immersive programme across a 4-day event:

Saturday 30th September

17.30 Coffee
18.00-19.15 Welcome & introductions
20.00 Dinner
local evening queer party option

Sunday 1st October

07.00-08.45 Breakfast
09.00-11.00 Training session 1
11.00-11.30 Teabreak
11.30-13.30 Training session 2
13.30 Lunch
15.30-17.00 Training session 3
17.00-17.30 Teabreak
17.30-19.00 Training session 4
20.00 Dinner

Monday 2nd October

07.00-08.45 Breakfast
09.00-11.00 Training session 1
11.00-11.30 Teabreak
11.30-13.30 Training session 2
13.30 Lunch
15.30-17.00 Training session 3
17.00-17.30 Teabreak
17.30-19.00 Training session 4
19.30 Dinner
20.15 Bike Tour

Tuesday 3rd October

07.00-08.45 Breakfast
09.00-11.00 Final session
11.00-11.30 Teabreak
11.30 Finish and departures



3. Cascading Training

In the next phase, partners designed their own local training workshops and moved on to deliver this to others. The participants were offered mentorship and support as they progressed, and it was stipulated that at least one mentorship meeting was mandatory, with further meetings at the request and discretion of the teams.

In reality, there was a huge variance in activity that took place as follow-up to the training, far exceeding the minimum stipulated activity. This included the foreseen delivery of training to local grassroots operators, but also included the development of a number of different support resources, webpage and guidance documents too.

Italian team:

The project being delivered was a new gender inclusion policy to the Italian sports federation with a training workshop delivered via an online webinar.

This included:

- New procedure for LGBT+ people joining teams,
- A point of contact and information readily available for new members,
- “eligibility criteria” that work for trans people, &
- A procedure for “questioning” trans players so that there is no debate on the pitch when it comes to eligibility.
- An online webinar attended by 28 people.

Next steps: Based on how the Federation responds. Significant training for the clubs.

Mentorship input: guidance was given on the materials, and a preparation meeting took place prior to the local training being delivered.



Austrian team:

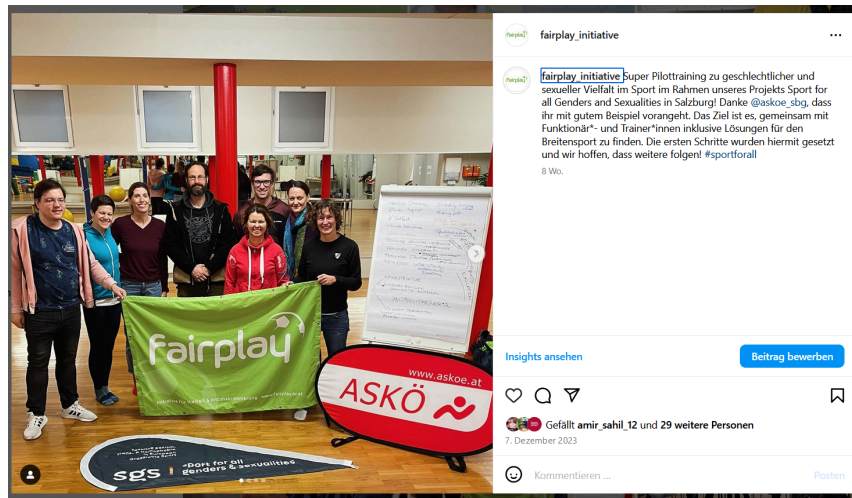
The project being delivered was a “Train the trainer” session delivered to national NGO reps in Salzburg.

The session involved:

- Definition of terms, with discussion
- Privilege game, with discussion
- Barriers and Solutions, with discussion.
- Actionable list for individuals.

Next Steps: Create a template for others to use, written in a way that allows trainers to tailor for their own class. Create documentation for the clubs (proof of training).

Mentorship input: Support with training materials. Review and debriefing meeting immediately after the training, further follow-up meeting later.



German team:

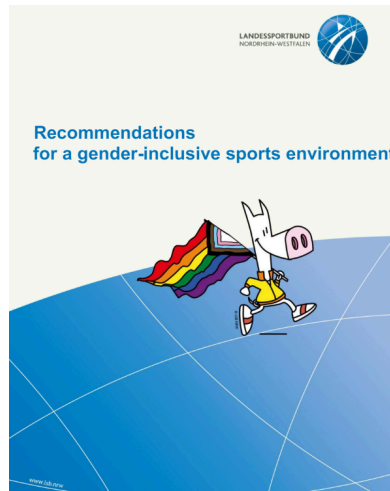
The project being delivered was a pilot sensitisation training for grassroots sports operators.

The project included:

- Adapting training materials from the programme and collating local materials
- Creating accompanying guidance and handout materials including *'The Rainbow Player'* and *'Recommendations for a gender-inclusive sports environment'*.
- Delivering a training session for 10 participants with some good practices.

Next Steps: Evaluate the training and offer it more widely.

Mentorship input: Support and implementation meetings.



Spanish team:

The project being delivered was a series of initiatives to improve LGBTIQ+ inclusion in sport for learners and grassroots coaches.

This included:

- Creation of a new webspace with practitioner resources in LGBTIQA+ issues in sports
- Including some collated and some newly created resources such as posters, stickers, online tests for trainers and sports managers, recommendations and SGS project material.
- A new protocol for sport organisations and public institutions.
- A training workshop delivered to 10 sports educators from different sports in Valencia.

Next Steps: Complete and disseminate a new online training module for sports operators on LGBTIQ+ issues.

Mentorship input: Provision of training materials. Review of materials and feedback provided on resources. Preparation meeting and follow-up email support.

SPORT

**RAINBOW Pack to work on respect for diversity in HALLS,
GYMNASIUMS, CLUBS, FEDERATIONS, SPORTS BOARDS:**



4. Evaluation

The methods used to evaluate *Work Package 3.4: Training for Trainers* were as follows:

- A: A pre-training survey, completed as part of the registration process (completed by 16 participants)
- B: A post-training survey, completed immediately following the Training for Trainers workshop (completed by 14 participants)
- C: A programme survey sent to participants after their participation including local delivery was complete (completed by 11 participants)

Section A - pre-training survey

In this, we covered:

- Logistics, accessibility and learning needs
- Baseline knowledge, experience and confidence
- Open questions on how participants could make a contribution through sharing or presenting at the event.
- What participants would like to see covered, and what they'd like to personally

get from the training.

The baseline markers are shown below in section B.

Summary of feedback on the topic “Are there any key questions or topics that you would like to see being addressed in the training?”

- Trans people in sport’s experiences and inclusion
- How to open these topics in grassroots clubs
- Handling difficult or cynical people.
- Methods to encourage openminded approaches
- Encouraging enthusiasm and investment to the topic
- Practices of inclusion in sport
- Mental health
- Recognising and tackling unfair behaviour and discrimination

Summary of what participants said they wanted to personally get out of the training?

- To be aware of good practices
- Be more confident when approaching gender issues from an educated point of view.
- Confident to give trainings
- Knowledge of various tools to welcome everybody in sports
- Promoting inclusion and developing inclusion plans
- New ways to address LGBTIQ and gender inequality issues
- Information about obstacles of LGBTIQ people in regular sports clubs
- Become a stronger advocate for equality and inclusion
- Create a network of practice with others in the same position

Section B - Post-training survey

This was a post-training survey, completed immediately following the Training for Trainers workshop and intended to capture the impact of the workshop as well as thoughts on the programme so far. We used the same measures as in the baseline in order to see change.

The value of the programme

Those that participated valued the *Training for Trainers* programme, as 100% enjoyed it and 93% found it useful. Individual participants commented that the course was “clear” and “really good training” which was a “refreshing” and “interesting” experience for them, and that they “feel empowered” as a consequence of participating.

Progress against objective: *To develop the capacity of participants to serve as multipliers in their local sports environments*

The *Training for Trainers* programme developed the capacity of the vast majority of participants as 93% learned something new and 100% made new contacts or partnerships during the training. More detail about specific elements of learning and development follow.

Progress against objective: *Improve knowledge, awareness and understanding of all sexualities and genders*

The participants were asked questions to gauge their level of knowledge, awareness and understanding of all sexualities and genders, and findings are outlined in the table below:

Base: All participants pre (16) and post (14) training	
Knowledge and understanding of sexual orientation (including lesbian, gay, bisexual, heterosexual)	
- % High level of expertise following training (% scoring 5 or 6 high level of confidence)	93%
- Improvement (number of percentage points change pre/post)	+49 percentage points
Knowledge and understanding of gender identity (including trans, cis, non-binary)	
- % High level of expertise following training	57%

- Improvement	+7 percentage points
Knowledge and understanding of sex characteristics (including intersex)	
- % High level of expertise following training	57%
- Improvement	+26 percentage points

Immediately following the *Training for Trainers* programme, almost all participants (93%) felt they had a high level of knowledge and understanding of sexual orientation, and just over half felt they had a high level of knowledge and understanding of gender identity (57%) and sex characteristics (57%). Across the participants the level of expertise improved for all measures, particularly around knowledge and understanding of sexual orientation (an improvement of 49 percentage points).

There is a relatively low score in the gender identity dimension. Partially this results from an already fairly high starting point of self-assessment. It is also the case that whilst less people rated themselves at the highest level, no-one rated themselves as the lower levels in the scale. This shift aligns to some extent with the trainers experience where it is the case that although knowledge is increasing, more questions are raised and more areas of unknown knowledge are uncovered. Nevertheless, we introduced a further question on this to the final survey.

Progress against objective: *Explore the structures and roles that maintain inequality within sport and consider the roles of athletes, coaches and sports administrators*

The participants were asked questions about inequality within sport, and findings are outlined in the table below:

Base: All participants post (14) training	% agree
I feel familiar with LGBTIQ* topics and issues relating to the sport sector	100
I understand the structures and roles that maintain inequality within sport	100

Following discussions during the *Training for Trainers* programme, all participants (100%) agreed that they felt familiar with LGBTIQ* topics and issues relating to the sport sector and that they understand the structures and roles that maintain inequality within sport.

Three participants commented that they would have appreciated receiving more content focusing on sexism and male dominance in sport during the training.

Progress against objective: *Gain insights into mechanisms and share good practices that promote or limit participation of sexual minorities and gender diverse people in sport and physical activity*

The participants were asked a question about what promotes and limits participation within sport, and findings are outlined in the table below:

Base: All participants post (14) training	% agree
I understand what promotes and limits the participation of sexual minorities and gender diverse people within sport	100

Following discussions during the *Training for Trainers* programme, all participants (100%) agreed that they understand what promotes and limits the participation of sexual minorities and gender diverse people within sport.

Progress against objective: *Provide a set of tools for trainers to address these issues in their local context*

The participants were asked a question about access to tools and techniques, and findings are outlined in the table below:

Base: All participants post (14) training	% agree
I have tools and techniques that I can use to address LGBTIQ* topics and issues relating to sport	100

Following discussions during the *Training for Trainers* programme, all participants (100%) agreed that they have tools and techniques that they can use to address LGBTIQ* topics and issues relating to sport.

Progress against objective: *Share resources to promote more inclusive environments for diverse gender and sexual identities*

The participants were asked a question about access to resources, and findings are outlined in the table below:

Base: All participants post (14) training	% agree
I know where to find resources to help me to promote more inclusive environments for diverse gender and sexual identities in sport	100

Following discussions during the *Training for Trainers* programme, all participants (100%) agreed that they know where to find resources to help them to promote more inclusive environments for diverse gender and sexual identities in sport.

Progress against objective: *Empower and prepare sports actors, in particular trainers, as equality champions to act as trainers and multipliers in their sport*

Ultimately, it was intended that participants in the *Training for Trainers* programme would feel empowered and prepared to act as equality champions in their sport.

The participants were asked questions to gauge their level of confidence in dealing with relevant issues, and findings are outlined in the table below:

Base: All participants pre (16) and post (14) training	
Confidence in dealing with issues relating to sexual orientation	
- % High level of confidence following training	71
- Improvement	+33 percentage points
Confidence in dealing with issues relating to gender identity	
- % High level of confidence following training	57
- Improvement	+19 percentage points
Confidence in dealing with issues relating to sex characteristics	
- % High level of confidence following training	57
- Improvement	+32 percentage points

Immediately following the *Training for Trainers* programme, around seven in ten participants (71%) felt confident in dealing with issues relating to sexual orientation, and

just over half felt confident in dealing with issues relating to gender identity (57%) and sex characteristics (57%).

Across the participants the level of confidence improved for all measures, particularly in confidence around dealing with issues relating to sexual orientation (an improvement of 33 percentage points) and sex characteristics (an improvement of 32 percentage points).

The participants were also asked questions about their readiness to be an equality champion, and findings are outlined in the table below:

Base: All participants post (14) training	% agree
I have everything that I need to be an equality champion in my sport	79
I feel confident as an equality champion in my sport	71

Immediately following the *Training for Trainers* programme, the majority of participants agreed that they had everything that they need to be an equality champion in their sport (79%) and that they feel confident as an equality champion in their sport (71%).

One participant spontaneously commented that “I leave feeling better prepared”.

Concluding remarks

Positive progress has been made across **all** objectives for *Work Package 3.4: Training for Trainers*.

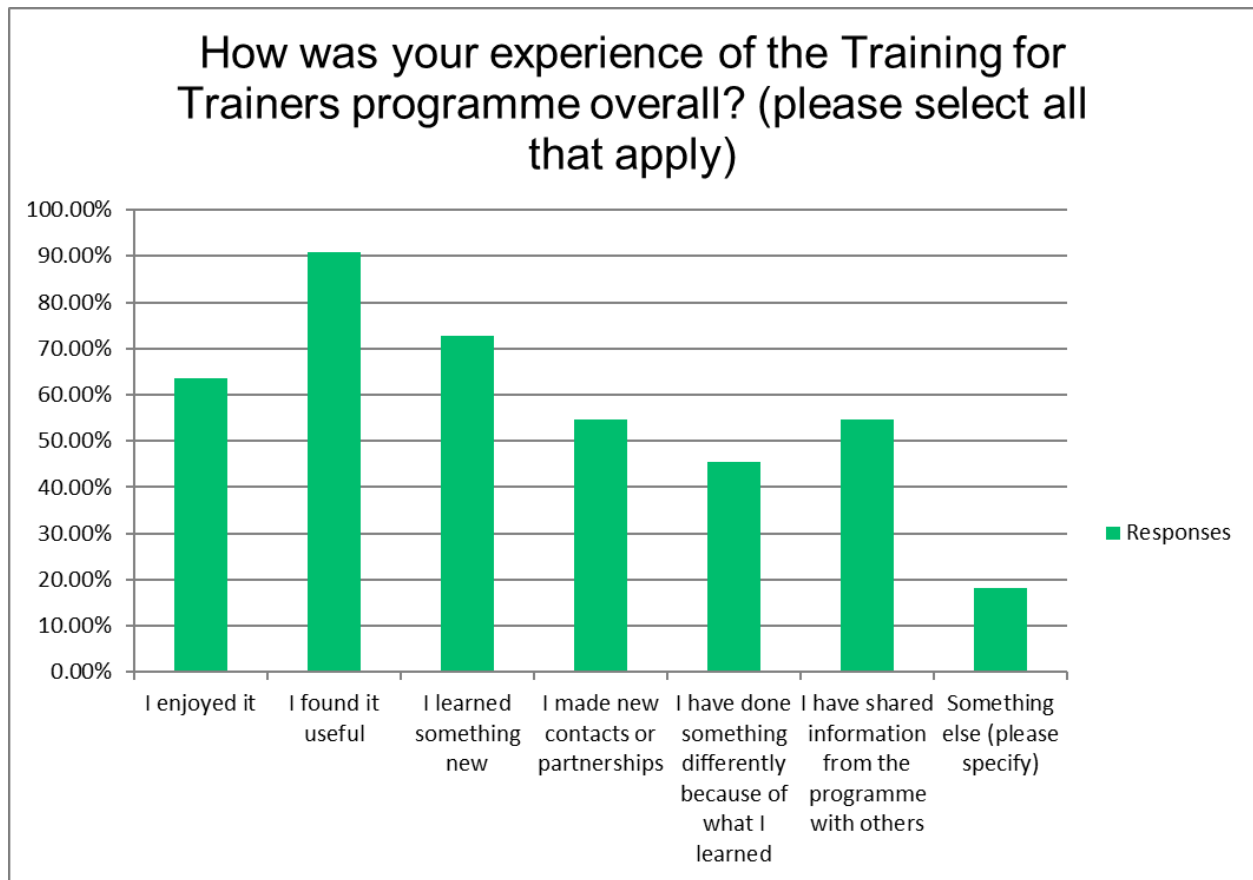
More than half of participants left the training feeling highly knowledgeable and confident around relevant issues, with an improvement in expertise and confidence recorded across the group, and more than seven in ten left the training feeling confident and prepared to go forward as an equality champion. However, there is still work to be done in increasing knowledge, confidence and level of preparedness to a high level for all individuals within the group.

That said it is particularly positive that immediately following the *Training for Trainers* programme, all participants were aware of the application of this information in the sport environment. 100% of participants agreed that they:

- Feel familiar with LGBTIQ* topics and issues relating to the sport sector
- Understand the structures and roles that maintain inequality within sport
- Understand what promotes and limits the participation of sexual minorities and gender diverse people within sport
- Know where to find resources to help to promote more inclusive environments for diverse gender and sexual identities in sport
- Have tools and techniques to use to address LGBTIQ* topics and issues relating to sport

Section C: Final programme survey

This was a programme survey sent to participants after their participation was complete including the cascading of training and local delivery. This included local delivery was complete (completed by 11 participants)



Mentoring

Two-thirds of those answering had been involved in follow-up mentor meetings; all participants found these helpful or very helpful.

The positives which participants gained from mentorship included confidence and support, provision and support with resource development, perspective and task focus.

The training team consisted of a knowledge, content and lived experience expert (who provided the majority of the mentorship), and a knowledge and training experience expert. Both of these expertise sets were needed in the mentorship but could have been better matched to emerging needs.

“We used it to test ideas”

“Discussing TIN [trans/intersex/non-binary] topics with a T person outside of the organization I work in was very useful and created more confidence in addressing TIN topics within the organization”.

“I felt more safe and confident in what I was doing”.

“I appreciated the experience and knowledge in setting up the new resources”

“We felt that the draft was not challenged enough as in a later meeting with experts from our organisation, we restructured our training as they said we would not be able to deliver our initial draft”.

Follow-up training and reach

One participant noted that they hadn’t been involved in delivery of follow-up training, all others had.

Number of people reached through follow-up training activity	117
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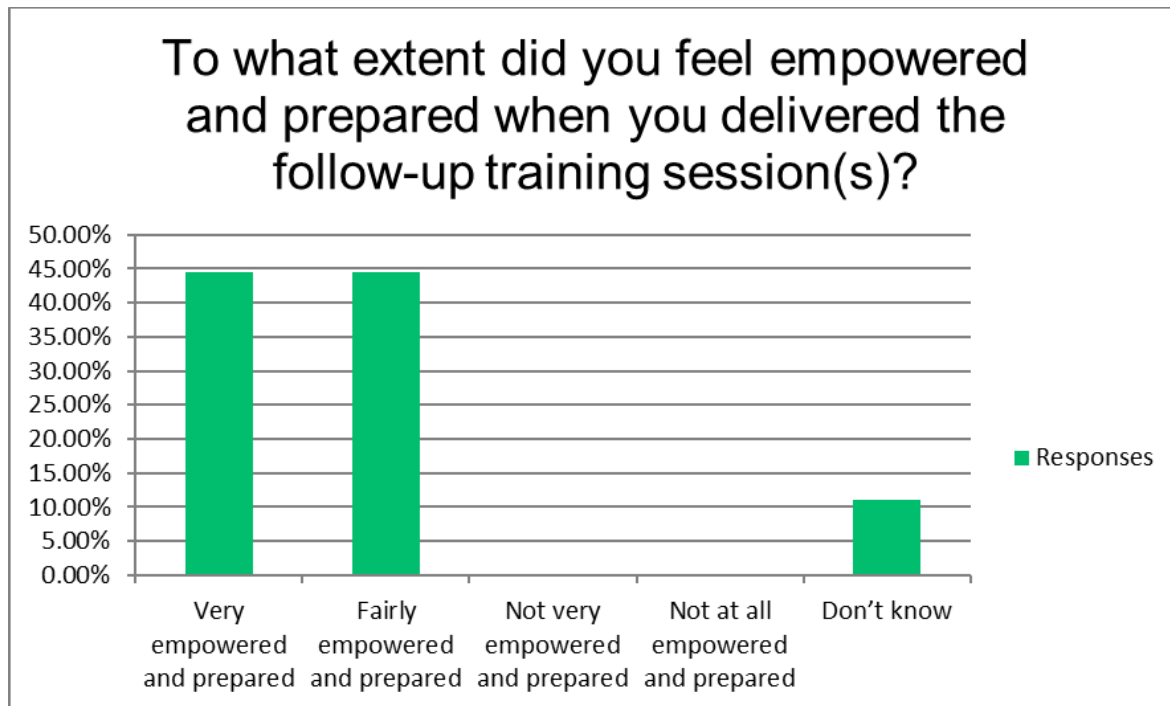
In addition to this, it was noted by Spanish participants that more than 100 people had accessed their new resources.

Materials used

89% of participants used exercises from the training for trainers programme either in their original or adapted formats.

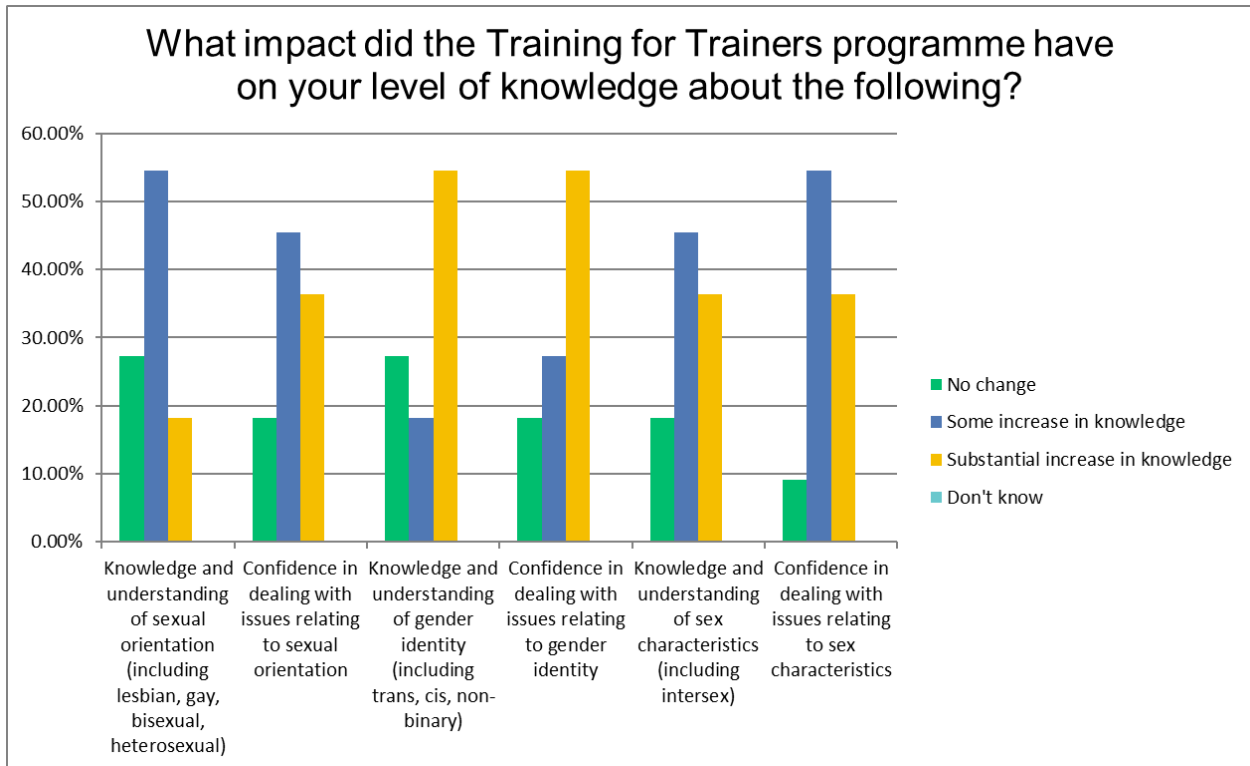
33% of participants created their own new materials as part of their follow-up activity.

Readiness

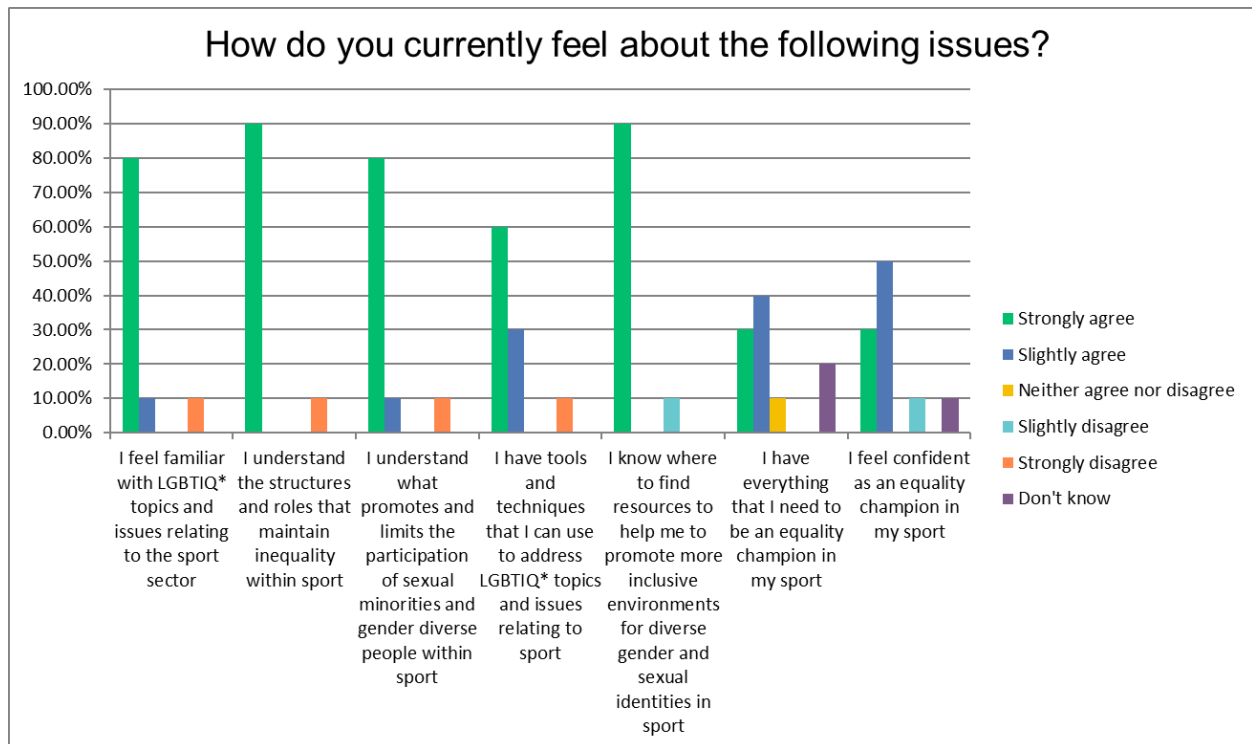


What difference has your follow-up training and other activities made locally

- Agreement with local University to launch a new series of activities for PE university students and teachers
- A full course on the topic now to be launched by the official Sports Government body in the region.
- Resources in Spanish have reached many PE teachers in high schools all over the region ...which means, many high school gyms have now stickers and posters about respect towards LGBTI people in sports.
- We have more people interested in this topic now
- There are more people looking for further training
- Attendees have realised language is very important and have started using a more neutral vocabulary, as well as identifying bad uses of expressions.
- It was a first step to hear about the topic, learn about the necessity to act. Participants are aware and know whom to contact if they have any issues.
- startpoint for more trainings, awareness rising, motivation to be a multiplier
- We were able to adapt our session plan but no impact as we did it with members of our regional working group who are already aware of the topic



The overall impressions of impact were broadly in line with the findings from the previous surveys, and helped us to highlight that there was far greater learning in relation to knowledge, understanding and confidence in the topic of gender identity than we were able to identify with the ‘distance travelled’ measure.



Closing comments

“Feminisme was not part of the training. That's a shame, because a lot of problems concerning lgbtq are direct results of the negative few on "female" attributions.”

“loved it - want more”

“I thought it was fantastic; for a person not from the LGTBI+ community as myself it has been an excellent opportunity to know first-hand what issues need to be tackled and most importantly that there is a huge amount of organisations already doing so and spreading the word so others can do the same. I met amazing people in Seville and it was lovely to share experiences.”

“I found it really helpul - gained confidence in talking about these topics and now feel "ready" to "go out" to sports organisations to raise awareness.”





