



**Laureus**  
SPORT FOR  
GOOD

**GENDER EQUALITY  
BEYOND THE BINARY:  
TRANSGENDER  
AND NON-BINARY  
INCLUSION IN  
SPORT FOR  
DEVELOPMENT**

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*“We provide a space for young people where traditional sport spaces are failing to be inclusive.”*  
– COO, Naz

## **Appreciation**

First and foremost, the author would like to acknowledge and deeply appreciate the people who participated in this research. It was a demonstration of trust and bravery to share their experiences. For many of them, it was a new step to have conversations about trans inclusion before they had all the vocabulary, knowledge and experience they would have liked. They are taking action and going out of their comfort zones, with the humility to say when they do not know something and to share and learn with others. This research would not exist if these individuals had not started asking the questions: Are we actually working toward gender equality or are we excluding trans youth? What can we do to change?

## **Terminology<sup>1</sup>**

This list is not exhaustive but is intended to provide the reader with the necessary terminology to understand this research. It is recommended that if the reader is unfamiliar with these terms, that they investigate and learn from some of the recommended resources listed at the end of this document.

*Gender Equality:* This piece views gender equality as ensuring that individual of ALL genders have an equal opportunity to make the most of their lives and pursuits.

*Gender Equity:* As opposed to treating every individual identically, equity presumes diversity (different privileges/disadvantages, access to resources and opportunities, experiences, statuses) and strives to equalize the ability to thrive by recognizing and addressing unfair cultural and institutional exclusion and discrimination.

*Transgender/trans:* Transgender (or trans for short) refers to any person whose gender identity is different from the sex they were assigned at birth. **It can be used as an umbrella term for many people who identify on the gender spectrum (which may include trans man, trans woman, non-binary, genderqueer, third gender, genderfluid, among others), as is the way it is used in this research.**

*Non-binary:* This is an umbrella term that some people use to describe their gender identities that are not exclusively masculine or feminine and don't feel that “man” or “woman” describes their identity.

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<sup>1</sup> Terminology sources: Stonewall Glossary (<https://www.stonewall.org.uk/help-advice/faqs-and-glossary/glossary-terms>), Gender Spectrum (<https://www.genderspectrum.org/articles/language-of-gender>), OutRight Action International: <https://outrightinternational.org/content/acronyms-explained>, Gender DynamiX Trans 101 ([https://drive.google.com/file/d/1Qn\\_XALtS\\_EO\\_PoSO\\_cG7vtkw5VK77xtp/view](https://drive.google.com/file/d/1Qn_XALtS_EO_PoSO_cG7vtkw5VK77xtp/view)) and the International Organisation for Intersex (<https://oiiuk.org/546/welcome/>)

*Cisgender*: The term used for people whose gender identity aligns with their assigned sex at birth. From Latin prefixes: cis meaning on the side of and trans meaning across, or on the opposite side of.

*Gender binary*: A system that is predominately accepted by societies and that constructs gender into two concrete categories of man/boy and woman/girl. Cisgender and transgender people can have a gender identity that is binary.

*Gender identity*: This is our internal sense of self as masculine, feminine, both or neither. Our gender identity is also the name we use to describe our own gender.

*Gender expression*: This is how the rest of the world perceives our gender. It is how we present our gender and how it is perceived by society. It relates to each society's gender roles and expressions and may differ slightly in different countries.

*Sex (assigned at birth)*: Someone's sex is assigned at birth based on the primary characteristics of genitalia and reproductive functions. You may see the terms 'sex' and 'gender' interchanged to mean male and female, often in official forms.

*Third gender*: Another umbrella term that has been used in various contexts to refer to anyone who does not identify as cisgender, similar to transgender. Particularly used in India.

*Gender non-conforming*: refers to someone who does not conform to prevailing cultural and social expectations about what is appropriate gender expression for their perceived gender. The acronym TGNC (transgender and gender non-conforming) can be seen in some research and resources.

*Trans woman/girl (MTF)*: Someone whose sex assigned at birth was male but who identifies as woman or girl.

*Trans man/boy (FTM)*: Someone whose sex assigned at birth was female but who identifies as man or boy.

*LGBTQI+*: Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and the + is shorthand to be inclusive of other non-normative genders and sexual orientations. This acronym may also be seen with other letters such as A for asexual or ally, or shortened to include only LGBT.

*Intersex*: The term intersex was coined by science and refers to applied to people whose biological sex cannot be classified as clearly male or female. An intersex person may have the biological attributes of both sexes or lack some of the biological attributes considered necessary to be defined as one or the other sex.

*Gender inclusive policy*: A policy that uses language and has specific measures and actions for inclusion and equality of all genders.

## Introduction

Very little research exists about trans<sup>2</sup> inclusion and participation in community sport, even less so in sport for development (SfD) programmes. Much of what exists is based on small studies conducted in Europe, Australia or the USA; there is sparse knowledge available about the experience of trans people with sport in the many other countries around the world. Furthermore, most existing literature concerns competitive and elite sport, not community level sport where there is a greater focus on social outcomes rather than individual progression. This research is a necessary first step toward understanding how SfD organisations can be inclusive and supportive of the trans community in different contexts. The entire ethos behind the SfD sector is based on evidence that shows the many different personal and social benefits of participating in sport.<sup>3</sup> Trans youth are unequally at risk, stigmatized and excluded across the globe.<sup>4</sup> Yet there seems to be a general invisibility of trans individuals in SfD programmes, which is a clear sign that the SfD community can do better to include trans communities. Furthermore, barriers to participating in sport may be exponentially greater for trans people who are also non-white, have a disability, are living in contexts of conflict or insecurity, or many other factors. Sport, and SfD specifically, is not as inclusive as it should be, and action needs to be taken.

Gender equality and equity, as well as social inclusion, are common outcomes and goals among SfD initiatives. Yet, when asked about trans inclusion and participation, many organisations who aim to achieve gender equality or inclusion outcomes have few if any trans participants in their programmes. This was the case for the members of The Laureus Sport for Good Foundation's Gender Equality Learning Community. During a group discussion in 2019, they wondered – are we really achieving gender equality and equity in sport if we do not have any trans, non-binary or gender non-conforming participants? This was a turning point for the Learning Community, who until this moment had used the words gender equality without questioning if it was actually including diverse genders or if it was referring only to women and girls. Organisations in the Learning Community realized that few in the community had considered what inclusion for trans youth would look like.

The purpose of this research is to build knowledge and insights for organisations that want to include trans youth and extend their work for gender equality beyond the binary. The intended audience for this research is SfD organisations and practitioners who are looking for knowledge and practical actions that they can take to begin a journey to be inclusive of trans individuals. The research aims to fill a gap in literature and knowledge about how organisations intentionally seek to include and engage trans participants in community sport interventions, by learning from

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<sup>2</sup> This research chooses to use the term “trans” as an umbrella term to refer to transgender, non-binary and all other gender diverse identities.

<sup>3</sup> De Moor MHM, Beem AL, Stubbe JH, et al. Regular exercise, anxiety, depression and personality: a population-based study. *Prev Med.* 2006;42(4):273–9. & Maltby J, Day L. The relationship between exercise motives and psychological well-being. *J Psychol.* 2001;135(6):651–60. and <https://www.sportanddev.org/en/learn-more/health/health-benefits-sport-and-physical-activity> and Sport England: <https://www.sportengland.org/why-were-here/mental-wellbeing>

<sup>4</sup> Divan V et al. *Journal of the International AIDS Society* 2016, 19(Suppl 2):20803  
<http://www.jiasociety.org/index.php/jias/article/view/20803> | <http://dx.doi.org/10.7448/IAS.19.3.20803>

the experiences of nine different organisations who are all Laureus Sport for Good Foundation global partners and who have begun a journey to trans inclusion.

The Laureus Sport for Good Foundation was founded under the Patronage of Nelson Mandela in 2000, Laureus has since funded, nurtured and built more than 200 sport for development interventions in 40 countries. Through grant funding, capacity building, coalition building and evaluation and learning, we work across six focus areas: Women & Girls, Health, Employment, Education, Inclusive Society (tackling discrimination) and Peaceful Society (tackling violence). Laureus's mission is: 1) to support programmes which use sport to enhance the social and emotional development of children and young people in disadvantaged communities, reduce the impact of violence, conflict and discrimination in their lives, inspire healthy behaviour change and increase their educational achievements and employability skills, 2) to strengthen the effectiveness and sustainability of organisations through advice and support programmes focussed on impact measurement, governance, financial management and other organisational capabilities, 3) to highlight serious social issues faced by children and young people and we unlock greater resources for the sector through effective advocacy and communications.

The nine Laureus global partner organisations who participated in this research are at the beginning of a journey to include and support trans youth in their programmes. Through individual interviews and three virtual group conversations, they shared what is working, what challenges they face and what questions they still have. The findings of this research are a foundation and the beginning of a conversation that urgently needs to continue. Starting small and with a participatory approach, this piece aims to serve as a basis for more research in this area, which is very much needed. Based on the findings, the researcher has also created a shorter guide to first steps of trans inclusion for SfD practitioners. Recommendations are multiple and suggest the many next steps that further research and learning can take to gain a deeper understanding of how SfD programmes include and support trans youth. This research has started momentum with the participating group of nine organisations who are breaking new ground in SfD and connecting with and learning from each other. The conversation and connection they started together and intend to continue could be the most powerful output of this research project.

## Brief Literature Review: why we need to take action

Trans people are at greater risk of stigma, social isolation, homelessness, poor mental health and discrimination.<sup>5</sup> These interrelated circumstances exacerbate each other, creating a cycle of further isolation and marginalization.<sup>6</sup> Due to a lack of social acceptance and understanding in many countries, trans people suffer from social exclusion and discrimination which is often compounded by the lack of legal protections and in addition many countries have punitive

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<sup>5</sup> Stonewall: [https://www.stonewall.org.uk/sites/default/files/trans\\_stats.pdf](https://www.stonewall.org.uk/sites/default/files/trans_stats.pdf)

<sup>6</sup> Asia Pacific Transgender Network, United Nations Development Programme. Blueprint for the provision of comprehensive care for trans people and trans communities in Asia and the Pacific. Washington, DC: Futures Group: Health Policy Project; 2015.

national laws against LGBTQI+ and trans people. Research by the UNDP argues that working through a human rights perspective can help improve inclusion of trans people both socially and legally.<sup>7</sup> As the SDG's were created by the UN, which takes a human rights approach to the protection and inclusion of all people, "the international community's recent commitment towards Sustainable Development Goals (SDG's) presents an opportunity to catalyse and expand positive interventions."<sup>8</sup> Therefore, Sfd organisations who have largely made the same commitment to the SDG's are in a position to further expand efforts for inclusion of trans people.

As a sector, Sfd seeks to prove the physical, mental and social benefits of sport-based programmes. If the sector seeks to provide the benefits of sport to all people, and especially those who are most excluded and vulnerable, then special attention to how we can include and support the trans community is essential. Sport is lauded not only as a vehicle for social outcomes, but also the health and wellbeing benefits of participating in sport are widely acknowledged and are a basis for Sfd work.<sup>9</sup> Research that has focused on cisgender experience has found that sport and physical activity can help combat anxiety and depression as well as create social support.<sup>10</sup>

Unfortunately, the small amount of existing research that has investigated trans participation in sport has found that levels of participation in sport and physical activity among trans people are generally lower than participation of cisgendered people.<sup>11</sup> Many transgender people face barriers in access to sport and physical activity. A 2017 literature review of sport policies that effect trans people found that "it was evident from the studies that transgender people are facing barriers when engaging in competitive sport and sport-related physical activity. In relation to sport-related physical activity, lack of accessibility to an inclusive and comfortable environment appeared to be the primary barrier to participation."<sup>12</sup> Principal limitations for trans people include lack of access to facilities because of gender identity, transphobic behaviour, lack of awareness about the needs of transgender people in physical activity and sport environments. Lack of access to facilities such as bathrooms and changing rooms is widely acknowledged as a significant problem for trans people. A study with trans people in London found that almost one half of those surveyed did not want to use sport centres because of worry that they would not be able to use the changing room that aligned with their gender identity.<sup>13</sup> This issue of facilities has been called 'the bathroom problem' by trans researcher Jack Halberstam and has been a central concern for trans people in public spaces because of the way they are treated by others when they do not use a bathroom that society views as what they should, based on their

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<sup>7</sup> Divan, 2016

<sup>8</sup> Divan, 2016

<sup>9</sup> De Moor MHM, Beem AL, Stubbe JH, et al., 2006 & Hargie, 2017

<sup>10</sup> NHS National Institute for Health and Care Excellence, 2016

<sup>11</sup> Jones, B. A., Arcelus, J., Bouman, W. P., & Haycraft, E. (2016). Sport and transgender people: A systematic review of the literature relating to sport participation and competitive sport policies. *Sports Medicine*. Advance online publication. doi:10.1007/s40279-016-0621-y

<sup>12</sup> Jones et al., 2016 (pg 712)

<sup>13</sup> Whittle S, Turner L and Al-Alami M (2007) *Engendered Penalties: Transgender and Transsexual People's Experiences of Inequality and Discrimination*. London: The Equalities Review. Available at: [www.pfc.org.uk/pdf/EngenderedPenalties.pdf](http://www.pfc.org.uk/pdf/EngenderedPenalties.pdf) (accessed 10 March 2014). in Hargie, 2017

perceived gender expression. Studies have also found that the binary nature of sport is a barrier for trans people in sport and they often have had negative experiences trying to enrol in single gender sport activities or suffered transphobic comments or behaviour.<sup>14</sup> A 2017 qualitative study from Northern Ireland focused on how sport can exclude and socially isolate trans people points out four emerging themes that keep trans people from participating in sport or physical activity. These are summarized as: the intimidating nature of changing rooms, memories of negative sports experiences in school and fear of public spaces and staying out of sport and physical activity means that trans people are denied the health and social benefits that can be gained by participating.<sup>15</sup>

In spite of the discrimination and negative experiences that trans people can experience in sport settings, further research has found that frequent participation in sport and/or physical activity can be particularly beneficial to the mental wellbeing of trans individuals.<sup>16</sup> One particular literature review concludes that there are various ways that sport organisations and centres for sport can do much more to support local trans communities and create openings for them to enter into sport and physical activity, therefore accessing the benefits of sport activities. Some of the authors' suggestions include; developing campaigns to raise awareness about gender diversity, training for staff on gender difference and diversity, and making environments more inclusive.<sup>17</sup> These suggestions reflect and support the initiatives being taken by the SfD organisations who participated in this research.

In current media there is a growing discussion about trans participation in sport, the studies and discussion have been cantered mainly around participation in competitive or elite sport. We can see in the last year, and even more so in 2021, the attention and urgency around the debate of how transgender youth can participate in sport has exploded due to conservative and trans exclusionary laws that have been proposed in more than 18 US states since the beginning of 2020, including and not limited to Arkansas, South Dakota, Florida and Alabama.<sup>18</sup> Even though this research did not include SfD organisations in the USA, and most of the SfD organisations included do not work with elite sport or within a competitive environment, this wave of transphobia in the global sport realm is relevant and concerning. In addition, research reviewing trans exclusionary policies in competitive sport says "while a distinction needs to be made between the issues and experiences transgender people have with regard to participation in sport and competitive sport, it also needs to be acknowledged that there is an overlap. Transgender male and female individuals have anecdotally discussed that access to sport

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<sup>14</sup> Keogh, 2006 P, Reid D and Weatherburn P (2006) *Lambeth LGBT Matters: The Needs and Experiences of Lesbians, Gay Men, Bisexual and Trans Men and Women in Lambeth*. Lambeth: Sigma Research. Available at: [www.sigmaresearch.org.uk/files/report2006c.pdf](http://www.sigmaresearch.org.uk/files/report2006c.pdf) & Hargie, 2017

<sup>15</sup> Hargie, O. D., Mitchell, D. H., & Somerville, I. J. (2015). "People have a knack of making you feel excluded if they catch on to your difference": Transgender experiences of exclusion in sport. *International Review for the Sociology of Sport*, 52(2), 223–239. doi:10.1177/1012690215583283

<sup>16</sup> Jones, 2017 (pg 229)

<sup>17</sup> Jones, 2016 (pg 712)

<sup>18</sup> ACLU: <https://www.aclu.org/news/lgbtq-rights/the-coordinated-attack-on-trans-student-athletes/>, HRC: <https://www.hrc.org/press-releases/florida-senate-passes-anti-trans-sports-bill> and The Guardian: <https://www.theguardian.com/us-news/2021/mar/23/anti-trans-bills-us-transgender-youth-sports>

participation (such as becoming part of the local football team) is restricted as even community and local sport organisations who play at a recreational level implement transgender competitive sport policies.”<sup>19</sup> In light of the media attention and international trans exclusionary sport policies that have been developed deciding who should be allowed to play or not, it is all the more urgent to be researching the experiences of trans youth and the best ways that the SfD sector can be more inclusive and perhaps fill the gap that the competitive and elite sport sectors are creating.

There is a general need for more research on the topic of trans in sport and experiences both by organisations supporting trans people in sport and about the experiences of trans people themselves. Most of the existing literature is concerned with elite and competitive sport and policies around gender testing and regulation, and the majority is focused on contexts in North America, Europe and Australia. One article on the experiences of trans people in sport in Northern Ireland summarizes the continued need for more research saying, “it is fair to say that both the public understanding of, and policy responses to, transgender issues remain in their infancy. General acknowledgment of barriers to transgender participation is yet to be enriched with deeper understanding of how transgender people experience sport and physical activity.”<sup>20</sup>

## Approach/Methodology

The author took a Participatory Action Research approach. Participatory Action Research (PAR) is collaborative research in which the people who are concerned about an issue take the lead in producing knowledge about the issue. A PAR approach is driven by participants, is collaborative at every stage and should result in actions or change in relation to the issue being researched.<sup>21</sup> The nine organisations involved in the research led in developing the research questions and gave feedback and comments on emerging results in group meetings throughout the research process. The findings are primarily focused on individual interviews with members of the nine organisations and emerging actions taken and outline steps, or actions, that can be taken by other SfD organisations.

Alongside this research, the author has developed a guide that summarises the findings and can serve as a roadmap for other SfD organisations to take first steps to be trans inclusive. The guide is also a co-created piece of work that is intended to be meaningful and useful to other SfD organisations and the broader sector.

The nine organisations participating in this research were selected from Laureus Global’s grantee portfolio; those grantees who were either known to be collecting trans and non-binary participant programme data, or who were in some way already working to integrate broader diversity inclusion into their programming. A broader invitation was also put out to members of the Gender Equality Learning Community Group. There were ten organisations who responded

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<sup>19</sup> Jones, 2016 (pg 712)

<sup>20</sup> Hargie, 2017

<sup>21</sup> <http://communitylearningpartnership.org/wp-content/uploads/2017/01/PARtoolkit.pdf>

and nine who finally participated in the research. Below is a list of the nine organisations, their locations and a brief description of their work:

- **The Wave Project, UK:** The Wave Project works in locations across the UK. They use surfing to help young people improve their emotional and physical wellbeing and run beach schools to help children feel more engaged in education.
- **The Naz Foundation (India) Trust, India (Naz):** Delivering programmes around India, Naz creates safe spaces through sport and life skills education. Naz enables young people, socially and economically by building their leadership to realize their potential and become agents of change. The main sport they use is netball.
- **Skateistan, South Africa Cambodia and Asia region:** Works with children through skateboarding and education. They combine skateboarding with creative, arts-based education to give children the opportunity to become leaders for a better world. Their focus is on groups who are often excluded from sports and educational opportunities, especially girls, children living with disabilities and those from low-income backgrounds.
- **ChildFund Sport for Development, Global - including Laos:** ChildFund Sport for Development's partnerships provide children with opportunities to play, learn and grow. Using integrated sport and life skills learning, young people from vulnerable communities are equipped to overcome challenges, inspire positive social change and take active leadership roles within their communities. ChildFund S4D works across a number of countries, including Laos, and enables the delivery social and emotional learning through a range of sports - including rugby through the Pass It Back programme.
- **Active Communities Network, Northern Ireland and UK:** Active Communities Network is a sport for development charity which uses sport as a pathway for young people into education, training and employment. In Belfast they work with partners across the city to deliver sport for development activities and support young people.
- **School of Hard Knocks, Wales and UK:** School of Hard Knocks uses rugby, boxing and strongman courses, supported by a curriculum of powerful life lessons to work with children and adults. They work with unemployed adults to find and sustain employment; and with school children at risk of exclusion to help them re-engage with education.
- **Waves for Change, South Africa:** Waves for Change provides a child-friendly mental health service to at-risk youth living in unstable communities. Through access to safe spaces, caring mentors, and a provision of weekly Surf Therapy sessions, W4C gives children skills to cope with stress, regulate behaviour, build healing relationships, and make positive life choices.
- **Slum Soccer, India:** Slum Soccer uses soccer as a vehicle that transcends race, religion, language and gender to bring about a change in the lives of street dwellers and to equip the underprivileged to deal with and emerge from the disadvantages of homelessness.
- **The Running Charity, UK:** In London, Manchester and Leeds, the Running Charity uses running groups and activities to help young people who are at risk of homelessness build resilience, confidence and self-esteem and to improve the lives.

## **Phase 1:**

The research began with a virtual group meeting on January 18<sup>th</sup>, 2021 attended by all of the nine organisations who expressed an interest in joining the research, led by Alison Carney, the lead researcher, and supported by research advisor Clare Byarugaba and Laureus Sport for Good Head of MEL and Research Angela Bonora. The objectives of this first collective session were: 1) to frame the key questions of the research, 2) to identify the organisational representatives to be included in next stage interviews.

As a result of collective discussion with the group, we came up with a list of eleven research questions. Although all eleven questions were used to form the interview guide, the findings focused on these three key research questions:

- *What are the factors that need to be in place and shape the environment to make inclusion work?*
- *How do we know we are providing a safe space to young people who are trans or non-binary in our activities?*
- *How do we best prepare staff and coaches to support transgender and non-binary youth?*

## **Phase 2:**

The next stage of the research process was to conduct individual interviews with all participating organisational representatives, as well as with coaches and programme participants, where possible.

Based on feedback obtained from Phase 1 virtual workshop, the researcher designed interview guides to conduct semi-structured interviews with those identified for interview. Originally, the proposal was to conduct nine interviews, with staff members at each organisation, but the response of each of the participants in this research was so enthusiastic that it resulted in the researcher interviewing twenty-five individuals – directors, project managers, coaches, members of partner organisations and trans identified ex-participants/athletes.

The twenty-five interviewees were:

| <b>Organisation</b>                | <b>Position</b>                 |
|------------------------------------|---------------------------------|
| Skateistan                         | Programs Director               |
| Skateistan South Africa            | General Manager                 |
| Slum Soccer                        | Chief Executive Officer         |
| Slum Soccer                        | Project Manager                 |
| Slum Soccer                        | Project Manager                 |
| streetfootballworld (Play Proud)   | North America Director          |
| Active Communities Network Belfast | Project Manager                 |
| Active Communities Network Belfast | Project Coordinator             |
| The Naz Foundation (India) Trust   | Manager - Learning & Innovation |

|                                  |                                      |
|----------------------------------|--------------------------------------|
| The Naz Foundation (India) Trust | Chief Operating Officer              |
| The Naz Foundation (India) Trust | Learning and Innovations Associate   |
| The Naz Foundation (India) Trust | Training Coordinator                 |
| School of Hard Knocks Wales      | Director, Cymru                      |
| School of Hard Knocks Wales      | Participant                          |
| School of Hard Knocks Wales      | Friend of organisation               |
| The Running Charity              | Women's Programme Coach              |
| The Running Charity              | Programme Manager                    |
| The Running Charity              | Coach                                |
| Barnardos                        | Project Worker                       |
| The Wave Project                 | Founder and CEO                      |
| The wave Project                 | South Devon Coordinator              |
| Waves for Change                 | MEL Director                         |
| ChildFundS4D                     | Sport for Development Impact Manager |
| ChildFundS4D                     | Coach Group Leader                   |
| ChildfundS4D                     | Rugby Coach                          |

**Phase 3:**

The second virtual group meeting was conducted on March 15, 2021 and was attended by the same representatives of each organisation who were at the first group meeting. The objectives of the second virtual meeting were: 1) for the researcher to share the emerging findings from the interviews with the group and get their feedback, 2) to discuss any actions taken by members of the group since the first meeting in January 2021.

In the process of analysing and collating the interviews, the researcher began to see different areas for actions emerging. The emerging findings were presented to the group under 4 emerging themes: **1) Organisational culture and design for inclusion 2) Preparation and training for staff and coaches 3) Creating an inclusive and supportive environment for trans youth 4) Opening access and continued support for trans participants.**

The group was eager to learn about the experiences and examples from others that were presented in the emerging findings and there was general agreement that organisation of the findings resonated with their experiences. Several members of the group shared that they had already taken further actions to be more trans inclusive since the meeting in January. The Wave Project amended their child safeguarding policy to explicitly include a section for trans and non-binary inclusion and support. The Skateistan South Africa team talked to a group of parents of their participants about LGBTQI+ children and their needs. School of Hard Knocks Wales developed and delivered an internal training for staff on trans awareness and inclusion. All three organisations shared that being part of this research had helped them to take these actions.

#### **Phase 4:**

The final phase of the research was to write the report and the guide and to have a third virtual group meeting. The guide reflects the findings of the report but is presented in a clearer format for SfD organisations who seek to become more gender inclusive. The report and guide were reviewed by research advisor Clare Byarugaba and Laureus Sport for Good Head of MEL and Research Angela Bonora and then sent to the nine organisations to review as well.

During the third virtual group meeting, the group discussed the guide and gave feedback to the researcher, that was then integrated into the guide. The group also discussed next steps after the research and unanimously decided that they would like to continue to meet to share updates about their ideas and actions to include trans youth, and also to continue to support each other and learn from each other. They plan to meet every quarter to reflect and discuss what they have been doing.

#### **Focus on trans and not LGBTQI+**

The focus of this research is on transgender, non-binary and gender non-conforming inclusion in SfD programmes and not on all LGBTQI+ identities, although LGBTQI+ is also mentioned and discussed in relation to trans inclusion. Although there is an intrinsic link between trans and LGBTQI+ inclusion in sport, it is important to understand and recognize the distinct experiences and barriers that affect trans individuals, although many of these overlap and intersect with the barriers and prejudices experienced by the greater LGBTQI+ community. Sexuality and gender are different, and although often discussed together (hence the acronym LGBTQI+), there is also reason to understand the different needs, barriers and actions for inclusion and support of gender diverse individuals and those of individuals with diverse sexualities. This is not intended to place a hierarchy on the needs of trans youth and LGBTQI+ youth, but rather to understand more deeply what strategies can be taken to better include and support trans people in SfD. The reason for this research and focus on trans is to challenge the discourse of “gender equality” within SfD to consider and include gender diverse people, which there is not yet any existing research about. In sport research trans experience is usually subsumed into and incorporated into research about LGBTQI+ experience in general.<sup>22</sup> Similarly, there is existing research about LGBTQI+ experiences in SfD, but none it specifically investigates trans inclusion.<sup>23</sup> The author does not wish that this distinction is interpreted as a separation of trans and LGBTQI+, but rather a clarification that gender diversity carries distinct barriers and issues to diversity in sexuality, although in many ways the two overlap and intersect.

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<sup>22</sup> Hargie, 2017

<sup>23</sup> Carney, A., & Chawansky, M. (2014). Taking sex off the sidelines: challenging heteronormativity within ‘sport in development’ research. *International Review for the Sociology of Sport*. <https://doi.org/10.1177/1012690214521616> and Saavedra M (2009) Dilemmas and opportunities in gender and sport-in-development. In: Levermore R and Beacom A (eds) *Sport and International Development*. New York: Palgrave Macmillan, pp. 124–155.

## Findings

The nine organisations who participated in this research are all at the beginning of their journey to include and support trans participants. The insights and learning and actions that these nine shared during interviews and the group sessions were organised by the researcher into four emerging themes. The four themes are:

- **Organisational culture and design for inclusion**
- **Preparation and training for staff and coaches**
- **Creating an inclusive and supportive environment for trans youth**
- **Opening access and continued support for trans participants.**

With a focus on these themes, the researcher reviewed relevant academic studies and literature on trans inclusion in and used any common findings to bolster the findings from the interviews and group discussions.

Based on the four themes that emerged, the researcher organized this section into clear actions that make up four suggested steps. The intention of presenting the findings in these steps is to make it easy for the key audience to apply the research and take action, rather than just academic reflection. The four action steps are:

1. **Self-Assessment:** Are you inclusive of trans people? Why are you not inclusive? Why are trans youth not coming to your programme?
2. **Build knowledge and understanding within the organisation**
3. **Create policy**
4. **Embed Reflection:** Reflect, Re-think and Re-design your programme to create better access and support for trans youth

### Step 1: Self-Assessment

#### Reflect on inclusion

A starting point for all organisations is to reflect on inclusion; how to be inclusive and what processes are in place to be inclusive of diverse members of the community. Two Project Managers from *Slum Soccer* in India explained that they became aware of the need for training on LGBTQI+ inclusion by reflecting on the process they went through as an organisation to include deaf participants. In order to be truly inclusive they had to start by understanding the community barriers and issues faced by this particular group (deaf children), they then had to gather information and knowledge in order to create a sustainable relationship with this group of people in their community. This has led the entire *Slum Soccer* team to learn sign Indian language, to hire deaf coaches, and to establish a programme specifically dedicated to the inclusion of deaf children. They now are undertaking a similar process to be inclusive of trans youth. In relation

to trans inclusion, one of them said, “we want to use all of this learning and bring it into our approach to work with the LGBTQI+ community and trans people.”

The founder of *The Wave Project* in the UK, expressed a similar attitude in how *The Wave Project* is approaching trans inclusion. He said:

*“Like inclusion in other areas, the goal is to enable people to feel like they are just able to be part of the group and they don’t have to go through special hoops, even if they need different support, that support is engrained. If we can find simple and effective ways of enabling transgender people to not feel like it is a big deal to take part in rugby or surfing, or any sport. Certainly that is the most important for sport at this level even if it doesn’t resolve all of the issues of competitive sport.”*

As a direct result of participating in the first virtual group meeting of this research in January, the nine organisations said that they had opened conversations with colleagues about what it really means to be inclusive and how they can actually be inclusive of trans people, beyond a tick-box exercise. Although there are different degrees to which the nine members of the group feel their organisations are ready to support trans participants, they all agree that in order to truly be inclusive, it is not just about saying you are inclusive, it is about the actions you take to make your organisations and programme more inclusive.

### **Leaders create inclusive culture**

These nine organisations joined the research because their leadership teams are striving to be more inclusive. Leaders, or ‘champions’, for trans inclusion can be directors, project managers, coaches, and even board members, as is the case at *The Wave Project* where a board member who has a trans child helped begin a conversation and build knowledge about trans inclusion within the organisation.

At *Naz*, an organisation that works across India, leadership on LGBTQI+ issues is long established and the foundation is well-known for their LGBTQI+ advocacy. However, staff members have pointed out that this advocacy has historically been separate from the SfD programming because of the difficulty of running sport activities in schools where it is illegal to talk about sexuality, or trans issues. In spite of this difficulty, the four members of *Naz* interviewed agreed that the organisation has a culture of inclusion and actively creates spaces for learning, which has in turn influenced the SfD programme. The Training Coordinator at *Naz*, said that most important for her has been leaders at the top of the organisation who talk openly about LGBTQI+ and trans inclusion, which she says creates an organisational culture that is understanding and prepared to support trans people. The greatest challenge they face is not within their organisation, but in the community and schools in which they work. The founder of *Naz* has supported conversations every year at the annual staff retreat where they talk about LGBTQI+ inclusion and host a space for questions and discussion. The Learning and Innovation Associate at *Naz* said that she first learned about trans during one of these retreat discussions. In her community and schools, it was a taboo topic that was not discussed and therefore she had learned negative and inaccurate

stereotypes. It was in the annual retreat that she learned that the stereotypes she had were wrong.

The *Slum Soccer* CEO, explained their reason to begin taking actions to be inclusive of trans and LGBTQI+ people. He said, *“we wanted to create a place for the community members to feel comfortable and safe, and although we didn’t have people who openly identify themselves as on a gender spectrum, we wanted to be ready.”* He therefore sought a way for the organisation to build their understanding of LGBTQI+ and trans and joined the *Play Proud* programme. Play Proud is an initiative organized by *streetworldfootball*<sup>24</sup> that includes fourteen football-based SfD organisations from around the world. The initiative aims to equip these organisations with the skills and knowledge to establish safe spaces for LGBTQI+ youth in sport.<sup>25</sup> The *Slum Soccer* CEO explained that before Play Proud they wanted to be inclusive of trans youth, but they realized that they didn’t have the language or understanding of these members of their community to know how to engage them. Without the language and understanding, the coaches and staff felt unsure how to begin to engage with the trans community, or even how to open conversations about LGBTQI+ experience.

A Coach Group Leader at *ChildFund S4D’s* partner organisation in Laos, explained that her role means that she has the voice and influence with other coaches to help guide them to be more gender-sensitive and create safer sport spaces. She described her approach to helping other coaches support trans young people: when a coach has a trans young person who comes and wants to attend the programme she holds a session with that coach to teach them how they can include that player in the rugby sessions. This way, the coach will be able to translate this to the players on their team and they will have the improved knowledge and understanding to change their attitudes and behaviours.

### **When in doubt, ask**

Learning from trans people themselves what may be a barrier to their participation or what doesn’t feel comfortable is essential to understanding how your programme is excluding them. Asking trans participants, trans staff or volunteers what their needs are and listening to and understanding the answer is the key to increasing access improving how you support them. As the Programme Manager at *The Running Charity* in Manchester explained it is important to see beyond a young person’s gender. He said, *“start with the person”* and talk to them about who they are, what name and pronouns they would like you to use and why they are there.

When asked what sport organisations can do to better to support trans people in sport, a friend of School of Hard Knocks in Wales said:

*“If you are going to ask me a question, ask me the question and LISTEN to the answer. Don’t waffle and be unsure, just ask me the question. And be direct about it. If you are coming at it from a genuine place of wanting to improve things or be*

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<sup>24</sup> [www.streetfootballworld.org](http://www.streetfootballworld.org)

<sup>25</sup> Play Proud: <https://www.common-goal.org/Stories/Be-Proud--Play-Proud--Change-the-Game-2019-06-19>

*a better ally, just ask the question. If you are not sure what pronouns someone uses, just ask them. What pronouns would you like me to use? It's not difficult. And if you get pronouns wrong, it's ok just realise it."*

Some of the other questions that an organisation can ask trans young people who come to join activities are: what team they want to play on, what sort of changing facilities they need, or what pronouns they prefer. These are the types of questions that can help an organisation create a more inclusive program. There are questions that are invasive and inappropriate to ask a trans participant, such as personal questions about their bodies or their transition and these should be avoided. Respect and only asking questions that are necessary to provide support to a young person are the guiding principle for deciding what to ask about.

In addition to asking and listening to trans participants, it is important to understand the experiences of trans youth through MEL (monitoring, evaluation and learning). This will help an organisation understand if they are creating a safe and supportive space for trans people who have attended activities. Developing MEL tools for measuring and tracking progress in terms of inclusion and support of trans participants, (both quantitative and qualitative) will help organisations keep themselves internally accountable to their commitment towards trans inclusion. *The Wave Project*, for example, uses questionnaires with parents to get feedback about their child's experience in the programme. The South Devon Coordinator at *The Wave Project* shared that reading feedback from parents of trans children who had participated confirmed when the staff and volunteers had made a child feel safe and how the parents observed the benefits for their child of participating in the programme.

### **Review the language in forms and paperwork**

The forms and paperwork that an organisation uses for registration of new participants or for MEL can be exclusive and off-putting for trans youth who want to join activities. Not providing gender identity options beyond "male" and "female" can lead to exclusion of trans youth, or a misunderstanding or mis-gendering of participants in the programme (or volunteers who join the programme).

*Active Communities Network* in Belfast explained that they have are changing their intake forms for new young people joining the programme so that they include more than just male/female options for gender identity. Staff members also observed that the reporting forms and templates that they have to complete for funders should be made more gender inclusive. They have initiated conversations internally about how to give constructive feedback to funders to make reporting inclusive of trans youth and their experiences. They also emphasized that changing their forms is not enough and they will seek to be inclusive across the organisation. The Youth Coordinator at *Active Communities Network* said: *"There is no excuse for not being truly being inclusive, which means thinking about inclusion in all different aspects of your programming. We need to recognize when policy is driven by funders or when it is driven from a real wish to be more inclusive from our own organisations."*

A powerful theme that arose throughout this research is that including trans people in SfD programming should not be a tick-box exercise. Changing your intake, registration and reporting forms to include options for diverse genders means you must also do the work within your organisation to provide support and safe spaces for young people who identify themselves as such.

### **Practical exercises to promote inclusive culture**

None of the organisations who participated in this research are strangers to talking about inclusion, even if they have not yet been intentionally inclusive of trans people. In conversations about how they want to be more inclusive of the trans community some of them shared practical activities they already do to promote awareness, address stereotypes and create conversation about topics that many staff members are not experts on.

At *Naz*, during their annual retreats, they use a “Myths box” where members of staff can anonymously leave questions or comments about things. As the staff of *Naz* shared, this is intended as a non-judgmental way of addressing lack of information, knowledge, or prejudices that someone might have. The myths are then addressed and discussed through conversation. One *Naz* staff member observed that this was the first space she was able to learn about LGBTQI+ identities. Formalizing conversation spaces is an excellent way to promote inclusion and equality.

At *Waves for Change* in South Africa they do an exercise with their coaches called the “values culture” exercise. The objective of the exercise is to create a culture among coaches, volunteers and staff that is true to the values of the organisation. *Waves for Change* has yet to include gender diversity as part of this exercise, but it may be a way for them to begin initiating conversations about trans inclusion in the future.

At *School of Hard Knocks* Wales, they do a “knowledge audit” with the entire staff to identify different staff expertise across the organisation, and to encourage those who are passionate about a specific topic to lead on developing that area within the organisation. This could also be a way of building internal champions for trans inclusion within organisations.

## **Step 2: Build knowledge and understanding within the organisation**

### **Training and support from local trans or LGBTQI+ organisations**

In order to build internal awareness, most of the nine organisations, with the exception of the *Naz*, who have staff who are experts in LGBTQI+ rights, must go outside of their own organisation to get training to learn about how to support trans youth. One of the ways they are doing this is by reaching out to local organisations that have a relationship with the trans community. This need for sport leaders to have the knowledge and experience to support the trans community is very clear and is further substantiated by 2008 Sport England literature review of LGBTQI+ in sport, which found that managers avoided responsibility for the discrimination that LGBTQI+

people experience by claiming they lacked the expertise to develop solutions.<sup>26</sup> It cannot be said if the managers in this review would have the motivation to develop solutions to discrimination even with training, but according to internationally recognized guidance on trans inclusion as well as the experience of the organisations involved in this research, training is an essential step to preparing sport managers, or coaches to be able to combat discrimination.

*ChildFund Sport for Development* in Laos found a local Lao organisation that works with the trans and MSM (men who have sex with men) community to deliver a workshop on SOGIE (sexual orientation, gender identity and expression) for their implementing partner staff. *School of Hard Knocks* staff attended online trainings facilitated by Stonewall UK.<sup>27</sup> Both *ChildFund S4D* and *School of Hard Knocks* found reaching out to experts useful as a first step, but they also recognize the need to continue to build awareness, conversation and training internally with staff and coaches. Following the Stonewall training, the *School of Hard Knocks* Wales Director designed and delivered a trans inclusion workshop for staff and coaches to promote further conversation about how to be more inclusive of trans people in their programmes. Having their first trans participant at *School of Hard Knocks* a few years ago was a learning experience for the Director and the staff and made them realize that they needed training. Their experience with that participant caused them to reflect on how ill-prepared the programme was to support him and has inspired them to really review everything they do to make sure it is welcoming and supportive of any trans participants. The Wales Director said that they have already made some changes but have a lot more to learn and hopes that “*maybe we can help others along as we improve so they can too. It’s really important to me that nobody at all feels excluded from what we do.*” Since the third virtual meeting of the group in April, *School of Hard Knocks* has shared the what they did in the internal training with *ChildFund S4D* who intend to develop an internal training as well.

On a similar trajectory, *Slum Soccer* contacted a Mumbai-based LGBTQI+ organisation called Humsafar Trust<sup>28</sup> to deliver an LGBTQI+ awareness workshop to staff. This training has been part of the groundwork that the staff at *Slum Soccer* believes will make them ready to welcome and support the trans and LGBTQI+ members of the communities where they work. The trainer that facilitated the training at *Slum Soccer* was a self-identified trans woman who talked about trans identities and gender binaries as well as shared personal experiences. She felt that the *Slum Soccer* team were receptive and empathetic. A staff member from Humsafar Trust shared that a main barrier to accessing sport for the trans community in India is a lack of knowledge about opportunities and said, “*there is a need for targeted sensitisation and awareness programmes in sports organisations. At the school level as well, an all gender-inclusive approach needs to be adopted, offering trans students’ opportunity to express their gender freely.*” They also said that *Slum Soccer* is on its way toward initiating a dialogue on gender and sexuality within the

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<sup>26</sup> Brackenridge et al. (2008) for Sport England: <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/so-summary-final1.pdf>

<sup>27</sup> <https://www.stonewall.org.uk/training-courses-and-opportunities>

<sup>28</sup> <https://humsafar.org/>

organisation and recommended that they continue by developing a policy on equal opportunity, anti-discrimination and affirmative action.

*Active Communities Network* hosted a training for staff facilitated by Cara-Friend<sup>29</sup>, an LGBTQI+ organisation in Belfast, after two of the staff realised they needed to have more knowledge so that they could comfortably support trans youth who were coming to their activities. The training examples of experiences of trans youth in the Belfast communities. The Active Communities Network staff members said that hearing first-hand examples of the lived experiences of local trans youth proved extremely helpful to supporting their own thinking around how their programme could be made more accessible to trans youth.

### **Building a knowledgeable network**

In addition to providing staff and coaches with training, it can be useful to have a network of volunteers, friends of the organisation or ex-participants who are trans and who are open and willing to be a resource to the organisation on their journey to becoming more inclusive. The majority of the members of this group shared that having personal experience with a friend who is trans, or a participant who identifies as trans, or a member of a partner organisation who is trans and understanding that person's experience was a great motivator for them to take action to make their organisation a safe and welcome place for trans people. Staff members at *The Running Charity* in Manchester have close contact with a participant who went through a journey of realising his gender identity as a trans man while on the programme. They not only learned from him while he was a participant but continue to learn from him as a friend of the programme.

Connecting with parents who have trans children and are knowledgeable as a resource to the organisation can also help with inclusion strategies and building rapport with the trans community. *The Wave Project* had a parent who works closely with Intersex UK and Pride Sport UK and they have found her knowledge to be an incredible resource. *Skateistan* in South Africa has started their trans-inclusion journey by opening conversations about LGBTQI+ with parents of participants and they were surprised to find that there was curiosity and interest in a workshop on the subject. As they work in a conservative community and have struggled to find ways to begin their journey of inclusion, this is an important first step that they are excited to share learning about.

Giving young people a chance to speak to each other and learn from trans young people themselves can be a crucial first step of opening conversations and building inclusion. *Active Communities Network* found that youth connected in a really positive and respectful way when they hosted a "World Café". The World Café consisted of tables, each with a young person who had agreed ahead of time to answer questions from other young people who came to their table, one of these volunteers was a trans young person, who *Active Communities Network* supported. The most important feature of the event is that it provided a safe and respectful space where youth could learn about all different types of diversity in their own community and meet other people who may be like them.

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<sup>29</sup> <https://cara-friend.org.uk/>

### **Referral relationships with other organisations**

Reaching out to LGBTQI+ organisations in the community can also lead to referrals both to a SfD programme and being able to refer a young trans person in your SfD programme to services and support. In terms of referrals to the SfD organisation, creating a network with other local youth organisations is a good way to reach trans youth who might otherwise be intimidated by sport due to past experiences in sport that were negative or exclusionary.

*Active Communities Network* realized that they had very few trans participants in their programmes and that these numbers do not reflect the larger community of trans youth that they knew exist in Belfast. Through reaching out and networking with other organisations in the community who work with youth, they have connected with an arts and drama organisation that has more LGBTQI+ youth participants. They have developed a relationship with this organisation that allows them to send referrals to *Active Communities Network* of youth who might benefit from the SfD programme.

*The Wave Project* discussed the importance of developing knowledge of reputable local services for trans youth that they can refer them to when issues come up that staff are not equipped to provide guidance on. Staff can be empathetic and gain awareness and knowledge about trans issues, but this does not mean they have the experience necessary to truly support a youth person who is struggling with a process of coming out as trans or the experience of being trans. Building a network of professionals and organisations that have expertise in trans experience and making staff and coaches aware of those is a good way of ensuring that they can provide the best support possible.

## **Step 3: Create policy**

### **Considerations when creating inclusive Policy**

When asked their advice about the actions SfD organisations can take to be inclusive of trans participants, several organisations said that developing a policy is important, but that this step should come after building awareness, understanding and support within the organisation.

The reason for this is to ensure policies are effective and so that they are supported by meaningful action.

It is important to have policy in place as an organisation builds knowledge and awareness, so that staff understand that the organisation is prioritising trans inclusion. An approach taken by *The Wave Project* was to amend their existing safeguarding policy to be trans inclusive. They recently added the following statement to their safeguarding policy as part of a process of becoming more inclusive of gender diversity:

### *Gender Diversity and Inclusion:*

*The Wave Project commits to treating all children with respect and acceptance. Wave Project staff or volunteers who work with children will never try to provide advice to, or guide children who are questioning their gender, but instead support them and adapt to their preferences.*

*We understand that some young people may feel awkward or uncomfortable in getting changed with other people, so we will always endeavour to provide private changing facilities for them. Where this is not possible, we will provide participants with changing robes to enable them to get changed privately.*

Familiarity with existing country laws can help organisations develop and support more gender-inclusive policies. The COO at *Naz* said that laws in India help them not only by backing up their policy but by giving them a rights-based argument for inclusive policy and practice. *Naz* was instrumental challenging an archaic law and bringing legal change when India decriminalized homosexuality in 2018, by amending Section 377 of the penal code, which has helped them bring attention to LGBTQI+ issues because they were able to argue rights and inclusion on moral and legal grounds. As an instrumental actor in advocating for the law, *Naz* has built a reputation through advocacy and that helps bring legitimacy to addressing inclusion of trans people in their other work.

### **Creating policy in conservative contexts**

In countries where laws actually penalize and ban rights from the trans and LGBTQI+ community, organisations must be equally informed and find strategies for being inclusive in spite of these laws. Clare Byarugaba<sup>30</sup>, an advisor on this research and LGBTQI+ rights expert and activist in Uganda, points out that creating an internal organisational policy that is LGBTQI+ inclusive in spite of local laws and customs that discriminate against trans people can help an organisation to make sure that people they work with directly adhere to a policy of inclusion and understand it. This, of course, should be handled with the safety of participants and staff in mind, but can be a helpful instrument to getting staff, volunteers and partners on the same page.

### **Signalling trans inclusion**

Staff members who recruit for a SfD programme and who are the first point of contact for a new participant have the opportunity to signal to young people if an organisation is inclusive and sympathetic to the trans community. On first contact staff should be open, friendly and demonstrate LGBTQI+ awareness through the inclusive language they use, or signalling by putting pronouns on a name tag for example, can open the door for trans participants.

Another action that organisations can take to promote gender sensitive practice, and that some of the organisations participating in this research have already begun is to put in place, is to develop visual signals to communicate they are a trans inclusive space. Signalling examples include: using gender-sensitive language organisational communication materials (for example,

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<sup>30</sup> Clare Byarugaba works at Chapter Four Uganda, a rights organisation in Uganda: <https://chapterfouruganda.org/>

using gender neutral terms or explicitly stating how you support trans participants), integrating the use of pronouns into staff titles or email signatures, which can signal to a trans person that an organisation is knowledgeable and a potential ally. An ex-participant from *School of Hard Knocks* reflected that he prefers when people do not ask a group directly to share pronouns, but instead use strategies like asking individuals to include their pronouns in an online profile or email signature, or to wear a pin or tag with their name and pronouns visible.

The trans flag and the LGBTQI+ rainbow flag can be useful signals to trans people that an organisation is welcoming and supportive. The same participant said, “*for me, when I see a trans flag in public or even if someone is wearing a little pin with the rainbow stripes and the trans flag stripes, I think, oh I can trust that person and I can be who I am with them.*” *Skateistan* has recently created a version of their logo that is a rainbow, in support of greater inclusion. They will be using this in different ways in their different country locations depending on when staff feel it will be helpful to signal that they are inclusive. Just as with creating policies, it is important that organisations do not use any of these flags to signal they are a safe space if they are not taking actions to actually ensure they are inclusive and safe. Likewise, it might not be safe to be out or to be known as a safe space for LGBTQI+. The Programmes Director at *Skateistan* pointed out, it is not enough to just use these signals, it opens a door, but we have to be doing the work from within the organisation to make sure that we are actually inclusive.

Organisations can also use social media to signal their support for the trans community. *Active Communities Network* participates in the Belfast Pride Parade and they have found that this is not only an important way to support trans and LGBTQI+ members of the organisation, but that when they use photos from Pride on their social media, they are able to signal to trans young people in the community that they are supportive of them. Again though, the research group emphasized the importance of ensuring all signalling efforts are supported by actual inclusion implementation practice, to avoid tokenism.

## **Step 4: Embed Reflection – Reflect, Re-design, Re-think**

### **Designing a structure for inclusion of all genders**

One of the barriers for trans people in accessing sport is the binary nature of many sports.<sup>31</sup> This has been recognized as an issue by *School of Hard Knocks*, whose primary sport is rugby, during the process of reviewing how their programme could be more inclusive. Historically, they have called their rugby courses the ‘male’ course and the ‘female’ course. This can be alienating to trans people, especially those who identify as non-binary. The Wales Director shared that they want to make sure that any young person feels comfortable and free to join whichever course feels most comfortable to them, regardless of their gender. She said that it is important to send a message to any young person that *School of Hard Knocks* are thinking about genders beyond the binary and that they are open and flexible. For this reason, *School of Hard Knocks* has changed their two courses to: “predominantly female identified” and “predominantly male

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<sup>31</sup> Keogh, 2006 in Hargie, 2017

identified". She said that along with advertising that they are inclusive and understanding, it is imperative that staff are prepared to support trans youth so that they back up the projection of inclusion that they are putting out into the community. After coming up with this idea, the staff consulted trans identified friends of the organisation in order to confirm that they felt this renaming of the courses would be more welcoming and comfortable for trans youth.

The 'bathroom problem', as it was coined by trans academic Jack Halberstam<sup>32</sup>, is a common concern for organisations. The bathroom problem is quite simply the fact that the general social norm of providing two bathrooms/changing rooms that are for either male or female creates a dilemma for a trans person using the facilities. Depending on if the organisation provides its own bathroom/changing room facilities or if it uses public facilities, addressing this problem will take different strategies.

*The Wave Project's* activities usually take place in public spaces, so they talk to their participants about which facility they want to use. On the other hand, *The Wave Project* is also building a new centre of their own where they are in discussion about how to provide the most inclusive and comfortable bathroom facilities for everyone.

The ex-participant from *School of Hard Knocks* who identifies as a trans man said that for him it was important to have an individual stall or toilet that they could use for two reasons: so that they do not have to decide which toilet to use, and so that they can change in private. For him, the women's toilet did not feel like a comfortable space because he is not female. Also, because his gender expression is not easily read as man, he felt uncomfortable using the men's toilet. There are many ways to address this issue, but the most important thing is that organisations recognize that not all trans people have the same experience. Someone who identifies as a trans woman might choose to use a women's toilet (or a toilet that is for people who identify as woman), whereas a non-binary person may not feel comfortable using a women's toilet or even a toilet that is for people who identify as female. Asking trans people who join the organisation what works for them and creating a situation that feels comfortable is the best way to find a solution.

When considering how to design programmes and infrastructure to address the potential barriers mentioned above, organisations need to recognize that not all trans people face the same barriers and issues in sport, so there is significant need to understand the different experiences of trans boys, trans girls, non-binary, questioning and intersex young people. A staff member at Barnardos<sup>33</sup> who work in partnership with *The Running Charity* in Manchester, said this is something that most organisations do wrong, they assume that all trans experiences are the same when in reality they are not.

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<sup>32</sup> Halberstam J (1998) *Female Masculinity*. Durham, NC: Duke University Press.

<sup>33</sup> <https://www.barnardos.org.uk/what-we-do/supporting-young-people/lgbtq>

Organisations may want to come up with other ways to make all participants feel comfortable in a changing room setting. For example, *The Wave Project* provides all participants with a dry robe that they use to change under if they choose to change out of a wetsuit among others. The founder reflected that they started implementing use of dry robes because they were thinking about body image and how some participants do not feel comfortable changing in front of others but that in fact it also may be helpful to any participant who wants more privacy when changing, especially if there are not adequate changing facilities or bathrooms. Having all participants use the dry robes also puts everyone on an equal footing and means that no one has to single themselves out as needing to use the dry robe.

### Creating Safer<sup>34</sup> Spaces

The concept of safer spaces within an educational setting was developed to describe environments where students would feel open to participate and “honestly struggle with challenging issues” specifically about identity.<sup>35</sup> In an article that argues the potential use of “safe and brave spaces” within organisations to promote inclusion, representation and equal voices for gender diverse individuals in the Australian context, the author describes safety as “absence of risk, danger, harm, controversy and other difficulties.”<sup>36</sup> This definition closely aligns with the principles of safeguarding and safer spaces adhered to by the SfD organisations in this research.<sup>37</sup> If leadership within an organisation intentionally creates these safer spaces, as *Naz* are doing through their annual retreats, this can be an effective way of building awareness and sensitivity about trans issues and addressing questions or gaps in knowledge that staff might have. The same article suggests that in order to create safer spaces where productive communication is possible and to enable open discussion about the gender binary and strategies to increase gender diversity and equality, organisations should be aware of potential pitfalls, such as putting the burden of explaining and solving the issue of trans inclusion on any trans people exclusively.<sup>38</sup> For this reason identifying individuals who can serve as “champions” and allies who take leadership on inclusion is important. Safety precautions should also be considered when creating and thinking about safer spaces, and there should be a set of “rules” for engaging in conversation within safe spaces (such as respect, how to listen, etc.). Advocates for Youth, an organisation in the USA, has a guide to creating safe spaces for LGBTQI+ youth which outlines an activity for creating group agreement, or ground rules, which can help participants feel safe. This activity

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<sup>34</sup> The author uses the term ‘safer spaces’ instead of ‘safe spaces’ because it is important to recognise that even though our goal is to create a safe space, not everyone feels safe in the same conditions or situation. Therefore we can only create a safer space and environment by recognising and being sensitive to the different experiences and needs of everyone present.

<sup>35</sup> Holley, L.C. and Steiner, S. (2005), “Safe space: student perspectives on classroom environment”, *Journal of Social Work Education*, Vol. 41 No. 1, pp. 49-64, doi: [10.5175/JSWE.2005.200300343](https://doi.org/10.5175/JSWE.2005.200300343). in Ladwig, R. (2020), “Proposing the safe and brave space for organisational environment: including trans\* and gender diverse employees in institutional gender diversification”, *Gender in Management: An international journal*, (p. 4)

<sup>36</sup> Ladwig, R. (2020), “Proposing the safe and brave space for organisational environment: including trans\* and gender diverse employees in institutional gender diversification”, *Gender in Management: An international journal*

<sup>37</sup> Waves for Change Child Protection Policy: [https://www.waves-for-change.org/wp-content/uploads/2020/03/2019Feb\\_W4C\\_ChildProtectionPolicyManual.pdf](https://www.waves-for-change.org/wp-content/uploads/2020/03/2019Feb_W4C_ChildProtectionPolicyManual.pdf), The Wave Project Safeguarding Policy: <https://www.waveproject.co.uk/wp-content/uploads/2019/07/WP-Safeguarding-Policy-2018-.pdf>

<sup>38</sup> Ladwig, 2020

suggests ground rules such as: Respect – giving undivided attention to someone who is speaking, confidentiality – what is shared in the group stays in the group, sensitivity to diversity – being aware that others in the group may be different and being respectful, anonymity – having a questions or comments box that participants can use anonymously, etc.<sup>39</sup> These can be laid out in a safeguarding policy or simply be decided as a code of conduct with anyone and everyone who is part of these spaces.

Implicit in the creation of safer spaces is the need to reflect on representation and diversity among staff and volunteers in an organisation. Diversity of staff (or volunteers), and more importantly, creating an environment where staff feel comfortable sharing their gender identity is as important to being inclusive as it is to ensure there is access for young trans and non-binary youth. Anyone in an organisation can take a leadership role in terms of inclusion and be a champion and support for others on how to be inclusive of trans participants.

### **Having and using the right language**

In order for organisations to provide a safe space and support trans participants, staff need to understand the language around gender diversity. It is important to be aware of and sensitive to which pronouns young people prefer to use. The Youth Coordinator at *Active Communities Network* shared that it is important to not be afraid to ask someone what pronouns they prefer. Ideas on how to best address pronouns came from different organisations. *Active Communities Network* want to add gender identity and pronouns to their intake forms when a young person joins the programme. They also pointed out that the first point of contact at organisations can ask a young person and then it will be on record for anyone working with them. Another option is for coaches and staff to wear a pin with their pronouns. The ex-participant from *School of Hard Knocks* said that he appreciates when he goes to a new space or event when the organizer has a nametag with their pronouns on it, he said this makes him feel that there is someone in the room who understands.

Training can help staff and coaches understand and use the right language, which is essential to supporting gender participants. The language in each of the contexts that these organisations work in is different, and it is important to understand what that language is and how trans people might identify in order to support them. Many of the existing guides and glossaries of terms are created in North American and European contexts and therefore they reflect the language used in those places. Although this language can be useful to organisations internationally as a point of reference and understanding, it is not necessarily representative of the language used by the local trans or LGBTQI+ community. Understanding local terms, identities and pronouns and using those to communicate with the community is essential. For this reason *ChildFund S4D* sought out a local organisation in Laos to design and deliver training in the Lao language.

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<sup>39</sup> Advocates for Youth Creating Safe Space for GLBTQ Youth: a Toolkit (pg 27) :<https://advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/safespace.pdf>

### **Coach attitudes matter**

SfD organisations, have an opportunity and responsibility to offer a safe space for all people to participate in sport. This is especially important in light of the barriers that trans people face in accessing sport, as well as the current trend in trans exclusionary policies that are growing from the US as well as in international sports governing bodies cited in existing literature. SfD organisations can shift the focus from debates about bodies and competition to the value of participation for all. Coaches with an inclusive attitude who are prepared to support trans youth have the opportunity to engage people who would not otherwise join a sport activity.

It is really challenging to attend a sport programme or enter any new space if you are the only person who is different, whether that is trans, or any other difference in identity, experience, or ability. As staff from the *The Running Charity* put it, “everyone wants to belong.”

A rugby coach at *ChildFund S4D*'s partner organisation in Laos told a story about a young person who was described by their peers as a “tomboy.” This young person came to join this coach's team of girls. The coach observed that the girls on the team were reluctant to engage with this young person. She used the opportunity to lead a discussion with the team about gender roles and sexual orientation. The discussion helped the girls to understand the situation and recognise that being different is not easy, and that everyone can feel discriminated against because of their gender. The result of the discussion was that the girls became more accepting of the new member of their team. The players apologised to their new teammate and over time they all became close friends. The coach explained that later, other players who identify as ຄົນຫຼາກຫຼາຍ ທາງເພດ (khon lak lai thang phet), meaning "people who identify as/are LGBTQI+”, wanted to join her team because they saw that it was a comfortable and safe space for them.

### **Trans and LGBTQI+ groups**

Creating a space or team that is exclusive to LGBTQI+ or trans participants is another strategy that some of the participating organisations have found creates an important space for participation and connection of young people. *The Running Charity* in Manchester works in partnership with *Barnardos*, which is the largest national children's charity in the UK. They have been working with a particular project or *Barnardos* that is LGBTQI+ specific and have started an LGBTQI+ only running group. One staff member at *The Running Charity* believes this group provides a different focus to a mixed group, but it also provides a space that may feel safer to young LGBTQI+ people who have had particularly traumatic experiences, which is the case with some of their participants. It gives them a route into running that they may not otherwise have.

Thinking along these same lines, as a first step to engaging the trans community in the sport for development programme in Delhi, *Naz* has partnered with People's Ultimate League (PUL), which is a grassroots initiative aimed at persons who have traditionally been discouraged from sport to introduce Ultimate Frisbee to a community of trans adults. Since inclusion of Trans youth in the organisations current S4D programme is still not possible due to the largely prevalent stigma and

homophobia, it makes sense to start with making sport accessible to the trans community who are excluded.

They feel that beginning by creating a connection with the trans community through this first frisbee team will help build a relationship that can make them more inclusive in future.

### **Creative participation**

Some organisations have come up with creative ways of engaging young people in activities even if they do not want to play the sport right away. As many young trans people have had negative experiences with sport in school, sometimes the process to supporting them back into sport might involve creative ways of getting them to participate until they feel comfortable enough to play the sport in the way it is traditionally played. Some examples are: rugby organisations can have touch rugby sessions, surf organisations might invite participants to get in the water before they try getting on a surfboard. Running organisations can invite participants to run or walk at whatever pace is comfortable for them, and accompany them along the way.

The ex-participant from *School of Hard Knocks* shared that he was just pleased to be part of the group, and when he did not feel comfortable joining in a rugby session, he took a different role and helped the coach set up the session. The South Devon Coordinator at *The Wave Project* described a similar philosophy when she said that staff and volunteers talk to each child who comes to the project about how they want to participate. If they do not want to surf, it is no problem and the volunteer that they are paired with will build sandcastles on the beach or just wet their feet with them. The important thing to these organisations is that everyone feels comfortable to participate in the way they want, and that they can still be part of the organisation, group or team. Research has shown that simply participating in sport will yield social benefits.<sup>40</sup> This is also the philosophy at *The Running Charity*, and a staff member in Manchester explained that when a young person comes to a running session they never force them to run, they just encourage them to participate in any way they feel comfortable with.

Most importantly, coaches need to talk to the team or group about how they adapt and about how everyone will participate in order to avoid any confusion. As the rugby Coach Group Leader at *ChildFund S4D*, explained, she can take a role to support coaches to do this and how to talk about trans issues because *“equality doesn’t mean just boys and girls. It means regardless of gender, regardless of age, everyone has the right and are entitled to benefit from the programme.”*

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<sup>40</sup> Armstrong, S., & Oomen-Early, J. (2009). Social connectedness, self-esteem, and depression symptomatology among collegiate athletes versus non-athletes. *Journal of American College Health*, 57(5), 521–526. doi:10.3200/JACH.57.5.521- 526 in Bethany Alice Jones, Jon Arcelus, Walter Pierre Bouman & Emma Haycraft (2017) Barriers and facilitators of physical activity and sport participation among young transgender adults who are medically transitioning, *International Journal of Transgenderism*, 18:2, 227-238, DOI: [10.1080/15532739.2017.1293581](https://doi.org/10.1080/15532739.2017.1293581)

## Adapting actions and ideas for your context

One of the significant gaps identified through the research is that there are very few resources or guides on trans inclusion in sport and none on SfD available with a focus outside of North America, Europe or Australia. This research is a very small step in promoting a conversation with Laureus supported organisations across the world are beginning to address trans inclusion in SfD programming. As can be seen through the findings, these organisations are at the beginning of a journey, and more research will be needed to follow their work and that of others to incorporate trans-inclusion in gender equality planning. The group of organisations involved in this research exchanged with each other and discussed ideas, even though those in the Lower Income countries saw the limitations of their context and felt that they cannot take action in the same way that those in Middle and Higher Income countries are able to. This does not mean they will not take action, it has just meant that they are at a different point in their journey and that their journey might involve different strategies and steps than those of the organisations in Wales, Northern Ireland and the UK. For example, creating gender inclusive policies may be a process that has to be internal and inward facing while an organisation builds awareness and understanding among staff and considers how best to address trans inclusion in a conservative culture.

Skateistan has a strategy to address stereotypes and discrimination against LGBTQI+ people in a conservative context. The conversation about including LGBTQI+ and trans children in the programs and how to address this is happening across all of their offices. While South Africa has been able to begin conversations with parents of participants in the program about LGBTQI+, this is not possible in all locations where Skateistan works. It is important to consider the safety of participants and opening the conversation in a direct and public way could be unsafe to participants and the organization's ability to work in certain communities. So, local teams are planning to address LGBTQI+ through the lens of bullying. Their focus will be on bullying, but it will be a way to open a conversation about sexuality and gender. Using the frame of bullying to address homophobia and transphobia topics is also described in several international guides, such as Athlete Ally's Guide for Coaches from the USA and Gender DynamiX's Trans\* 101 Guide from South Africa.<sup>41</sup>

Finally, taking examples from a guide and thinking through how the recommended activities or actions it might work in your community or organisation is a great start. Just because a guide or idea was not created in your context does not mean it is not useful. Often there are amendments an organisation can make use an idea or activity from someplace else in their own community or context. Until there are more leaders in the SfD and sport sector who can develop guides that are based in experience in specific and diverse countries or regions, it is good practice to use a critical eye and assess if any existing resources or guides can be adapted.

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<sup>41</sup> Athlete Ally: <http://www.athleteally.org/wp-content/uploads/2020/06/Ally-Guide-for-Coaches-2.pdf> and Gender DynamiX: [https://drive.google.com/file/d/1Qn\\_XALtS\\_EO\\_PoSO\\_cG7vtkw5VK77xtp/view](https://drive.google.com/file/d/1Qn_XALtS_EO_PoSO_cG7vtkw5VK77xtp/view)

## Conclusion and Recommendations

### Conclusion

Trans participation and genuine inclusion in SfD is far from established, but there are concrete actions that organisations can take to begin a journey. Expanding the understanding of gender equality in SfD and taking actions to include trans people is necessary in order to achieve social inclusion and gender equality. The four steps laid out the findings of this research are a starting point to trans inclusion and supporting trans communities around the globe. Participating in sport through SfD programmes can help trans youth who face social isolation, compounded mental and physical health challenges and who face multiple barriers to participating in sport and physical activity. SfD organisations have a unique opportunity to take action and fill a gap and be inclusive in a way that competitive sports are not.

Although each has begun to seek information and support to include trans people in their organisations, few of the people interviewed in this research would consider themselves fully knowledgeable about gender diversity, trans experience or LGBTQI+ issues. A simple example of the continued need for everyone to learn basic knowledge and language around gender is the near invisibility of the term cisgender in the conversations that took place in this research. When describing their own gender identity, many of the interviewees shared their pronouns but did not have the words to identify themselves as cisgender. This is not uncommon, and as some of the interviews highlighted, fear of getting it wrong or fear of not knowing are significant and limiting factors for staff and coaches who have not yet had experience or training on working with gender diversity. It is time to start the journey, and these nine organisations have begun to create a map, and they are more than willing to be resources for other SfD organisations.

The participatory and emergent nature of this research demonstrated the importance of peer exchange and conversations with other organisations who are working toward the same goal. The nine organisations who make up this “trans research group” have become a Community of Practice, a term has been used to describe a community of people who share a common concern or passion or work toward a common goal and interact regularly in to order to share and learn how to do what they do better. Some of the value gained by members of communities of practice consist of help with challenges, knowledge sharing, building new strategies and creating synergies.<sup>42</sup> This value was evident in the second group meeting when the nine organisations shared conversations they had had since joining this research group and actions they had taken since the first group meeting. In addition, the learning from and between the nine organisations is constantly evolving as the relationships that were formed during the group calls has led to exchanges between them and further actions taken since the beginning of this research and the interviews.

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<sup>42</sup> What is a Community of Practice? <https://wenger-trayner.com/resources/what-is-a-community-of-practice/>

The experience and learning of those interviewed is viewed by the author as the most significant resource for any SfD organisations looking for guidance on how to begin to include trans youth. The author hopes that although the details of these conversations are not all described here, that this research will inspire SfD organisations around the globe to reach out to the nine organisations who co-created this piece of work and the accompanying guide and ask them more questions which will ultimately expand and progress our understanding and ability to work toward gender equality.

## **Scope and limitations of the research**

As this research was designed as a foundational investigation that could lead to further research, it is possible and recommended that a next phase of research into the topic of trans inclusion and experience in SfD would include SfD organisations who are working in the USA, as the topic of trans inclusion in sport is at the moment extremely visible in the USA. A further geographic limitation is that the nine participating organisations represent only three continents (Europe, Africa and Asia) and only six countries (England, Wales, Northern Ireland, India, Laos and South Africa). This is a result of the methodology for selecting the group which was based on if organisations have reported working with trans participants, or if they expressed interest and desire to work with trans participants and chose to be part of the research. Next phases of research should include more diverse contexts if possible. The findings and recommendations that are presented here therefore are not intended to represent all the way that other SfD organisations in the same countries are addressing gender equality and trans inclusion and are specific to the organisations who participated in this research.

Another limitation of this research is that the researcher did not explicitly include intersex people in the design of research questions, interviews or investigation of existing literature. Although in one of the interviews intersex identities were mentioned in the context of a parent who was able to support on trans issues because they work with an intersex organisation, and intersex is included by default in the LGBTQI+ acronym, it should also be explicitly investigated. In some cases, intersex people might identify with trans and therefore be affected in a similar way by discrimination and policies, but there are also policies and measures in sport that specifically affect intersex people and should be investigated in further research.<sup>43</sup>

Finally, by nature of the fact that most of the organisations who participated in this research do not yet have any trans participants or have only had experience with one or two, there is not much insight into the experiences of trans youth in SfD that can confirm that the measures SfD organisations are taking for inclusion and equality are working. This should be a focus of further research as well.

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<sup>43</sup> Morris & Raalte 2016

## Recommendations

This research was designed to be foundational and therefore opens the path for many more directions to do further research to understand more deeply how SfD programmes can include and support trans youth, and also practical steps as to how the conversations that started as part of these research can be fostered to grow and continue. In addition to the three research questions that the findings of this research focus on, there were eight more research questions that emerged from conversations with this group and that can and should be investigated by further research. Recommendations for actions and further research are:

First, as the group of organisations who were invited to participate in this research were all Laureus grantees and all part of Laureus Global, not Laureus USA, it is recommended that in further research be conducted as to the experiences of SfD organisations in the USA with trans inclusion. It may be that organisation in the USA are farther along in their journey of including and supporting trans participants.

Second, there needs to be research conducted in more locations and with more SfD organisations across the globe. This very small sample is limited, and the research does not include any organisations from many other regions and countries, such as South America, the Middle East, Australia, etc.

Third, there is a need to investigate and understand the different experiences of trans individuals. This research grouped together a group of people who are extremely diverse. Each trans young person who comes to a SfD programme comes from a different experience and faces different barriers. This research did not examine the additional barriers that a trans youth might face if they are non-white, have a disability, are living in poverty or homeless, and so many other experiences. Deeper research to understand the experiences of trans youth in sport should consider these factors.

Fourth, as a result of all of the organisations in this research being at the beginning of their journey, the interviews focused on experience of coaches, staff and partner organisations with only a trans identified interviewees. There is a great need to understand the perspective and experiences of trans youth who have been part of SfD programmes not only to learn if steps that organisations are taking work for participants, but also to develop a greater understanding of what other steps and strategies SfD needs to take to best support the trans community.

Fifth, this research begins to tell the story of what SfD organisations are doing and the learning processes they are in to become inclusive, but there is a great opportunity to follow their stories and conduct long-term research with this already established group that will provide deep and diverse insights into the complexities of trans inclusion, and how that differs in each context and how organisations learn and adapt. This would be the first research of its kind in the SfD field.

Sixth, the group that has been established during this research have developed relationships and connections that are already leading to further learning and mutual support. Organisations are

connecting with each other to ask questions and learn based on conversations they have in the group meetings. As there is already motivation and a relationship of exchange between the group, it would be beneficial to their continued learning to convene meetings regularly, perhaps quarterly. As the research shows, safe spaces to connect on this topic can lead to organisational change.

Seventh, because of the breadth of this research and the nature of it being a foundational piece, the author could not describe in detail every conversation from every interview. There are some individuals who were interviewed who have experiences and stories beyond what was represented in this research that would benefit the entire sector to hear. For example, the way that the two young coaches working with *ChildFund S4D* in Laos are approaching inclusion in their communities are stories that coaches in any community who feel afraid and unprepared to include trans participants would benefit from. A platform or spotlight on the stories of some of the individuals interviewed in this research would lead to further learning for the sector as well, especially if in a different medium than written.

## Resources

### List of organisations who work in LGBTQI+ and trans rights, advocacy and education:

India:

Humsafar Trust

<https://humsafar.org/>

South Africa:

Gender Dynamix

<https://www.genderdynamix.org.za/>

GALA Queer Archive

<https://gala.co.za/about/history/>

Asia Pacific:

Asia Pacific Transgender Network

<https://weareaptn.org/>

ASEAN SOGIE Caucus

<https://aseansogiecaucus.org/>

UK:

Stonewall

<https://www.stonewall.org.uk/>

Mermaids

<https://mermaidsuk.org.uk/>

Gendered Intelligence

<https://genderedintelligence.co.uk/>

### List of existing guides on trans and LGBTQI+ inclusion in sport (produced in USA, Europe, Canada and Australia):

Outsport EU Toolkit for supporting sport educators in creating and maintaining an inclusive sport community based on diversity of gender identities and sexual orientations:

<https://www.out-sport.eu/wp-content/uploads/2019/11/OUTSPORT-TOOLKIT-EDUCATION-THROUGH-SPORT.pdf>

Sport Australia's Guideline for inclusion of transgender and gender diverse people in sport:

<https://www.sportaus.gov.au/integrity-in-sport/transgender-and-gender-diverse-people-in-sport>

Sport England and Stonewall's "Make Sport Everyone's Game" sport toolkit:

[https://learn.sportenglandclubmatters.com/pluginfile.php/21577/mod\\_resource/content/1/Make%20Sport%20Everyones%20Game.pdf](https://learn.sportenglandclubmatters.com/pluginfile.php/21577/mod_resource/content/1/Make%20Sport%20Everyones%20Game.pdf)

Ally guide for coaches Athlete Ally USA:

<http://www.athleteally.org/wp-content/uploads/2020/06/Ally-Guide-for-Coaches-2.pdf>

LEAP Sport Scotland list of LGBTQI+ and sport inclusion resources:  
<https://leapsports.org/files/3720-LEAP%20Sports%20Handy%20Resources%202020.pdf>

Non-Binary Inclusion in Sport Booklet UK:

<https://leapsports.org/files/4225-Non-Binary%20Inclusion%20in%20sport%20Booklet.pdf>

Egale Canada self-evaluation LGBTQI+ inclusion checklist:

<https://egale.ca/wp-content/uploads/2017/07/LGBTQI2S-Sports-Inclusion-Toolkit-Checklist-3.pdf>

### **List of guides on creating safe spaces:**

Advocates for Youth Creating Safe Space for GLBTQ Youth: a Toolkit (pg 27)  
: <https://advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/safespace.pdf>

GLSEN: <https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf>

The Trevor Project:

<https://www.thetrevorproject.org/wp-content/uploads/2017/09/Safer-Space.pdf>

### **List of glossaries:**

Stonewall Glossary <https://www.stonewall.org.uk/help-advice/faqs-and-glossary/glossary-terms>

Gender Spectrum <https://www.genderspectrum.org/articles/language-of-gender>

OutRight Action International: <https://outrightinternational.org/content/acronyms-explained>

Gender Dynamix Trans 101  
[https://drive.google.com/file/d/1Qn\\_XALtS\\_EO\\_PoSO\\_cG7vtkw5VK77xtp/view](https://drive.google.com/file/d/1Qn_XALtS_EO_PoSO_cG7vtkw5VK77xtp/view)

International Organisation for Intersex <https://oiiuk.org/546/welcome/>

### **Academic Articles:**

Armstrong, S., & Oomen-Early, J. (2009). Social connectedness, self-esteem, and depression symptomatology among collegiate athletes versus non-athletes. *Journal of American College Health*, 57(5), 521–526. doi:10.3200/JACH.57.5.521-526 in Bethany Alice Jones, Jon Arcelus, Walter Pierre Bouman & Emma Haycraft (2017) Barriers and facilitators of physical activity and sport participation among young transgender adults who are medically transitioning, *International Journal of Transgenderism*, 18:2, 227-238, DOI: [10.1080/15532739.2017.1293581](https://doi.org/10.1080/15532739.2017.1293581)

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Ladwig, R. (2020), "Proposing the safe and brave space for organisational environment: including trans\* and gender diverse employees in institutional gender diversification", *Gender in Management: An international journal*

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