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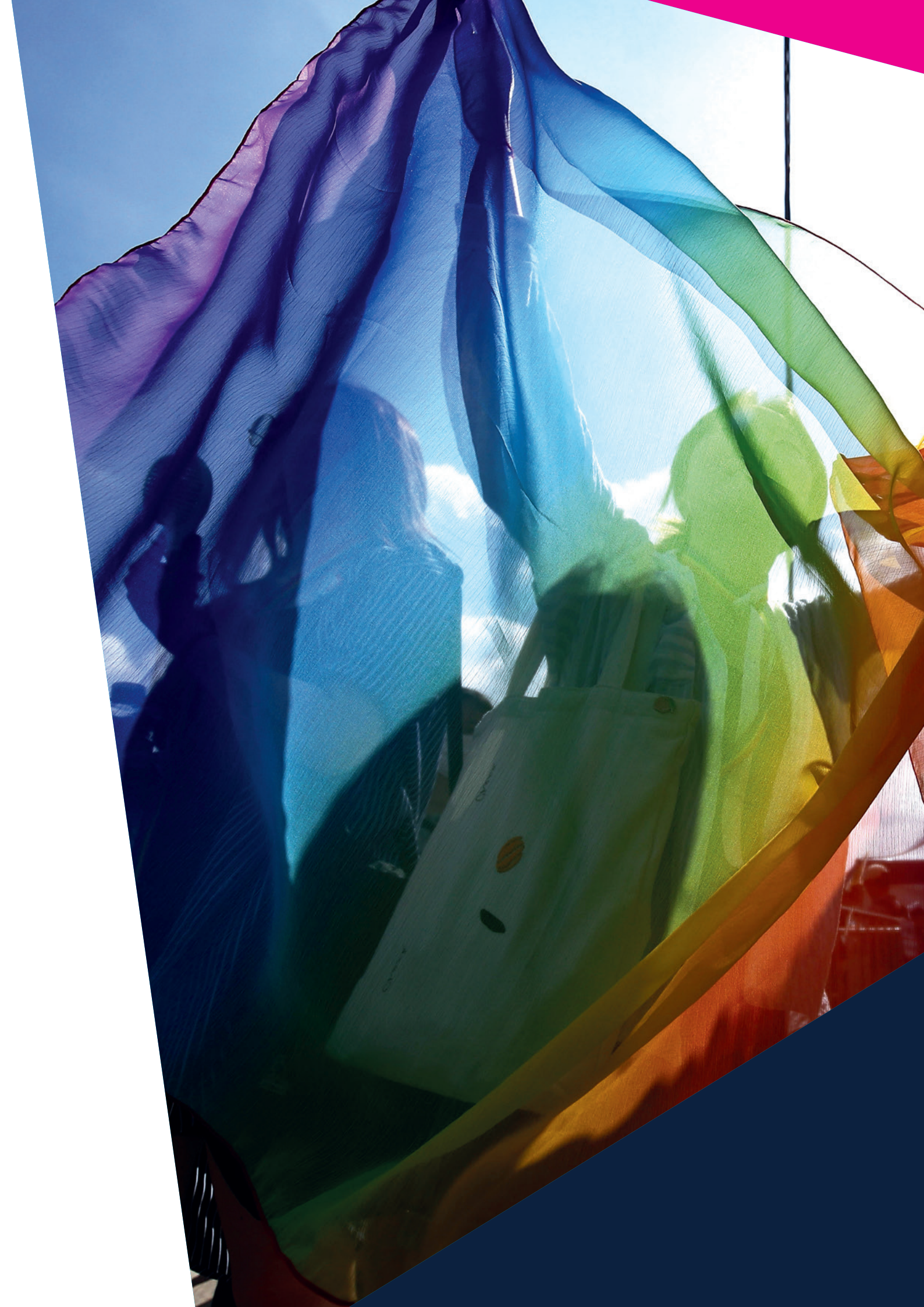
A FIRST STEPS GUIDE TOWARD

Transgender and non-binary inclusion in Sport for Development

APPRECIATION

First and foremost, Laureus and the author, Alison Carney, 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?

"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."

Bee, Rugby Coach Group Leader, ChildFund Sport for Development in Laos

INTRODUCTION

This guide and the accompanying research aim to answer the question of how Sport for Development (SfD) organisations are taking action to include transgender, non-binary and gender non-conforming (trans)[1] youth. Involved in the research are nine Laureus Sport for Good Foundation funded partners from six different countries: The Wave Project in the UK; Naz Foundation in India; Skateistan in South Africa and Afghanistan; ChildFund Sport for Development in Laos; Active Communities Network in Northern Ireland; School of Hard Knocks in Wales; Waves for Change in South Africa; Slum Soccer in India; and The Running Charity in the UK. Each of these nine organisations had previously identified a lack of trans youth in their programmes and participated in the research as to share and exchange with others about how to address trans exclusion. This guide is a result of their reflections on what initial actions they have taken to be more trans inclusive.

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1   This guide chooses to use the term 'trans' as an umbrella term to refer to transgender, non-binary and all other gender diverse identities.

WHY SPORT FOR DEVELOPMENT ORGANISATIONS NEED TO TAKE ACTION

Trans youth everywhere are often marginalized from sport participation and many have had traumatic and negative experiences with sport.[2] Studies demonstrate that trans people around the world are at greater risk of social isolation, homelessness, poor mental health and discrimination, which is compounded in many countries by a lack of legal protections and punitive national laws against LGBTQI+ and trans people.[3] SfD organisations use sport as a vehicle for improving social outcomes and the health and wellbeing benefits of participating in sport are widely acknowledged.[4] Due to social

discrimination and stigma, as well as multiple barriers to participating in sport (such as lack of inclusive policies, close-minded coaches, fear of binary sport spaces, lack of inclusive facilities, etc.) trans youth face numerous, complex obstacles that keep them from enjoying sports and therefore from the potential benefit of participation in sport. Because SfD organisations often provide sport activities that are non-competitive and not governed by the trans exclusive policies that elite sports can be, they are in a unique position to provide a space and support for trans youth.

2   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

3   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 and Stonewall: https://www.stonewall.org.uk/sites/default/files/trans_stats.pdf

4   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. & Hargie, 2017

STEPS TO BEGIN YOUR JOURNEY

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

Slum Soccer, India: 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. Slum Soccer became aware of the need for training on LGBTQI+ inclusion by reflecting on and repeating a process they went through to include deaf participants. They had learned that in order to be truly inclusive they had to start by understanding the community barriers and issues faced by a particular group. They then had to gather information and knowledge in order to create a sustainable relationship with this group of people in their community. In the case of their programme for deaf participants, this process 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, starting with training for the staff and building knowledge and understanding. One of the staff said, "we want to use all of [our] learning and bring it into our approach to work with the LGBTQI+ community and trans people."

Leaders create inclusive culture

These nine organisations chose to participate in the research because within each organisation there is a champion, or champions, leading on actions to be trans inclusive.

Naz, India: Leadership on LGBTQI+ issues is long established at Naz. This organisation has a culture of inclusion and actively creates spaces for learning about LGBTQI+ issues, especially at their annual retreat where they have open conversations about taboo issues like LGBTQI+ rights. The Training Coordinator at Naz said that the most important factor for her in improving gender inclusivity 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.

ChildFund Sport for Development, Laos: A Coach Group Leader at ChildFund Sport for Development's partner organisation in Laos explained that in her role she has the ability to influence other coaches and to help guide them to be more gender-sensitive and create safer spaces in their rugby sessions. She helps other coaches support local trans young people who want to come to the programme. She said that when a coach tells her that they have a trans young person who wants to attend a rugby session she holds a meeting with that coach to talk to them about how they can include that player in their session. The coach is then able to demonstrate inclusivity to the other players in their session, lending to more understanding and inclusion of the new trans player.

When in doubt, ask

Learning from trans people themselves about 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 is the key to increasing access and improving how you support them.

The Running Charity, Manchester, UK: The Programme Manager explained that it is crucial to see beyond a young person's gender. He said that his approach is to "start with the person." He talks to new participants about who they are, what name and pronouns they would like him to use and why they have joined the programme or running session. He says this conversation opens a door to them and makes them feel welcome.

Some of the other questions that an organisation can ask trans young people who come to join activities are:

▶ What team do you want to play on? (in terms of gender)
▶ Do we have a changing facility and/or toilet that you feel comfortable using? If not, how can we support you to be more comfortable?
▶ What pronouns do you use?

These are the types of questions that can help an organisation create a more inclusive program. There are also 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 guiding principles for deciding what to ask.

Inclusive MEL

In addition to asking and listening to trans participants, it is essential to understand the experiences of trans youth through MEL (monitoring, evaluation and learning). This will help your organisation to understand if you have created a safe and supportive space for trans youth 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 you keep your organisation accountable to your commitment to trans inclusion.

The Wave Project, UK: The Wave Project uses questionnaires that they give to parents after their child has participated in an activity in order to collect feedback about their child's experience in the programme. The South Devon Coordinator at The Wave Project said that reading feedback from parents of trans children confirmed when the staff and volunteers had made a child feel safe. It also allowed her to understand how the parents observed changes and benefits for their child as a result of participation 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 potentially be 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, Belfast: The Active Communities team in Belfast are in the process of changing their intake forms for new young people who join the programme so that more than just male/female options for gender identity are included. Staff members observed that the reporting forms and templates that they are required to complete for funders should also 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.

Changing your intake, registration and reporting forms to include options for diverse genders must be accompanied by action to provide support and safer spaces for young people who identify as trans. Some of the organisations in this group have offered a third gender option on reporting forms for many years,

however, this has not resulted in more trans youth attending the programme because they had not yet taken any further action.

Practical exercises to promote an inclusive culture

Below are some practical activities that organisations do to promote awareness, address stereotypes and create conversation about trans inclusion or other topics that may be challenging for staff to talk about.

Naz, India: During annual retreats, Naz uses a "Myths box" where members of staff can anonymously leave questions or comments. The box is a non-judgmental way of addressing lack of information, knowledge, or prejudices that staff might have. The questions and comments in the box are addressed and discussed through conversations. One Naz staff member reflected that the conversation about the myths box questions was the first time she was able to learn about LGBTQI+ identities. Creating conversation spaces is an excellent way to promote inclusion and equality.

Waves for Change, South Africa: Waves for Change have an exercise that they perform with coaches called "values culture." The objective of the exercise is to create a culture among coaches, volunteers and staff that is true to the values of the organisation. One of the organisation's values is to promote diversity. Waves for Change has yet to include gender diversity as part of this exercise, but they see the exercise as a way to initiate conversations about trans inclusion in the future.

School of Hard Knocks, Wales: The Wales Director does a "knowledge audit" with the entire staff to identify different expertise across the organisation. By highlighting expertise, those who are passionate about a specific topic are encouraged to lead on developing that area within the organisation. This is a way of building internal champions for trans inclusion within the organisation.

STEP 2: BUILD KNOWLEDGE AND UNDERSTANDING WITHIN THE ORGANISATION

Training and support from local trans or LGBTQI+ organisations

In order to build internal knowledge about trans identities and how to support trans youth, most organisations must go to an external partner or resource to get training. One of the ways this can be done is by reaching out to local organisations that have a relationship with the trans community.

ChildFund Sport for Development, Laos: The staff found a local Lao organisation that works with the trans and MSM (men who have sex with men) community and asked them to deliver a workshop on SOGIE (sexual orientation, gender identity and expression) for ChildFund Sport for Development's implementing partner staff.

School of Hard Knocks, Wales: Some staff members attended online trainings facilitated by Stonewall UK.[5] Following the Stonewall training, the School of Hard Knocks Wales Director designed and delivered a trans inclusion workshop for staff and coaches to promote conversation about how they can be inclusive of trans youth in their programmes.

Slum Soccer, India: Slum Soccer contacted a Mumbai-based LGBTQI+ organisation called Humsafar Trust[6] 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.

Active Communities Network, Belfast: They contracted an LGBTQI+ organisation in Belfast called Cara-Friend[7] to deliver a training after two of the staff realised they needed more knowledge in order to comfortably support trans youth who were coming to sessions. The training included Cara-Friend sharing stories of the experiences of trans youth in 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 their own thinking about how they can make their programme more accessible.

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 willing to be an advisor to the organisation.

The Running Charity, Manchester, UK: Staff have a close relationship with an ex-participant who realised his gender identity as a trans man while in The Running Charity programme. They not only learned from him while he was a participant but continue to learn from him as a friend of the organisation.

The Wave Project, UK: The South Devon team had a parent of a participant who works closely with Intersex UK and Pride Sport UK and her knowledge is a useful resource to staff.

Skateistan South Africa: The staff have hosted a workshop with parents of participants to investigate if there was willingness and interest to talk about LGBTQI+ topics. The programme operates within a conservative community and the staff have struggled to find a way to begin their journey of trans inclusion. The conversation with parents was a pivotal first step that will lead to more learning about what they need to do to support trans and LGBTQI+ youth in the community. It was important to have parents on board in order to start this process.

Active Communities Network, Belfast: The staff 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. Youth from the community were invited to the event and could walk from table to table and speak to the volunteer at each table. One of the volunteers was a young person who identifies as trans and who had been in the Active Communities Network programme. The key feature of the event is that it provided a safe and respectful space where youth could learn about all different types of diversity in

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5   https://www.stonewall.org.uk/training-courses-and-opportunities

6   https://humsafar.org/

7   https://cara-friend.org.uk/

their own community and meet other people who may be like them, which can lead to breaking down barriers and stereotypes among the youth in the community.

Referral relationships with other organisations

Reaching out to LGBTQI+ organisations in your community can lead to referrals both ways. LGBTQI+ organisations can refer trans youth to your SfD programme and you can refer trans youth to an LGBTQI+ organisation where they can get additional services and support.

Active Communities Network, Belfast: Active Communities Network in Belfast realized that they had very few trans participants in their programmes and that their numbers did not reflect the larger community of trans youth that they knew exists 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.

STEP 3: CREATE POLICY

Considerations when creating inclusive Policy

When asked for their advice about the actions that SfD organisations can take to better include trans participants, several organisations said that developing a policy is important, but that it should come after building awareness, understanding and support within the organisation. The reason is to ensure policies are effective and that they are supported by meaningful action.

The Wave Project, UK: Their approach to developing trans inclusive policy was to amend their existing safeguarding policy to be trans inclusive. They recently added the following statement to their safeguarding policy:

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 more gender-inclusive policies.

Naz, India: Existing laws in India help Naz not only by backing up their policy but by giving them a rights-based argument for promoting inclusive policy and practice.

Creating policy in conservative contexts

In countries where laws actually penalize and ban rights for the trans and LGBTQI+ community, organisations must find strategies for being inclusive in spite of the laws. Clare Byarugaba[8], an advisor on this research project and LGBTQI+ rights expert and activist in Uganda, said 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 their staff adhere to a policy of inclusion and understand it. Creating such a policy and educating staff about it should be handled with the safety of participants and staff in mind. It can be a helpful instrument for getting staff, volunteers and partners on the same page.

Signalling trans inclusion

Staff members who recruit new participants for an SfD programme and who are the first point of contact 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. They can also signal inclusion by putting their own pronouns on a name tag.

Signalling examples include:
- ▶ Use gender-sensitive language in communication materials (for example, use gender neutral terms like 'players' or 'participants' instead of boys and girls or explicitly stating how you support trans participants)
- ▶ ntegrate the use of pronouns into staff titles or email signatures. This can signal to a trans person that an organisation is knowledgeable and a potential ally.
- ▶ Use images or visuals to signal that your organisation supports the trans and LGBTQI+ community, such as trans/LGBTQI+/non-binary flags.

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8   Clare Byarugaba works at Chapter Four Uganda, a rights organisation in Uganda: https://chapterfouruganda.org/

Skateistan: Skateistan recently created a version of their logo that includes a rainbow in an effort to promote greater inclusion. They will be using the rainbow logo in different ways across their different locations, depending on when staff feel it will be helpful. 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 for trans youth. Likewise, it might not be safe to be out or to be known as a safe space for LGBTQI+ in certain contexts, so it is important to consider how you use a logo or flag.

Active Communities Network, Belfast: Active Communities Network participates in the Belfast Pride Parade and they have found that this is an important way to support trans and LGBTQI+ members of the organisation. When they use photos from Pride on their social media they are able trans young people in the community that they are supportive. Again, all signalling efforts should be supported by actions for inclusion to avoid tokenism.[9]

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9   Tokenism is the practice of making a symbolic action or effort that gives the appearance of equality, but does not include deeper practice of actions to ensure equality. An example would be hiring one trans identified person to your staff in order to appear diverse, while not making any changes to your practices or policies to ensure inclusion and gender equality.

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 and it can be useful to rename or re-organise your programme so that it is not binary.[10]

School of Hard Knocks, Wales: 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. School of Hard Knocks wanted to make sure that any young person feels comfortable and free to join whichever course feels most comfortable to them, regardless of their gender. They decided to change the names of their two courses to "predominantly female identified" and "predominantly male identified". The staff consulted trans identified friends of the organisation in order to confirm that the renaming of the courses would be more welcoming and comfortable for trans youth.

Another common barrier for trans youth to participate is 'the bathroom/changing room problem.' This problem is quite simply the fact that generally only two bathrooms/changing rooms are provided, one for 'male' and one for 'female'. This 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 require different strategies.

The Wave Project, UK: The Wave Project activities usually take place in public spaces with public facilities that are two options only. Staff talk to participants about which facility they want to use as a way of trying to support youth who might not feel comfortable, even if they cannot offer them another facility. They are building a new surf centre of their own where they are in discussion about how to provide the most inclusive and comfortable bathroom facilities for everyone.

Another way that the Wave Project seeks to make all participants feel comfortable is that they provide all participants with a dry robe that they can use to change under if they choose to change out of a wetsuit among others. They started implementing the use of dry robes because they recognised that some participants did not feel comfortable changing in front of others for various reasons. They realised that the dry robes would 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 is singled out as different.

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 available for two reasons: so that he did not have to decide which toilet to use; and so that he could change in private. For him, the women's toilet did not feel like a comfortable space. Also, because his gender expression is not easily read as male, he felt uncomfortable using the men's toilet. There are many ways to address this issue, but the most important thing is that organisations recognise 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 in this section, organisations need to recognise that not all trans people face the same barriers and issues in sport. 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[11] who works in partnership with The Running Charity in Manchester, said that most organisations get this wrong when they assume that all trans experiences are the same when in reality they are not.

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10 Keogh, 2006 in Hargie, 2017

11 https://www.barnardos.org.uk/what-we-do/supporting-young-people/lgbtq

Creating Safer[12] Spaces

Creating safer spaces and environments where everyone feels supported and welcome can be challenging if staff and coaches do not have any knowledge of gender diversity. For this reason identifying individuals who can serve as "champions" and allies and who drive for inclusion are fundamental. 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 safer spaces (such as respect, how to listen, etc.).

Advocates for Youth, an organisation in the USA, provides a guide to creating safe spaces for helping LGBTQI+ participants to feel safe, which outlines an activity for creating group agreement, or ground rules. This activity 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.[13] These ground rules can be laid out in a safeguarding policy or simply be decided as a code of conduct to be adhered to by anyone and everyone engaging in a safer space.

Implicit in the creation of safer spaces is the need to reflect on representation and diversity among staff and volunteers in an organisation. Even if trans representation among staff is low, anyone in an organisation can take on a leadership role in trans inclusion and champion support for others.

Having and using the right language

In order for organisations to provide a safer space and support trans participants, staff need to understand the different terms and language used in the trans community and to describe gender diverse identities.

Active Communities Network, Belfast: The Youth Coordinator at Active Communities Network said that it is important to not be afraid to ask someone what pronouns they prefer. For this reason, Active Communities Network wants to add gender identity and pronouns to their intake forms when a young person joins the programme. They said that the first point of contact at any organisation can ask a young person what their identity is and document which pronouns they prefer and that it will then be on record for anyone working with that young person to help guide them.

Language used by the trans and LGBTQI+ community in each context is different. Understanding local terms, identities and pronouns and using these to communicate with the community is essential. For this reason ChildFund Sport for Development sought out a local organisation in Laos to design and deliver training in the Lao language.

Coach attitudes matter

Coaches with a trans inclusive attitude, who are prepared to support trans people, have the opportunity to engage trans youth who might not otherwise join a sport activity.

ChildFund Sport for Development, Laos: A rugby coach at ChildFund Sport for Development'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 ຄົນຫຼາກຫຼາຍທາງເພດ (khon lak lai thang phet), approximately 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.

12 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.

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

Trans and LGBTQI+ groups

Creating a group or team that is exclusive to LGBTQI+ or trans participants is another strategy to create a safer space for participation.

The Running Charity, Manchester, UK: The organisation works in partnership with Barnardos, which is the largest national children's charity in the UK. They have been working with a particular project at 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 that a mixed group does not have. He said it provides a space that feels safer to young LGBTQI+ people who have had particularly traumatic experiences, which is the case with some of their participants. It gives them an entry into running that they may not otherwise have.

Naz, Delhi, India: 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). They have created a grassroots initiative aimed at persons who have traditionally been discouraged from sport, in this case trans adults, taking form as Ultimate Frisbee. As the inclusion of trans youth in Naz's current S4D programme is currently not possible due to the prevalent stigma of LGBTQI+ in the communities, it makes sense to start by making sport accessible to the trans community who are excluded. Naz wants to start by creating a connection with the trans community through frisbee and believes it will help build a relationship that can make the organisation and other activities more inclusive in the future.

Creative participation

Some organisations have come up with creative ways of engaging young people in activities even if they feel reluctant about engaging in sport. As many young trans people have had negative experiences with sport in school, sometimes the process to support them to return to sport might require creative ways to encourage them to participate until they feel more confident and comfortable. Some examples are:

▶ Rugby organisations can have touch rugby sessions, in addition to or instead of full contact rugby.

▶ Surf organisations can 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.

Most importantly, coaches need to talk to the entire team or group about how they will adapt and how everyone will participate, in order to avoid any confusion. As the rugby Coach Group Leader at ChildFund Sport for Development explains to other coaches, "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."

Adapting actions for your community, region, country

Each community, country and region has different social and legal discriminations that exist for trans people. During the course of the research to develop this guide, the organisations in the Lower Income countries spoke about the limitations of their context and felt that they cannot always take actions that the organisations in the Middle and Higher Income countries can. This means that the journey of each SfD organisation to effectively include and support trans youth will be different. For example, creating policies that explicitly include trans and gender diverse identities may be a process that has to be internal and inward facing while an organization builds awareness and understanding among staff and considers how best to address trans inclusion in a conservative culture.

As mentioned in Step 3: Creating Policy, in conservative countries with punitive laws organisations must find strategies for being inclusive despite this restriction. Organisations can also find strategies to be more inclusive or to open discussions about trans inclusion that do not put the programme or participants in danger.

Skateistan example

Skateistan has a strategy to address stereotypes and discrimination against LGBTQI+ people in conservative contexts. The conversation about including LGBTQI+ and trans children in the programmes 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 programme 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 organisation'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.[14]

Connecting to a peer group of other SfD organisations

The process of developing this research demonstrated the importance of peer exchange and conversations with other organisations who are to include and support trans youth in their programmes. The nine organisations who co-developed this guide have become a peer group,

or what might be called a 'Community of Practice', a term that has been used to describe a community of people who share a common concern or passion or who 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 benefits of communities of practice are to get help.with challenges, sharing knowledge, building new strategies and creating synergies.[15] The organisations involved in developing this guide not only shared conversations as a full group of nine, but they have also continued to connect individually with each other to further conversations as they are learning and taking actions. Any organisation using this guide is encouraged to connect with the nine organisations mentioned throughout and also to please share with us your own experiences in including and supporting trans youth in SfD.

The researcher

Alison Carney is an independent consultant, advocate and researcher in Sport for Development and social change since 2002. Expertise in the gender analysis of sport and development programs, gender inclusive programming, impact evaluation and M&E. Significant experience in developing and implementing M&E systems and tools with projects that use sport for youth empowerment, leadership and education. Experience also includes curriculum and project development, training of sport coaches, digital storytelling and grant-writing. Emphasis on participatory methods for more sustainable implementation of projects that work with sport for social change.

Researcher and blog writer on topics related to gender, sexuality, inclusion and sport. Has published research in the International Review for the Sociology of Sport and has contributed to the Institute of Development Studies' Toolkit on Sexuality and Social Justice.

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14 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

15 What is a Community of Practice? https://wenger-trayner.com/resources/what-is-a-community-of-practice/

RESOURCES

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

USA:

The Trevor Project:
https://thetrevorproject.org

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

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

TERMINOLOGY[16]

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.

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.

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.

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.

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.

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16 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) and the International Organisation for Intersex (https://oiiuk.org/546/welcome/)

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