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Ref. Ares(2025)730156 - 30/01/2025



ERASMUS+ CP SMALL SPORT

Sports have no gender - WeSport

We Sport Toolkit

Project ID: 101090554



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PART I: WE Sport Project

We Sport – Project Description and Background

The “prevention of and fight against violence and intolerance” is an issue that is dear to the European Commission since the very beginning. In fact the “White Paper on Sport” (2007) highlights that “Sport involves all citizens regardless of gender, race, age, disability, religion and belief, sexual orientation and social or economic background. The Commission has repeatedly condemned all manifestations of racism and xenophobia, which are incompatible with the values of the EU”. In the “Developing the European Dimension in Sport” (2011) the European Commission clearly indicates will to “support activities aimed at fighting against racism, xenophobia, homophobia and related intolerance in sport”. Gender identity is still cause of discrimination and racism in the Sport sector, while on the contrary, Sport and its values should be a vector of respectful and inclusive behaviours. The European Institute for Gender Equality in its “Gender in Sport” report (2017) underlines how “Sports are predominantly divided into ‘male’ and ‘female’ domains and in many sports mixed gender participation is not accepted. In many cases, sports governing structures and the media have sent messages that confirm these divisions rather than challenge them. Moreover, the portrayal of women and men athletes by the media reinforces stereotypical perceptions of “gender roles”. Then, focusing also the attention towards the members of the LGBTQIA+ community, through the results integrated in the report “The relevance of sexual orientation and gender identity in Sport in Europe” (T.Menzel, B. Braumüller, I. Hartmann-Tews, 2019), issued by a survey implemented at EU level, with the abovementioned target group, is it possible to understand why a high percentage of LGBTQIA+ people finds difficult to participate in Sports: “There are two forms of negative experiences which are most prominent: verbal insults (82%) and structural forms of discrimination (75%). The perpetrators behind the negative incidents are most frequently other sport participants (53%) or members of respondents own team(s)”. #WeSport project main objective is to act as driving force of social change targeted at micro-realities(i.e. local communities, sport clubs, sport organizations and associations). #WeSport project will initiate an educational process in all Sports aimed at:

- a. Raising awareness regarding gender identity stereotypes in Sports;
- b. Fight gender identity racism and discrimination in Sports phenomena as well as their social consequences;
- c. Promote the concept that “Sports have no gender” and each person should feel comfortable to participate in whichever Sport without being afraid of being labelled, judged or discriminated.



To successfully reach the objective, this toolkit is part of the process. In the toolkit are gathered data and best practices related to project topics came from countries involved, besides the results of roundtables made with experts and a set of practical workshop to introduce gender equality, LGBTQI+ inclusion and community building topics in sport activities. The toolkit will also contain the theoretical concept of ETS methodology, a NFE methodology based on sport aimed at educating people about social issues through sport and embodiment activities.

We Sport – Project Partners



ASD Handball Conversano Femminile – Accademia Pallamano Conversano is a female handball club, founded in the Apulian city of Conversano, which plays in the A1 series of the Italian handball championship. It is one of the most titled handball clubs in Europe and the most titled in Italy.



Mine Vaganti NGO-with the several year experiences of its staff members belonging to the Sport Branch in delivering training courses and research activities focused on the ETS methodology, applied to diverse topics of interest



Association for Development, Education and Labour (ADEL)-is an organization which creates opportunities for social engagement of the communities, promoting the respect of EU values among the different age band of the population





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The MGS Panserraikos Historical Club, based in Serres, since 1964, has developed great dynamism, in dozens of sports, in its 55 years of operation throughout the Greek territory. Panserraikos club currently counts 14+1 active teams in men and women (football, basketball, swimming, synchronized swimming, water polo, technical swimming, handball, ice hockey, cycling, triathlon, track and field, alpine skiing robotics, e-games) plus 5 active teams for athletes with disabilities.



Mundus Bulgaria is an organization that works in network with Mundus (ES). Association Mundus Bulgaria has been created since its team felt the need to expand its activities across borders and has decided to undertake the creation of a new structure in a way to spread better the EU values and principles among a larger number of individual learners, as well as to consolidate their efforts for working in service of the well-being of society. The ambition is as well to expand the work in network and to involve as much organizations from different countries in order to spread all around the same civic values as they share.





PART II: National Research, Best practices and Stakeholders' Roundtable

We sport – National Research

In this part of the toolkit it is possible to find in depth information regarding the context related to sport and gender equality across the partner countries: Italy, Slovakia, Bulgaria and Greece. Legislative background, academic research and sociological insights have been merged for each partner countries to provide a state-of-the-art photography about how these national sport sectors are facing these topics, their challenges, their innovative approaches, and their current gasps.

Italian Research:

<p>Current Status</p>	<p>Among western EU countries, Italy is among those in which the issue of gender diversity is still conditioned by many taboos which originate in cultural reasons and in a general lack of knowledge of inclusion values among Institutions. What fuels discrimination and stigmatization are mainly those gender and sexual stereotypes that proliferate also in the field of sport. A study conducted between 2021 and 2022 by the National Observatory Against Discriminations in Sport reported more than 200 reported cases of discrimination in the sport field. The study showed how In Italy, at all levels, from elite to grassroots groups, sexism, ableism, homophobia, transphobia, xenophobia, anti-Gypsyism, anti-Semitism, Islamophobia, and racism are nothing out of the usual. The study has confirmed how even the most severe acts of physical and verbal abuse are only the tip of a larger problem that sometimes goes unnoticed or is seen as "normal" biases, stereotypes, stigmatizations, and discrimination. The most obvious expressions included slurs and explicit slurs, booing yelled from the spectators, and violent fights between players</p> <p>Then there are the structural types of prejudice that deny the access of the equity in sports. Here we leave some examples of possibilities where lack of precise laws to guarantee rights in sports (and beyond) results into effective discriminations. For example, a foreign minor often cannot register to sport organizations because of immigration Italian laws; A young disabled person could be refused into a stadium, even with their ticket, because of the inaccessibility of many sport venues for people with physical disabilities; A professional female athlete in Italy have poor maternity check, if in her sport they are guaranteed; or foreign athletes even if they were born in Italy, could be exclude to international competitions because they do not have Italian citizenship, due to the long-path required also to second generation immigrants to obtain the citizenship.</p>
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Challenges	<p>The difficult gender inclusivity in Italian sport, often relies on cultural barriers. The Italian sport system could be considered sexist itself, being to the strict separation between sports that are considered “for males” and “for females”. When a person shifts from a sport considered “for males” to one “for females” stigmas and verbal discrimination are common to happen. This separation creates also toxic environment within these separations. In sports like football (the most male-considered sport of the country) coming out for gay athletes is still a serious problem, as testified by the ones who did it. Cultural barriers are also evident in the mass media communication that are more likely to show male-played sports like male football, cycling or motorcycling rather than female competitions.</p> <p>Another barrier is the under-consideration of female sports. In Italy female delegation of sports are underfinanced and undersponsored in comparison with male ones, and this leads to a consistent gap between men and women athletes’ salaries. The same happens in the management side where there is a considerable gap between men and women representatives among sport federations’ and associations’ boards. Before 2020, the presence of women in the Italian Sport Federation (CONI) was 10% (now is 20%).</p>
Initiatives	<p>Some campaigns targeting the theme of gender discriminations have been developed in recent years locally, regionally and nationally. 2 of them are proposed</p> <ul style="list-style-type: none"> - Regionally: Lazio region spread the communication campaign “Violence has no escape”. Through this initiative, Lazio Region confirms and strengthens its commitment against harassment and abuse (physical and psychological) of athletes and women in the world of sport, both competitive and amateur. The project, created by ASSIST, the National Athletes Association in collaboration with Differenza Donna Ong, involves the implementation of three main actions: activation of an awareness and information campaign which will involve sports associations and schools in the Lazio region, through free online and in-person training meetings; creation and execution of a communication campaign through online tools such as social networks and websites; free provision of a welcome and support service for those who suffer harassment and abuse in the world of sport. - Nationally: “Higher together – Open your sport to all genders and sexualities!” (2023) campaign recalls the fundamental right of every individual to practice sport, regardless of their gender identity or sexual orientation. The campaign is aimed at those who practice sports, those who work in education, clubs, sports organisations, NGOs, institutions and politics. It is funded by the EU and spread in Italy through Italian Culture and Sport Association (AICS, Italy). The aim is to promote a European-wide campaign for the rights of transgender, intersex and non-binary people in sport.





Policies and Regulations	<p>From, 1 January 2022, articles 39 and 40 of Legislative Decree 36/2021 are in force, which deal with extending workplace protections to women's sports and promoting gender equality. These provisions were introduced to remedy the disparities in treatment due to gender, which have existed in sports bodies for many years. The principle of equal treatment and non-discrimination operates regardless of the amateur or professional nature of the activity carried out.</p> <p>In particular, the art. 39 of Legislative Decree 36/2021 deals with establishing and regulating a fund for the transition to professionalism and extending employment protection in women's sports: the State, in fact, has allocated approximately 11 million euros for this purpose for the three-year period 2020/2022.</p> <p>The art. 40 delegates the task of promoting gender equality to the Regions, autonomous Provinces and CONI, in the areas of their competence. In particular, CONI has the task of establishing "the guiding principles" for the statutes of the Federations, Associated Sports Disciplines and Meritorious Associations and of ensuring their compliance. With this rule Italy also wants to legitimize promotional interventions of equalization, which can take the form of gender quotas. Already in 2018, the CONI National Council had approved the guiding principles.</p>
Academic Research	<p>Studies addressing these topics are not well-developed in Italy. Nevertheless, suggestions coming from 3 different studies are here reported</p> <p>1 – In a recent article about the presence of women in the sport field under a law point of view, lawyer Pancanti Patrizia suggests that also the civic narration of women in sports in Italy can make the difference: <i>“on this point we recall the salient aspects to follow for a careful, correct and aware journalistic narration in order to overcome prejudices and stereotypes: informing on women's sports disciplines with substantive competence: writing about female athletes in the same way as one writes about athletes; avoid dwelling on physical appearance, look or romantic relationships in texts, no more - in any case - than you write about the technical aspect, performance, commitment and dedication put in to obtain them”</i></p> <p>2- The conclusion of the academic study “Gender and sexual orientation issues in sport: research in the "field" by Cristiano Scandurra, AnnaLisa Amodeo, Simona Picariello, Paolo Valerio e GiulianaValerio that investigate the perception of sexual orientation and gender in the sport academic field in comparison to other ones, finding that the knowledge of these themes is consistently lower in the sport fields, and the study “The role of Sport in</p>





	<p>overcoming discrimination and inequalities” by Manuela Claysset come to the same conclusions: <i>“In light of what has been stated so far, in order for Sport to fulfill its full educational, social and healthy function, the actions that will continue to implement will be dedicated to:</i></p> <ul style="list-style-type: none"> • <i>Expand the range of sports and physical activities that are less result-based, but aimed at promoting values of inclusion, socialization and equal opportunities. Spread experiences such as the Anti-racist World Cup, tournaments or initiatives organized with LGBT associations against homophobia, etc.</i> • <i>Remodulate the rules of sport, trying to involve participants in the creation of new, more flexible and less exclusive rules (playing times, distances, contact methods). For example, experiences such as touch rugby and walking football are inclusive experiences, capable of bringing people who have never practiced it closer to sport.</i> • <i>Promote sport as a game, less focused on results and rewards, especially for the little ones.</i> • <i>Promote mixed activity, particularly in team sports (such as football and volleyball).</i> • <i>Help sports clubs to promote and organize activities aimed at adolescent and adult women, for example by supporting associations that have both male and female teams and representatives.</i> <p><i>(...) Therefore it is necessary to promote codes of conduct, verify whether the Statutes or Regulations promote women's sport, and whether there are rules to combat forms of gender discrimination, homophobia and sexism. In this work, comparison and collaboration with external realities, women's associations, LGBT associations and with the academic world become important, to set up a broad and transversal training work.”</i></p>
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Slovak Research:

Current Status	<p>Gender inclusivity and diversity in Slovak sports face significant challenges. A study of 65 national sports organizations in Slovakia revealed a pronounced male dominance in both membership and leadership roles, with women primarily participating in sports traditionally perceived as feminine.</p> <p>Despite the National Strategy for Gender Equality in the Slovak Republic 2014–2019, which aimed to integrate gender equality into science, research, and higher education—including sports—none of the proposed measures were implemented or monitored as of 2021.</p> <p>Efforts to promote inclusivity are emerging. Special Olympics Slovakia launched a campaign to raise awareness about discrimination against athletes with intellectual disabilities, advocating for inclusive sports education.</p>
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	<p>Internationally, organizations emphasize that sports participation is a human right for all individuals, including transgender, gender-diverse, and intersex persons. They call for inclusive approaches that ensure safe and equitable participation, cautioning against policies that segregate or exclude these athletes.</p> <p>In summary, while gender inclusivity and diversity in Slovak sports are limited, recent initiatives indicate a growing recognition of the need for more inclusive practices.</p>
Challenges	<p>Gender inclusivity in Slovak sports is hindered by cultural, institutional, and systemic barriers. Traditional gender roles and stereotypes play a significant role, with sports often viewed as a male-dominated domain. Women are underrepresented in leadership positions within sports organizations, and their participation is frequently limited to sports perceived as “feminine,” such as gymnastics or figure skating.</p> <p>Institutionally, there is a lack of policies and frameworks promoting gender equality in sports. Although Slovakia introduced the National Strategy for Gender Equality (2014–2019), its measures for addressing gender disparities in sports were neither implemented nor monitored. This lack of accountability stifles progress and reinforces existing inequalities.</p> <p>Another barrier is the limited visibility and support for female athletes. Media coverage and sponsorships predominantly favor male sports, creating fewer opportunities for women to succeed and inspire others. Additionally, transgender and non-binary athletes face societal stigma and an absence of inclusive policies, further restricting their participation.</p> <p>Efforts to improve inclusivity, such as awareness campaigns by organizations like Special Olympics Slovakia, remain in their infancy. Overcoming these challenges requires stronger enforcement of equality policies, increased representation of women in leadership, and educational initiatives to break down gender stereotypes in sports.</p>
Initiatives	<p>In Slovakia, initiatives addressing gender identity stereotypes and discrimination in sports are limited but gradually emerging. One notable effort is led by Special Olympics Slovakia, which advocates for inclusive sports education and combats discrimination against athletes with intellectual disabilities. Their campaigns aim to raise awareness of the value of diversity and inclusion in sports.</p> <p>Internationally, organizations like the International Olympic Committee (IOC) and the Sport and Rights Alliance provide frameworks for inclusion, emphasizing that sports participation is a human right. While Slovakia does not yet have comprehensive national policies for transgender or gender-diverse athletes, these global guidelines encourage national sports bodies to adopt more inclusive practices.</p> <p>Additionally, the National Strategy for Gender Equality (2014–2019) in</p>





	<p>Slovakia, while largely unimplemented, set a foundation for recognizing gender issues in sports. This strategy could inspire future initiatives to tackle stereotypes and discrimination.</p> <p>Grassroots movements and workshops promoting inclusivity and equity in sports have also gained traction, particularly among youth and NGOs. These programs focus on breaking down traditional gender stereotypes and fostering respect for diversity.</p> <p>Though progress is slow, these initiatives signal a growing awareness of the importance of addressing gender identity and discrimination in Slovak sports</p>
Policies and Regulations	<p>In Slovakia, gender equality and the fight against homophobia in sport are mainly addressed through policies coming from the EU. These initiatives seek to address gender stereotypes, ensure equal treatment and access to sporting activities regardless of gender or sexual orientation. The main policies and regulations include:</p> <ul style="list-style-type: none"> - European Directives and national legislation: as an EU Member State, Slovakia implements European Directives aimed at combating discrimination. These directives are translated into national legislation, which includes laws against discrimination in sport. - Cooperation with non-profit organisations: Some non-profit organisations work on projects that promote integration and equality in sport. These organisations often work with sports federations to achieve these goals. Through various EU grant programmes, projects that promote gender equality and fight against discrimination in sport in Slovakia are funded.
Academic Research	<p>Academic research on gender identity stereotypes and discrimination in Slovak sports is limited, but several studies provide insights into the challenges faced.</p> <p>A 2023 study analyzing the gender structure of management positions in Slovak sports organizations found a significant male dominance. Women were underrepresented in leadership roles, and their participation was often confined to sports traditionally deemed feminine, such as gymnastics and figure skating. This segregation perpetuates traditional gender stereotypes and limits opportunities for women in diverse sports disciplines.</p> <p>The European Parliament's 2017 report on gender equality policies in Slovakia highlighted that, despite constitutional guarantees of gender equality, persistent stereotypes and a lack of effective policy implementation hinder progress. The report emphasized the need for comprehensive strategies to address these issues across various sectors, including sports.</p>





	<p>Research on the role of media in sports has shown that women are underrepresented in sports journalism and leadership positions within media organizations. This underrepresentation contributes to the perpetuation of gender stereotypes, as female athletes receive less coverage, and their achievements are often marginalized.</p> <p>A 2019 European study on the relevance of sexual orientation and gender identity in sports revealed that LGBTQ+ athletes often face discrimination and exclusion. The study called for the promotion of sports as a tool to prevent discrimination and emphasized the need for inclusive policies to support LGBTQ+ individuals in sports environments.</p> <p>In summary, while direct academic research on gender identity stereotypes and discrimination in Slovak sports is scarce, existing studies indicate significant challenges. Key recommendations include promoting gender equality in leadership positions, implementing comprehensive anti-discrimination policies, increasing media representation of female athletes, and fostering inclusive environments for LGBTQ+ individuals in sports</p>
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Bulgarian Research:

Current Status	<p>Gender inclusivity in sports in Bulgaria has made some progress in recent years but remains limited by traditional societal attitudes and institutional barriers. While women's participation in sports has increased, especially in areas like volleyball, basketball, and tennis, there is still a significant gender disparity, particularly in leadership roles and access to resources. Women athletes often face unequal pay, fewer sponsorship opportunities, and limited media coverage.</p> <p>However, efforts from local activists, organizations, and some progressive athletes are working toward greater representation and equality. National sporting bodies are beginning to recognize the importance of fostering diversity and inclusion, though significant changes are still needed for full inclusivity in Bulgarian sports.</p>
Challenges	<p>The primary challenges to gender inclusivity in sports in Bulgaria include deep-rooted societal attitudes, unequal access to resources, and limited institutional support. Traditional gender norms often view sports as a male-dominated domain, leading to fewer opportunities for women and girls to participate, particularly in higher-profile or historically male sports. This results in a gender gap in sports leadership roles, where women remain</p>





	<p>underrepresented in coaching, management, and decision-making positions within sports organizations.</p> <p>Financial inequality is also a significant barrier. Female athletes often receive lower wages, fewer sponsorships, and less media coverage compared to their male counterparts, which hampers their visibility and professional growth, discouraging young girls from pursuing sports as a viable career.</p> <p>Additionally, many sports facilities and training programs are still designed with a focus on male athletes, leaving women with inadequate support and access to resources. The lack of gender-responsive policies and structures further hinders progress toward gender equality in sports, perpetuating a cycle of exclusion and limited opportunities for women.</p>
Initiatives	<p>In Bulgaria, there are limited but growing efforts to address gender identity stereotypes and discrimination in sports. Several grassroots initiatives and campaigns, driven by local NGOs and activists, focus on promoting gender equality and challenging traditional stereotypes in sports. These efforts often work to raise awareness about the benefits of gender-inclusive sports environments and provide support for women and girls to participate in various activities.</p> <p>The Bulgarian Sports Federation has begun recognizing the importance of diversity and inclusion, although much of the progress remains incremental. Some sports clubs and organizations have started offering programs specifically aimed at increasing female participation, although these are still less common and often underfunded.</p> <p>Additionally, initiatives like women's empowerment workshops and campaigns on social media are gradually gaining traction, with athletes and advocates speaking out against gender discrimination. Some public figures and sports organizations have started to focus on breaking down gender-based barriers by emphasizing the need for equal opportunities in both professional and amateur sports.</p> <p>However, despite these initiatives, systemic change remains slow, and more institutionalized programs and policies are necessary to create a truly inclusive sports culture in Bulgaria.</p>
Policies and Regulations	<p>Bulgaria currently lacks comprehensive national policies specifically addressing gender identity stereotypes and discrimination in sports. While there are laws prohibiting discrimination based on sex and gender in general, these do not explicitly focus on sports or gender identity issues. Efforts to promote gender equality in sports are primarily driven by grassroots</p>





	<p>initiatives and individual sports organizations. There is no formal framework ensuring full gender inclusivity, and policies around gender stereotypes in sports remain underdeveloped, with significant gaps in addressing the needs of marginalized groups within the sports community.</p>
Academic Research	<p>Academic research on gender identity stereotypes and discrimination in sports in Bulgaria is limited but growing. Most existing literature addresses broader gender equality issues in sports, focusing on women's participation, leadership, and media representation, with few studies specifically exploring gender identity discrimination or stereotypes related to LGBTQ+ individuals.</p> <p>Key findings from academic literature highlight entrenched societal gender norms that often dictate the types of sports women are expected to participate in, with activities like volleyball, gymnastics, and athletics being more socially acceptable for women, while sports such as football or basketball are considered male-dominated. Research suggests that these gendered expectations result in women being underrepresented in certain sports and in leadership roles within sports organizations.</p> <p>A common trend in the research is the unequal access to resources for female athletes. Despite an increase in female participation in sports, women still face challenges like lower pay, fewer sponsorship opportunities, and limited media coverage, all of which perpetuate gender inequalities. Moreover, studies show that women are underrepresented in coaching and administrative roles within sports institutions.</p> <p>The literature emphasizes the need for stronger policies and institutional frameworks to address these gender imbalances. Recommendations typically call for greater representation of women in sports leadership, increased funding for women's sports, and the implementation of gender-sensitive policies that ensure equal opportunities for all athletes, regardless of gender. Additionally, promoting a cultural shift toward recognizing women's sports as equally valuable and worthy of attention is seen as critical to challenging stereotypes and fostering greater inclusivity in Bulgarian sports.</p>

Greek Research:

Current Status	<p>In Greece, gender inclusivity and diversity in sports have seen gradual improvements over the years, influenced by growing awareness and policy changes. Female participation in sports has increased, particularly in urban areas, where opportunities and facilities are more accessible. Women's involvement in team sports, such as basketball and volleyball, as well as individual sports like tennis, has grown significantly. However, sports leadership roles and professional coaching positions remain predominantly</p>
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	male-dominated. While traditional gender stereotypes persist, progress is evident through campaigns promoting equality and empowerment in sports, and the inclusion of more women in sports events and management.
Challenges	The primary challenges to gender inclusivity in sports in Greece include entrenched cultural stereotypes that view sports as a male-dominated domain, especially in rural areas. Limited funding and resources for women's sports programs exacerbate the issue, resulting in fewer opportunities for female athletes. Additionally, unequal media representation of male and female sports hinders the visibility and development of women's sports. Institutional barriers, such as the lack of female leadership in sports organizations and inadequate gender-sensitive training for coaches, further perpetuate these disparities.
Initiatives	Several ongoing initiatives aim to tackle gender inequality in Greek sports. The "Women in Sports" program by the General Secretariat of Sports promotes female participation through nationwide campaigns and community events. The Hellenic Olympic Committee organizes workshops to increase awareness and foster inclusivity. Additionally, the Hellenic Football Federation's "Equal Playing Field" initiative focuses on enhancing opportunities for girls and women in football, including the establishment of academies and mentorship programs. These programs are complemented by international collaborations and local efforts to address gender stereotypes and create a more inclusive sports environment.
Policies and Regulations	In Greece, gender inclusivity and diversity in sports have made significant progress over the past decade, yet challenges remain. Legislative frameworks, such as the implementation of Law 4603/2019, emphasize gender equality in sports governance and leadership positions. Women's participation in sports has increased, supported by initiatives from organizations like the General Secretariat of Sports, which promotes inclusion through campaigns and funding for female athletes and teams. However, disparities persist. Male-dominated sports continue to receive greater media coverage, sponsorships, and resources compared to female sports. While the representation of women in administrative and coaching roles has improved, it still remains limited. Additionally, there is growing recognition of the need to address inclusivity for non-binary and LGBTQ+ individuals in sports, though institutional measures remain in their infancy. Greece has enacted several policies and regulations aimed at promoting gender equality in sports. The Constitution of Greece (Article 4) guarantees gender equality as a fundamental right, and this principle extends to the sports sector. Specific legislation, such as Law 4603/2019, mandates equal representation of women in sports federations' administrative bodies, requiring at least 1/3 female participation in governance structures. This regulation aims to enhance female leadership and decision-making in sports





	<p>organizations.</p> <p>Furthermore, the General Secretariat of Sports has introduced strategic initiatives, including funding schemes prioritizing gender-inclusive programs and campaigns to raise awareness about gender equality in sports. The National Action Plan for Gender Equality (2021–2025) incorporates measures to address disparities in sports participation and representation, advocating for equitable access to resources and opportunities for all genders.</p> <p>In addition, policies encourage collaboration with educational institutions to promote sports for young girls and challenge gender stereotypes. However, implementation and enforcement remain inconsistent, and further efforts are required to ensure these regulations effectively address the structural and cultural barriers limiting gender inclusivity in sports.</p>
Academic Research	<p>Research underscores the pervasive impact of entrenched gender stereotypes that discourage women from pursuing sports, particularly those labeled as "masculine" (e.g., football, rugby, or weightlifting). These stereotypes are often reinforced by family dynamics and educational settings, which prioritize traditional gender roles over athletic ambitions for women.</p> <p>Academic literature also points to media representation as a significant barrier. Female athletes in Greece receive minimal coverage compared to their male counterparts, and when featured, the focus is often on appearance rather than athletic performance. This disparity diminishes the visibility and recognition of women's sports, reducing opportunities for sponsorships and professional growth.</p> <p>Institutional barriers further compound these challenges. Studies reveal that women's sports programs are underfunded, facilities are less accessible, and there is a lack of female representation in coaching and administrative roles. Female athletes frequently report experiences of discrimination, including biased coaching practices, unequal pay, and inadequate support compared to male athletes.</p> <p>Trends and Recommendations:</p> <p>Recent academic trends emphasize the need for structural and cultural change to combat these challenges. Recommendations include implementing gender-sensitive policies, enforcing quotas to ensure equitable representation in leadership roles, and providing equal funding for men's and women's sports.</p> <p>Gender sensitivity training for coaches and sports administrators is increasingly advocated as a way to address unconscious biases and promote inclusivity. Additionally, expanding grassroots initiatives can create</p>





	<p>safe, supportive environments for girls to participate in sports, particularly in rural or underserved areas.</p> <p>Another critical recommendation is enhancing media representation of female athletes and women's sports. By highlighting their achievements, media can inspire younger generations and challenge societal norms that undervalue women in sports.</p> <p>While these findings demonstrate that progress is being made, research highlights the need for continued advocacy, education, and policy interventions to dismantle the systemic barriers hindering gender equality in Greek sports. Academic inquiry remains essential for driving evidence-based strategies that foster inclusivity and diversity.</p>
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We sport – National Best Practice Collection

In this part, it is possible to find a collection of best practises related to project topics coming from Italy, Slovakia, Greece and Bulgaria. National projects and campaigns, inspiring no-profit organizations, EU funded projects and Ministerial actions have been collected to inspire other actions across the EU, fostering their replicability. These best practices can be used as benchmark for further projects, putting a new brick towards the creation of a more inclusive European sport sector!

Italian Best practices collection:

Project title	“Ragazze nel Pallone” (Girls on the ball)
Project Coordinator (name country)	Ragazze nel Pallone, Italy
Partners (name country)	– ASSIST, Italy.
Context & Background	Ragazze nel Pallone (RNP) is a non-profit sports association, founded in 2009 with the aim of promoting access to all sports from childhood without gender discrimination. The Association organizes the largest women's sports festival in Italy, which this year has reached its thirteenth edition. Social commitment also finds ample space within our events by raising awareness of important social issues. Furthermore, organizations and initiatives of particular interest are supported with financial contributions.
Project objectives	A “women friendly” sports event aimed at creating social connections and networking opportunities between girls and women. Through its visibility the event also aims to generate political pressure for greater support for women's sport. We want to increase awareness of gender





	<p>equality in sport, reduce gender stereotypes that exclude women from leadership roles, support and encourage a sporting culture of gender equality practiced in terms of equal opportunities for girls and boys, women and men regarding education and training, participation and promotion, as well as codetermination in decision-making processes in sport. We want to produce social change through awareness-raising activities and football sporting events at a national level that involve girls and adult women.</p> <p>Ragazze nel Pallone (RNP) is the biggest sports event for girls and women in Italy. As an independent event it brings together around 1000 athletes and sports lovers every year from all over Italy and beyond to enjoy sports tournaments, debates on equality and leadership, fun and friendship. The aim is to build connections between the girls and women attending, and thus support change in sport at other levels by boosting the role of girls and women from only participants as athletes or volunteers to trainers and sport managers that can be inspiring examples for other girls and women. In effect the event is a catalyst for women's leadership by supporting the creation of more connections and networks, by shifting visibility, and by creating and supporting role models. Key to this impact is the fact that the event is organised and run fully independently, choosing to be free from institutional limits or the demands of sponsors which might compromise its aims. It is completely designed, planned and realized by girls and women, that therefore take on leading roles in different areas (communication, talks, different sports) and relate themselves directly with sports and public institutions and stakeholders involved. This is a further catalyst and a clear example for a new way of doing things.</p>
Stakeholders & Beneficiaries	<p>No direct financial support, the event is organised and run by volunteers and supported through donations and practical help from some local companies. Beneficiaries are women and girls.</p>
Project activities	<ul style="list-style-type: none"> • In 2009 a group of women motivated by the lack of good women's sports events decided to set up their own event where women could meet, play together, exchange ideas and opportunities in a safe environment. They felt it was important to create something that met their needs and expectations rather than those of men which dominate Italian sports events. • In the beginning, the event was only about football but the audience has grown significantly from 16 different teams in 2009 to 54 in 2018. The event also now hosts a real diversity of sports including everything from basketball to ultimate frisbee. Women travel from not only all over Italy but also from elsewhere in Europe to take part.





	<ul style="list-style-type: none"> • The event has improved and widened the activities offered for participants with each passing year and has also become a home for other women's sports initiatives given the high standard that it offers. • The event combines serious and fun activities, for example mixing debates on gender equality and leadership with more light-hearted activities had a positive effect in engaging more women and a wider audience in general on important topics. This shift and growth of engagement has been steady since 2009.
Project Outcomes & Measurable Impact	<p>Women participants have reported that they feel more secure and more likely to request attention and care to their specific needs and expectations in sports and the organisation of sports events. This rests mainly on having seen and experienced an example of a sport event fully dedicated to women, and created by women. Women are active leaders and organizers, encouraged to take decisions and take on responsibilities without any men above them.</p> <ul style="list-style-type: none"> • Common prejudices and assumptions regarding the capacity of a women's sports event to attract participants and to offer a quality experience of sport, leisure and networking, have been well challenged by the popularity of this event including being reflected in the questions now around opening up to men. • RNP offers a fantastic learning experience for girls and women in sports, mainly young athletes and activists, to take on responsibilities and leading roles in organizing big sport events. In most sports events in Italy, in fact, we see women mostly at basic / executive level under supervision and decision of men, especially if young. RNP tries to valorise and boost girls and women's expertise and give them roles of direct decision making and leading in the whole process (which is an yearly process) that leads to the event.
Innovative Approaches	<p>The Programs and activities used by RNP all focus on sports; so they use Education Through Sports (ETS) methodologies.</p> <p>Independence from institutions and deal-based sponsorships allows the event to also develop its political interest and send a strong message in favour of the need for change when it comes to support for women's sport and shifts in sports culture. Aside from fun and networking, this event has been a venue for discussing and highlighting serious issues for women's sport and gaining increasing attention for such issues. This balance has been invaluable to the events' success over the years and the engagement of more women in these conversations.</p>
Challenges & Lessons Learned	<p>The main obstacles result from the lack of stability in organisational resources, aside from the volunteers that contribute their time, the event has no core resource base. Additionally the inadequate media attention and general financial support is a challenge due to the low interest in women's sport in Italy. Another challenge has been around the difficulty of keeping the</p>





	<p>balance between the request of many women to keep the event “women only” and the opportunity to open up to men’s participation in order to increase the total number of participants and also diversify the contribution. The idea is that a male perspective could add new values and ideas, as well as boost the potential for wider impact in terms of addressing wider challenges for women’s leadership and visibility in sport. This is still very much an open question for the event. Organisers are exploring how to navigate this given the potential implications for sustainability of an event mainly funded by subscriptions and representing a pioneering women’s only sports initiative. Currently there is a compromise of limiting participation of men during the evenings and night activities to include women friends and family members.</p>
Sustainability	<p>The women's sports festival "Ragazza nel Pallone" takes place once a year and lasts 3 days. and the main sporting activities are: 11-a-side football, touch rugby, beach/green volleyball, basketball.</p> <p>Among the initiatives we have proposed over the years there are 12 national football and women's sports events (events which, in terms of number of athletes, make us the largest event in Italy)</p> <p>In these 15 years we have created meetings and debates. And participated in important events, including the National Meeting of Women's Sport, an event sponsored by the Senate of the Republic and organized by Assist, an association that protects and represents the collective rights of athletes of all sports disciplines operating in Italy.</p> <p>In 2019 we started a cooperation with Erasmus+ through the "Step Up Equality" project which aims to promote female leadership in sport: the European Sport Camp will be hosted within the 2021 edition of Ragazze nel Pallone.</p> <p>In 2021 we organized a 6-stop futsal tour across the entire national territory, aimed primarily at girls, but within a path that involves women of all ages. The mission is to promote gender equality, transmit important values such as freedom, self-determination and willpower to girls.</p>
Replicability	<p>The fact that Ragazze nel Pallone (RNP) has been working within gender equality in sports and women leadership in sports since 2009, and has combined collaboration with other European countries as well as other European institutions (EU Commission) with EU programs (Erasmus+ Programme) shows the level of professionalism, as well as visibility and functioning that could be replicable and used as good practices elsewhere.</p>
Source (URL):	<p>https://www.ragazzenelpallone.it/</p>





Contact Information	info@ragazzenelpallone.it
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Project title	Empowering Women for Sport Events (EWSE) in Europe
Project Coordinator (name country)	ASSIST, Italy
Partners (name country)	- /
Context & Background	<p>An European analysis to assess which are the reasons behind the difficulty for women's sport events to reach adequate levels of visibility and support in Europe, also allowing better elaboration on solutions, does not exist, especially referring to the scale of these events (medium). The EWSE report wishes to benefit not only partner organizations, but of course all the women and girls involved already and willing to be involved in organizing and managing sport events successfully, as well as European sport in general, that would gain from more sustainable events both at grassroots and professional level.</p> <p>Networking women's sporting events and festivals in Europe can improve their social, economic and cultural impact. It can be a boost and enhancement factor for the presence of women in sport, but it also offers good practices and experiences that can increase inclusion, accessibility and environmental sustainability by representing a factor of change and modernity.</p> <p>Pursuing gender equality in sports leadership, promoting the visibility and representation of women's sports means consolidating an innovative networking model that brings about real inclusion and with it a regeneration from which the entire sporting phenomenon can benefit: increasing practitioners, consolidating the base, giving opportunities to everyone means creating the best and most solid foundations on which the top level can support itself.</p> <p>EWSE has a specific activity dedicated to the mapping of women sports festivals and events in Europe, with national and international relevance. The main aim of this activity is to promote contacts and exchange experiences and good practices between organizers and</p>





	<p>organizations involved, and confirmation of the sport events/festivals that partners will involve in the pilot action's testing. This activity will then allow partners and beneficiaries of the project in:</p> <ul style="list-style-type: none"> • Developing a picture of the current situation of Women Sports Events in Europe and producing IO3 - Interactive European Map of Women Sport Events and Festivals • Recognizing the main common challenges in receiving visibility, consideration, support from sport authorities, public and private donors, sport companies • Promoting contacts and exchange experiences and good practices between organizers and organizations involved • Spreading knowledge and visibility of these events among sports audiences and stakeholders
Project objectives	<p>EWSE has 4 objectives:</p> <ol style="list-style-type: none"> 1. Analyze and map the social, economic and cultural barriers for women's sport events and festivals to achieve high impact and attract media attention, strengthening cooperation and networking between European sport stakeholders; 2. Promote a quality network for training and mutual support among professional women in sport and young women willing to become sport events manager and promoters, in a logic of cooperation, mentoring and scaling up capacities, impacts and networking; 3. Promote a new narrative for women's role in sport, valorising women's leadership to enhance the general quality of European sport events and their positive impacts beyond the event itself; 4. Enhance a female, inclusive, empathic, responsible, ecological perspective by suggesting tools for organizers and participants
Stakeholders & Beneficiaries	Female athletes and sport activists
Project activities	<ul style="list-style-type: none"> - EWSE research - EWSE handbook - EWSE guiding toolkit and facilitators guide - EWSE smart toolkit for sport activists - Digital reportage - Digital booklet
Project Outcomes &	The report made by EWSE in 2018 identifies the main barriers and challenges for equal visibility, support and relevance of women's sporting events in Europe. It also provides insights and





Measurable Impact	recommendations for future actions, to strengthen the accessibility, sustainability and inclusiveness of events, to contribute to the training of women who organize or want to organize sporting events, as well as practical ideas and advice to improve networking and visibility
Innovative Approaches	NFE
Challenges & Lessons Learned	Especially when it comes to grassroots events, athletes and sport activists rarely have the chance of strengthening specific skills and competences in cooperation with the professional side of sport, as well as have difficulties in getting support outside the grassroots level. This action therefore represents a great opportunity to boost the sustainability of these activities: partners' experience proves that all women sport events they came across (as organizers, participants, supporting organizations) struggle with the same challenges, basically leading to a common difficulty to maintain existence over the years and scaling up their impact and dimension. This is the main reason why women sport events in Europe are still few, and also not very well known despite the participants and the interest of the audience and athletes increasing.
Sustainability	-
Replicability	-
Source (URL):	https://ewse.assistitaly.eu/en/
Contact Information	Generaldirection.assist@gmail.com

Slovak Best practices collection:

Project title :	Special Olympics Slovakia Campaigns
Project Coordinator (name country)	Mgr. Eva Gažová, Slovakia
Partners (name country)	Special Olympics Slovakia are part of the MATCODE project funded by the European Union Erasmus+ programme. This three-year project with a duration until 31.12.2025 is designed for the development of sport for people with multiple disabilities.
Context &	Special Olympics Slovakia is an organization that provides a year-





Background	round cycle of training and domestic or international competitions in various types of Olympic and non-Olympic sports for children and adults with intellectual disabilities (ID). It creates new opportunities to develop their physical and mental abilities. This gives athletes with ID the opportunity to show their courage, experience the joy of victory and feel friendship. They can share their success with their family, friends, athletes and the whole society.
Project objectives	<ul style="list-style-type: none"> - Increase the quality and improve the possibilities of training processes through integration in sports clubs. - Build and make visible a functional Unified Sports program - an able-bodied individual training and competing with an athlete with an intellectual disability. - Provide opportunities for athletes with intellectual disabilities to participate in different types of sport in all regions of Slovakia. - To develop the Young Athletes programme. Encourage children and young people to participate in sport and have the opportunity to choose the sport that suits them. - Develop the Healthy Athletes programme. To provide everyone with the opportunity to play healthy sports. - Make Special Olympics Slovakia visible as a suitable partner for cooperation with the Ministry of Education, Science, Research and Sport of the Slovak Republic, sports associations, universities, NGOs and the private sector. - To build a positive approach to athletes with intellectual disabilities through sport. - To work with the media and national personalities to introduce the idea of Special Olympics to the general public. - To promote the improvement of sports performance through the professional organization of National Sports Games and sports competitions. - To expand the volunteer program through the involvement of family members, friends, spectators and supporters. - To implement an education programme for coaches, organisers and volunteers. - Promote involvement in the international structures of Special Olympics.
Stakeholders & Beneficiaries	Ministry of Education, Science, Research and Sport
Project activities	Special Olympics Slovakia actively promotes inclusive sports education, focusing on reducing discrimination and fostering participation for athletes with intellectual disabilities.
Project	not available information





Outcomes & Measurable Impact	
Innovative Approaches:	To open the hearts and minds of people with intellectual disabilities through sport, creating a space for inclusion in society. Special Olympics Slovakia is an organization that provides a year-round cycle of training and domestic or international competitions in various types of Olympic and non-Olympic sports for children...
Challenges & Lessons Learned	not available information
Sustainability	not available information
Replicability	not available information
Source (URL):	https://specialolympics.sk/
Contact Information	President : Ing. Dominika Nestarcová tel.: +421 (0)915 894 083 e-mail: nestarcova@specialolympics.sk

Project title	Lotosové kvety
Project Coordinator:	Sport club Lotosové kvety, Slovakia
Partners:	<ul style="list-style-type: none"> • Inakost Initiative, Slovakia • European Gay & Lesbian Sport Federation
Context & Background:	Originally two gentlemen who like sports started a volleyball club for homosexual people. The reason was that they were not fulfilled by the activities available and were not accepted everywhere. Their club, however, accepts all who want to take up the sport. They promote tolerance and mutual respect, breaking down stereotypes, learning from each other, sharing experiences and skills.
Project objectives:	<ul style="list-style-type: none"> • Healthy lifestyle: We create conditions for improving the physical fitness of our sportsmen and sportswomen. Training in team and individual disciplines, community competitions and other sporting or other social events. • Safe sports grounds: We strive for an environment where we can perform with complete freedom regarding our sexual orientation and gender identity. Without fear of rejection, discrimination, hate attacks or unwanted disclosure. • Community development: we bring great opportunities for networking and strengthening contacts between LGBTI





	<p>people. Of course without restrictions that would disqualify anyone from attending our training and other events.</p> <ul style="list-style-type: none"> • We contribute to a positive and unbiased image of the LGBTI community. Sport is very valuable communication content for us, helping to break down stereotypes, improve understanding and our inclusion in society. • Volunteering: our activities, whether as a civic association or as individuals, are carried out entirely on a voluntary basis and without making a profit. This is often a challenge. We therefore welcome every helping hand and head. • Human Rights: We support the fight against discrimination and for equal rights for LGBTI people and same-sex unions. Stop homophobia, biphobia, transphobia and sexual violence not only on the sports field. For the benefit of the whole of society.
Stakeholders & Beneficiaries	Not known
Project activities	The 12th edition of the international LGBTI sporting event. Regular coaching of sports: volleyball, running, badminton and floorball.
Project Outcomes & Measurable Impact	Unknown, but the club has been in operation since 2011 and is accepting new members every year. At the same time, it is expanding its activities and each year the club has successful entries in selected tournaments.
Innovative Approaches	Access to sports training and coaching for gay men who felt excluded.
Challenges & Lessons Learned:	not available information
Sustainability:	not available information
Replicability	Not available information
Contact Information:	info@lotosovekvety.sk
Source (URL)	https://www.lotosovekvety.sk/





Project title	National Strategy for Gender Equality in the Slovak Republic 2014-2019
Project Coordinator	Slovak Ministry of Labour, Social Affairs and Family.
Partners (name – country)	/
Context & Background	The National Strategy for Gender Equality in the Slovak Republic 2014-2019 was prepared by the Ministry of Labour, Social Affairs and Family.
Project objectives	Strengthening Women's Economic Independence, Increasing Participation in Decision-Making, Improving Gender Equality in Education, Science, and Research, Promoting Dignity and Bodily Integrity, Ensuring Legal Framework and Institutional Mechanisms, Mainstreaming Gender in International Cooperation,
Stakeholders & Beneficiaries	Government Ministries and Departments, Local Government Bodies, European Union and International Bodies, Non-Governmental Organizations (NGOs)
Project activities	Awareness and Education Programs, Legislative and Policy Reforms, Support for Economic Independence, Work-Life Balance Initiatives, Addressing Gender-Based Violence
Project Outcomes & Measurable Impact:	The outcomes and measurable impacts of the National Strategy for Gender Equality in the Slovak Republic for 2014-2019 show mixed results. While the strategy set forth ambitious goals and detailed plans for promoting gender equality, the implementation and monitoring of these measures faced several challenges.
Innovative Approaches	not available information
Challenges & Lessons Learned	These insights suggest that while the strategy laid down a robust framework for addressing gender equality, actual outcomes were significantly influenced by external political, social, and institutional factors that hindered its full potential impact
Sustainability	not available information
Replicability	not available information
Source (URL):	https://www.gender.gov.sk/en/files/2015/06/Strategy_EN.pdf
Contact Information	/



Bulgarian Best practices collection:

Project title	SUPPORTER – “SecUring sPORTs Education thRough innovative and inclusive Gender Equality Plans”
Project Coordinator (name – country)	European Science Foundation (ESF) – France
Partners (name – country)	<ol style="list-style-type: none"> 1. Göteborgs Universitet (UGOT) - Sweden 2. Kentro Erevnon Notioanatolikis Evropis Astiki mi Kerdoskopiki Etaireia (SEERC) – Greece 3. Univerzitet u Banjoj Luci (UNIBL) – Bosnia & Herzegovina 4. Univerza v Ljubljani (UL) – Slovenia 5. Univerzita Karlova (CU) – Czechia 6. Natsionalna Sportna Akademiya Vassil Levski (NSA) - Bulgaria 7. Lietuvos Sporto Universitetas (LSU) – Lithuania 8. Universitatea de Vest din Timisoara (UVT) – Romania 9. Georgian State Teaching University of Physical Education and Sport (GSTUPES) – Georgia 10. Universitatea de Stat de Educație Fizică și Sport (USEFS) – Moldova
Context & Background	Research highlights the failure of European sporting institutions to protect potential victims of violence and discrimination and to provide a fair playing field for differently positioned groups from inequalities, including those based on age, disability, gender, gender identity, ethnicity, nationality, race and sexual orientation and groups at the intersection.
Project objectives	SUPPORTER seeks to contribute to the advancement of inclusive gender equality in eight sports universities in Central and Eastern Europe. Through tailored training and mentoring mechanisms provided by expert partners, the partner institutions will develop cross-sectoral, innovative, inclusive and impactful gender equality plans adapted to their situation. The plans will explicitly address gender-based violence and sexual harassment. Building on state-of-the-art knowledge and the expertise of advanced gender+ equality institutions, SUPPORTER co-creates an innovative capacity-building and mutual learning programme, delivering support and mentoring towards the development of the gender equality



	plans.
Stakeholders & Beneficiaries	<u>In Bulgaria only:</u> governing bodies of NSA's administration – rector and rector's council, academic council, student council, deans and heads of departments. Main state bodies to be addressed – the Ministry of Labour and Social Policy, the Ministry of Education and Science, the Scientific Research Fund, the Directorate of Structural Funds at the MES, National Statistics Institute. Main non-governmental organisations that support the development of equality policy. International organisations.
Project activities	<ul style="list-style-type: none"> • Development of Gender Equality Plans (GEPs) • Needs Assessment • Training and Capacity Building • Workshops and Expert Guidance • Implementation and Monitoring • Collaboration and Networking • Dissemination and Advocacy:
Project Outcomes & Measurable Impact	The project is still running – outcomes and impact cannot be evaluated yet.
Innovative Approaches	<p>1. Intersectional Approach:</p> <p>The project adopts an intersectional approach to gender equality, recognizing that gender-based issues cannot be understood in isolation. By considering the overlap of various social factors—such as race, class, disability, and sexual orientation—this approach ensures that the needs of diverse groups within the institutions are addressed, rather than taking a one-size-fits-all model.</p> <p>2. Tailored Gender Equality Plans (GEPs):</p> <p>The project supports the development of customized, institution-specific Gender Equality Plans (GEPs) for each participating institution. These plans are designed to be context-sensitive, acknowledging the unique challenges and opportunities each institution faces in addressing gender-based violence and sexual harassment in sports education.</p> <p>3. Focus on Gender-Based Violence and Sexual Harassment:</p> <p>The explicit focus on gender-based violence and sexual harassment in sports higher education institutions is a novel and targeted approach.</p>





	<p>While gender equality is often discussed in broader terms, this project specifically seeks to address these pervasive issues, which are sometimes underacknowledged or inadequately addressed in the sports sector.</p> <p>4. Capacity Building for Institutional Leadership:</p> <p>Instead of only focusing on training staff directly involved with students, the project also involves institutional leadership in the capacity-building activities. This ensures that gender equality and the prevention of sexual harassment are integrated at all levels of the institution, with leadership playing a key role in driving and sustaining change.</p> <p>5. Collaborative, Multi-Institutional Model:</p> <p>The project promotes collaboration among eight sports higher education institutions, enabling them to work together, exchange best practices, and learn from each other's experiences. This networking approach fosters a sense of shared responsibility and provides a platform for institutions to create collective solutions to common challenges, thus amplifying the project's impact.</p>
Challenges & Lessons Learned	This information is not available yet.
Sustainability	<p><u>Institutional Integration</u>: Gender equality strategies, particularly focused on preventing gender-based violence and sexual harassment, are embedded into the core policies and practices of the participating institutions, ensuring long-term institutional change.</p> <p><u>Capacity Building</u>: The project enhances the skills and knowledge of institutional leaders, staff, and key stakeholders, enabling them to continue implementing and evolving gender equality initiatives independently.</p> <p><u>Creation of Practical Tools and Resources</u>: The development of resources, guidelines, and tools provides the institutions with ongoing, actionable support that they can use beyond the project's duration.</p> <p><u>Networking and Knowledge Sharing</u>: The project fosters a collaborative network of institutions, allowing for continued exchange of best practices and mutual support after the project ends.</p>





	<p>Continuous Monitoring and Adaptation: The emphasis on evaluation and monitoring ensures that the Gender Equality Plans remain effective and adaptable over time.</p> <p>Wider Dissemination: By actively sharing results and best practices with the broader European higher education and sports community, the project's impact extends beyond the initial participants, contributing to wider cultural change towards gender equality.</p> <p>These aspects ensure that the outcomes of the project are not just short-term but will have a lasting, ongoing impact</p>
Replicability	N/A
Source (URL):	https://www.supporter-project.eu/
Contact Information	Communication@supporter-project.eu

Project title	Women's Hurdles – Empowering Women through Sport
Project Coordinator (name – country)	The Prevention and Safety Unit (Unità Prevenzione e Protezione, SPP) – Italy
Partners (name – country)	<ol style="list-style-type: none"> 1. Bulgarian Sports Development Association (BSDA) – Bulgaria 2. Istituto Europeo per lo Sviluppo Socio Economico (ISES) – Italy 3. Hellenic Heart Foundation – Greece 4. Guild of Independent Creators – Lithuania 5. Cardioprevent Medical Foundation – Romania
Context Background	The Women's Hurdles project was developed to address gender inequality in sports, particularly focusing on empowering women through sports training and development. The project aims to combat gender-based barriers that prevent women from fully participating in athletics and other sports. It focuses on training female athletes, coaches, and sports managers, creating inclusive environments, and promoting women's leadership in the field of sports.
Project objectives	<ul style="list-style-type: none"> To promote gender equality in sports, particularly focusing on athletics.





	<ul style="list-style-type: none"> To provide training and professional development for women in athletics, including athletes and coaches. To empower women in sports through leadership and mentoring opportunities. To enhance the participation of women in sports at all levels and to support them in overcoming societal and systemic barriers.
Stakeholders & Beneficiaries	<p>Stakeholders: Sports federations, sports institutions, coaches, and sports management bodies across Europe.</p> <p>Beneficiaries: Women and girls involved in athletics and sports in general, particularly those in marginalized or underrepresented communities. Coaches and sports managers will also benefit from professional development opportunities.</p>
Project activities	<ul style="list-style-type: none"> Training sessions for female athletes, coaches, and sports managers to promote gender equality and provide necessary skills. Workshops and seminars on women's leadership in sports. Mentoring programs to provide guidance and support for women in athletics. Networking events that foster collaboration among women in athletics across Europe. Public awareness campaigns to highlight gender equality in sports and inspire future generations of women athletes.
Project Outcomes & Measurable Impact	<ul style="list-style-type: none"> Increased female participation in athletics and coaching. Greater visibility and recognition of women in leadership roles in sports. Enhanced professional capacity of female coaches and sports managers. Creation of sustainable networks supporting women in sports across European countries. Empowerment of women through new mentorship and leadership opportunities.
Innovative Approaches	<ul style="list-style-type: none"> Cross-border collaboration between multiple European countries, sharing best practices and resources. Mentorship programs designed to empower women, offering both guidance and inspiration. Inclusion of women in leadership roles in the coaching and





	<p>management of sports teams, challenging the traditional gender norms in sports.</p> <ul style="list-style-type: none"> Integrating gender equality training into the development of athletes and sports professionals at all levels.
Challenges & Lessons Learned	<ul style="list-style-type: none"> Cultural and societal barriers: Gender stereotypes and discrimination in certain countries and sports cultures. Resistance to change: Overcoming traditional views on gender roles in sports leadership and coaching. Need for continuous support: The importance of ongoing mentorship and network-building for sustainable change. Lessons: The project reinforced the importance of long-term commitment to creating inclusive sports environments and investing in the professional development of women.
Sustainability	<p>The project ensures sustainability by embedding gender equality principles into national and local sports organizations. The training and mentoring models are designed to be continued beyond the project's duration. The focus on leadership development for women will also help sustain the impact.</p>
Replicability	<p>The Women's Hurdles project model is highly replicable in other European countries and can be adapted to different sports contexts. By focusing on practical tools and resources, the model can be implemented by other sports organizations looking to promote gender equality in their programs.</p>
Source (URL):	<p>https://www.womenshurdles.eu/</p>
Contact Information	<p>info@associazioneises.org</p>

Project title	Bioderma Women's Run
Project Coordinator (name – country)	Begach Running Club & Bioderma – Bulgaria
Partners	





(name – country)	<ul style="list-style-type: none"> • Institut français de Bulgarie – Bulgaria • Embassy of the Republic of France – Bulgaria • Association "Children with Oncohematologic Diseases" • Bulgarian Fund for Women • Puma • Cosmopolitan • Dnevnik • Darik Radio
Context & Background	<p>The Bioderma Women's Run is an annual event held in Bulgaria that aims to promote women's health, fitness, and empowerment through sports. The event encourages women of all ages to participate in a run, fostering a sense of community and well-being among women. The project also seeks to raise awareness about skin health and the importance of physical activity in maintaining a healthy lifestyle.</p>
Project objectives	<ul style="list-style-type: none"> • To empower women by encouraging their participation in physical activities and sports. • To promote health and wellness among women through the practice of sports. • To raise awareness about skin care and the importance of protecting skin during physical activities, linking skin health with exercise. • To provide a platform for women of all ages to come together and participate in a community-focused sports event.
Stakeholders & Beneficiaries	<p><u>Stakeholders</u>: Bioderma, local event organizers, sponsors, healthcare professionals, sports associations, and media partners.</p> <p><u>Beneficiaries</u>: Primarily women of all ages, especially those who may not otherwise engage in regular physical activities. The event also aims to raise awareness of women's health issues.</p>
Project activities	<ul style="list-style-type: none"> • Annual Run: The central activity of the project is the Bioderma Women's Run, a fun and inclusive running event where women participate in different race categories, ranging from shorter distances to more challenging runs. • Training Sessions: Leading up to the event, training programs are offered to participants, aimed at preparing them for the run and promoting a healthy lifestyle. • Health Campaigns: The event is also accompanied by health awareness campaigns focused on topics like skincare, fitness,





	and nutrition, particularly targeting women's health issues.
Project Outcomes & Measurable Impact	<ul style="list-style-type: none"> Increased participation of women in physical activities, helping to raise awareness about the importance of regular exercise. Positive impact on women's health by encouraging a more active lifestyle and raising awareness about skin care. A growing number of participants each year, with an increasing interest in fitness events among women in Bulgaria. Enhanced community spirit, with women from diverse backgrounds coming together for a shared purpose of health and well-being.
Innovative Approaches	<ul style="list-style-type: none"> The integration of skincare education alongside the physical event. Bioderma is using the run as an opportunity to raise awareness about the importance of skin protection during exercise, making it a health-centered initiative that connects physical activity with skincare. The inclusive nature of the event, welcoming women of all ages and fitness levels to participate in various race categories, fostering community engagement. Offering training resources and pre-event preparation for participants, encouraging continuous physical activity even outside the event.
Challenges & Lessons Learned	<p>One challenge could be ensuring that the event remains accessible to women of all fitness levels, not just those who are already involved in sports. Creating more beginner-friendly categories and offering more targeted training sessions could help bridge this gap.</p> <p>As with any large event, organizing logistics and ensuring the safety of all participants, especially during outdoor runs, can be challenging.</p>
Sustainability	Ongoing community engagement: The event continues to grow each year, with increasing participation from women of all ages, making it a sustainable annual event.
Replicability	N/A
Source (URL):	https://bioderma-womensrun.bg/en/
Contact Information	help@begach.com





Greek Best practices collection:

Project title	Hellenic Olympic Committee's Gender Equality Initiatives
Project Coordinator (name – country)	Hellenic Olympic Committee (HOC)
Partners (name – country)	National sports federations and local sports clubs
Context & Background	The HOC has been actively promoting gender equality in sports by implementing policies and programs aimed at increasing female participation and representation in various sports disciplines.
Project objectives	To enhance female participation in sports, ensure equal opportunities, and promote women's representation in sports leadership positions.
Stakeholders & Beneficiaries	Female athletes, coaches, sports administrators, and the broader sports community in Greece.
Project activities	Organizing workshops and seminars on gender equality, providing support and resources to female athletes, and collaborating with sports federations to implement inclusive policies.
Project Outcomes & Measurable Impact	Increased number of female athletes participating in national and international competitions, greater representation of women in coaching and administrative roles, and heightened awareness of gender equality issues within the sports community.
Innovative Approaches	Integration of gender equality principles into the organizational structure of sports federations and clubs, and the establishment of mentorship programs for aspiring female athletes and leaders.
Challenges & Lessons Learned	Overcoming traditional gender stereotypes and ensuring sustained commitment from all stakeholders to maintain progress in gender equality.
Sustainability	Ongoing commitment from the HOC and continuous collaboration with sports federations ensure the longevity of these initiatives.
Replicability	Other national Olympic committees and sports organizations can adopt similar strategies to promote gender equality within their contexts.
Source (URL):	https://www.hoc.gr/en/hocnews/hoc-participates-in-a-project-for-gender-equality-in-sports/
Contact Information	https://www.hoc.gr/en/contact/





Project title	"Women in Sports" Program by the General Secretariat of Sports
Project Coordinator (name – country)	General Secretariat of Sports, Ministry of Culture and Sports, Greece
Partners (name – country)	Educational institutions, local municipalities, and sports associations
Context & Background	Recognizing the underrepresentation of women in sports, the General Secretariat of Sports launched the "Women in Sports" program to encourage female participation at all levels.
Project objectives	<p>Key objectives of the program include:</p> <ol style="list-style-type: none"> 1. Encouraging Participation: Increasing female participation in various sports and physical activities. 2. Supporting Female Athletes: Providing resources and support for female athletes, coaches, and sports officials to advance in their respective fields. 3. Raising Awareness: Conducting campaigns and events to educate the public about the importance of women's involvement in sports and the benefits it brings. 4. Combating Discrimination: Addressing and reducing instances of discrimination and harassment in sports environments. 5. Promoting Leadership: Encouraging women to take on leadership roles within sports organizations and governance.
Stakeholders & Beneficiaries	<ol style="list-style-type: none"> 1. General Secretariat of Sports: The main governing body responsible for the initiation, funding, and overall management of the program. 2. Sports Federations: National governing bodies for different sports that collaborate to promote women's participation and contribute to program activities. 3. Local Sports Clubs and Associations: Grassroots organizations that provide direct access to sports for women and girls, facilitating participation at the community level. 4. Educational Institutions: Schools, colleges, and universities may participate through sports programs or initiatives promoting physical activity for female students. 5. Non-Governmental Organizations (NGOs): Organizations focused on women's rights, sports development, or youth engagement that can provide additional resources, advocacy, and support. 6. Corporate Partners: Businesses that may sponsor initiatives or





	<p>events, provide funding, or help in promoting the program through marketing and outreach.</p> <ol style="list-style-type: none"> Government Entities: Other branches of government focused on gender equality, youth, and health that may align with the program's objectives. Media: Outlets that play a role in raising awareness and promoting stories related to women in sports, thus enhancing visibility. <p>Beneficiaries</p> <ol style="list-style-type: none"> Female Athletes: Girls and women engaged in sports, from amateur levels to elite athletes, who gain access to better resources, training, and competition opportunities. Coaches and Trainers: Women in coaching roles who receive support, training, and recognition through the program, which helps improve their coaching skills and career development. Officials and Administrators: Women taking on roles in sports governance or management who benefit from training and advancement opportunities. Youth and Young Girls: The next generation, inspired to participate in sports due to increased visibility and support for female athletes, which can have positive impacts on their health and personal development. Communities: Local communities benefit from broader participation in sports, which can enhance social cohesion and promote active lifestyles among women and girls. Families: Diverse family units that gain understanding and support for female participation in sports, leading to a more supportive environment for young girls interested in athletics.
Project activities	<ol style="list-style-type: none"> Training and Workshops <ul style="list-style-type: none"> Skill Development Workshops: Sessions tailored for female athletes, coaches, and referees to enhance their skills and knowledge. Leadership Training: Programs aimed at empowering women to take on leadership roles within sports organizations. Awareness Campaigns <ul style="list-style-type: none"> Media Campaigns: Initiatives to promote stories of successful female athletes and raise awareness about women's contributions in sports. Community Outreach: Engaging local communities through events or informational sessions focused on the importance of women in athletics. Competitions and Events <ul style="list-style-type: none"> Women's Tournaments: Organizing sports competitions





	<p>specifically for women and girls to encourage participation and showcase talent.</p> <ul style="list-style-type: none"> • Sports Festivals: Events that celebrate women in sports through exhibitions, demonstrations, and family-friendly activities. <p>4. Mentorship Programs</p> <ul style="list-style-type: none"> • Mentorship Matching: Connecting young female athletes with experienced athletes or professionals in the sports industry for guidance and support. <p>5. Funding and Grants</p> <ul style="list-style-type: none"> • Scholarships and Grants: Providing financial support to women athletes and sports organizations that promote female participation in sports. <p>6. Research and Evaluation</p> <ul style="list-style-type: none"> • Surveys and Studies: Conducting research to assess gender disparities in sports and evaluate the effectiveness of program initiatives. <p>7. Partnership Development</p> <ul style="list-style-type: none"> • Collaborations with NGOs and Educational Institutions: Building partnerships to expand the reach and resources available for women in sports. <p>8. Physical Activity Programs</p> <ul style="list-style-type: none"> • Community Fitness Programs: Organizing activities like yoga, aerobics, or team sports to encourage women and girls to engage in regular physical exercise. <p>9. Online Platforms and Resources</p> <ul style="list-style-type: none"> • Resource Creation: Developing online materials such as guides, videos, and articles aimed at promoting sports for women and providing training content. <p>10. Policy Advocacy</p> <ul style="list-style-type: none"> • Engagement with Stakeholders: Working with governmental and non-governmental bodies to advocate for policies that support women's participation in sports.
Project Outcomes & Measurable Impact	<p>1. Increased Female Participation</p> <ul style="list-style-type: none"> ○ Outcome: Higher numbers of women and girls participating in sports and physical activities. ○ Measurement: Track enrollment and participation rates in sports clubs, competitions, and training sessions before and after the program implementation. <p>2. Development of Female Leaders in Sports</p> <ul style="list-style-type: none"> ○ Outcome: More women taking on leadership roles in sports organizations and coaching positions. ○ Measurement: Monitor the percentage increase of women in leadership roles (e.g., coaches, officials) within





	<p>federations and clubs.</p> <p>3. Enhanced Visibility of Female Athletes</p> <ul style="list-style-type: none"> ○ Outcome: Greater media representation and recognition of female athletes. ○ Measurement: Analyze media coverage and presence of female athletes in press articles, broadcasts, and social media campaigns. <p>4. Positive Changes in Community Attitudes</p> <ul style="list-style-type: none"> ○ Outcome: Shift in public perception regarding women's participation in sports. ○ Measurement: Conduct surveys before and after campaigns to gauge changes in attitudes and beliefs about women in sports. <p>5. Improved Access to Resources</p> <ul style="list-style-type: none"> ○ Outcome: Increased availability of training resources, facilities, and funding for female athletes. ○ Measurement: Evaluate the number of scholarships, grants, and equipment/access provided specifically to women. <p>6. Creation of Support Networks</p> <ul style="list-style-type: none"> ○ Outcome: Establishment of mentorship programs and support networks for women in sports. ○ Measurement: Track the number of mentorship connections made and evaluate participant satisfaction and career progression. <p>Measurable Impact</p> <p>1. Quantitative Metrics</p> <ul style="list-style-type: none"> ○ Participation Rates: Statistical data showing percentage increases in female athletes' participation across various age groups and sports. ○ Leadership Metrics: Numbers reflecting the increase in female coaches, trainers, and administrators in sports organizations. <p>2. Qualitative Metrics</p> <ul style="list-style-type: none"> ○ Feedback and Testimonials: Collect stories and testimonials from participants regarding their experiences and the impact of the program on their lives. ○ Case Studies: Document specific instances where the program has led to significant changes for individuals or groups (e.g., a successful female athlete mentoring young girls). <p>3. Impact Assessments</p> <ul style="list-style-type: none"> ○ Pre- and Post-Program Surveys: Measuring changes in knowledge, attitudes, and behaviors related to women in
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	<p>sports among participants.</p> <ul style="list-style-type: none"> ○ Community Engagement Levels: Assessing attendance and involvement in events aimed at promoting women in sports, including community fitness programs and tournaments. <p>4. Longitudinal Studies</p> <ul style="list-style-type: none"> ○ Ongoing Monitoring: Long-term studies that track the progress of women in sports over several years to identify sustained impacts and ongoing challenges. <p>5. Partnership Growth</p> <ul style="list-style-type: none"> ○ Network Expansion: Measure the increase in partnerships with NGOs, educational institutions, and community organizations focused on women's sports.
Innovative Approaches	<p>1. Digital Platforms and Apps</p> <ul style="list-style-type: none"> • Mobile Apps for Training and Support: Develop an app that provides access to training resources, fitness plans tailored for women, and directories of local women-friendly sports clubs and events. • Online Communities: Create a digital platform or forum where female athletes, coaches, and enthusiasts can connect, share experiences, and find mentorship opportunities. <p>2. Virtual and Augmented Reality Experiences</p> <ul style="list-style-type: none"> • Virtual Training Sessions: Use VR technology to provide immersive training experiences or simulate competitive environments for female athletes, making top-notch coaching accessible remotely. • Augmented Reality Events: Organize AR-based events that allow participants to engage with sports challenges from their homes or local communities. <p>3. Gamification of Participation</p> <ul style="list-style-type: none"> • Sports Challenges and Competitions: Implement a gamified system where participants earn points or rewards for attending events, completing training sessions, or participating in local competitions. This could also include friendly inter-community competitions to drive engagement. <p>4. Collaborative Workshops and Events</p> <ul style="list-style-type: none"> • Co-creation Workshops: Involve women athletes and coaches in the design of training programs and events to ensure their needs and perspectives shape the offerings. • Interdisciplinary Events: Partner with fields such as health,





	<p>nutrition, and wellness to organize joint workshops that educate female participants on holistic approaches to sports and fitness.</p> <p>5. Community-Based Initiatives</p> <ul style="list-style-type: none"> • Mobile Sports Units: Launch mobile sports initiatives that bring training sessions, resources, and workshops directly to underserved areas, making sports accessible to more women and girls. • Family Sports Days: Organize events that celebrate family and community involvement in sports, encouraging participation from all age groups while specifically promoting women's activities. <p>6. User-Generated Content Campaigns</p> <ul style="list-style-type: none"> • Social Media Challenges: Encourage female athletes to share their sports journeys on social media platforms, using specific hashtags to create visibility and community support. • Storytelling Initiatives: Use video or blog platforms to allow women athletes to share their stories, challenges, and successes, fostering a sense of community and inspiration. <p>7. Cross-Sector Collaboration</p> <ul style="list-style-type: none"> • Partnerships with Corporations: Collaborate with businesses to sponsor events or provide resources, technology, and training facilities, especially those focused on promoting diversity and inclusion in the workplace. • Educational Alliances: Work with universities and schools to integrate sports programs into their curricula, promoting leadership skills and physical activity among female students. <p>8. Mentor-Mentee Matching Programs</p> <ul style="list-style-type: none"> • Utilizing Technology for Mentorship: Launch a digital platform for matching young female athletes with experienced mentors in sports and related fields based on interests, sports discipline, and career goals. <p>9. Research and Data Utilization</p> <ul style="list-style-type: none"> • Data-Driven Initiatives: Use analytics to identify trends in female sports participation and tailor programs to effectively address gaps and promote areas of interest. • Impact Measurement Tools: Develop innovative metrics and tools to assess the impact of different program activities on women's engagement and satisfaction levels. <p>10. Focus on Inclusivity</p>
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	<ul style="list-style-type: none"> • Adaptive Sports Programs: Design inclusive programs that cater to women with disabilities, ensuring access to sports for all and promoting the message of equality and diversity in athletics. • Cultural and Linguistic Adaptation: Create resources and programs that address the cultural and linguistic diversity within communities to ensure inclusivity in participation.
Challenges & Lessons Learned	<p>Challenges</p> <ol style="list-style-type: none"> 1. Cultural Barriers <ul style="list-style-type: none"> ○ Issue: Persistent stereotypes and cultural beliefs may discourage women from participating in sports or limit their opportunities. ○ Solution: Tailor educational campaigns to address specific cultural concerns and engage community leaders in promoting positive messages about women in sports. 2. Lack of Resources <ul style="list-style-type: none"> ○ Issue: Many clubs and organizations may lack adequate funding, facilities, or equipment to support women's sports initiatives. ○ Solution: Develop partnerships with local businesses, NGOs, and government agencies to secure sponsorships and resources specifically dedicated to women's sports. 3. Limited Visibility and Media Representation <ul style="list-style-type: none"> ○ Issue: Female athletes may receive less media coverage and visibility compared to their male counterparts, affecting role modeling and inspiration. ○ Solution: Create targeted media campaigns and engage with journalists to highlight female athletes' achievements and stories, fostering greater representation. 4. Retention of Participants <ul style="list-style-type: none"> ○ Issue: Initial enthusiasm may wane due to various factors like time constraints, lack of support, or limited competition opportunities. ○ Solution: Implement mentorship programs, regular feedback loops, and community-building activities to maintain engagement and provide continuous support. 5. Gender Inequalities within Sports Organizations <ul style="list-style-type: none"> ○ Issue: Historical gender biases in leadership and decision-making roles can hinder the implementation of women-centric policies and programs. ○ Solution: Advocate for policy changes that promote gender equity in sports governance and actively recruit women into leadership positions. 6. Access to Training and Coaching





- **Issue:** Women may have limited access to quality coaching and training programs, especially in less urban areas.
- **Solution:** Develop mobile training programs that bring qualified coaches to underserved areas and offer flexible training schedules that accommodate women's diverse lives.

7. Feedback and Evaluation Limitations

- **Issue:** Lack of effective measurement and feedback mechanisms can hinder the assessment of program success and areas for improvement.
- **Solution:** Establish clear metrics for success and create regular evaluation processes that involve participants, allowing for timely adjustments based on feedback.

Lessons Learned

1. Community Engagement is Key

- **Insight:** Building relationships with community leaders and organizations enhances program buy-in and participation. Connecting with local values and needs is crucial.

2. Flexibility and Adaptability

- **Insight:** Being flexible in program delivery and responsive to participants' changing needs can improve retention. Programs should adapt to various schedules, interests, and skill levels.

3. Emphasizing Role Models

- **Insight:** Highlighting local female athletes as role models can inspire participation and create a desire for young girls to engage in sports. Personal stories resonate strongly and help break down barriers.

4. Holistic Approach to Well-Being

- **Insight:** Integrating physical fitness with mental health resources, nutrition education, and life skills training addresses the broader needs of female participants and enhances overall program impact.

5. Importance of Data and Feedback

- **Insight:** Collecting and analyzing data helps identify trends and gaps in program participation and effectiveness. Continuous feedback ensures that programs remain relevant and impactful.

6. Collaboration Across Sectors

- **Insight:** Engaging with a wide range of stakeholders—including schools, businesses, and healthcare providers—can amplify resources and extend the reach of women's





	<p>sports initiatives.</p> <p>7. Focus on Inclusivity and Accessibility</p> <ul style="list-style-type: none"> ○ Insight: Ensuring programs are accessible to women of all backgrounds—including those with disabilities, from various socioeconomic backgrounds, and those in rural areas—is essential for achieving widespread participation. <p>8. Celebrate Achievements</p> <ul style="list-style-type: none"> ○ Insight: Regularly celebrating the accomplishments of female athletes and program participants fosters pride and encourages ongoing involvement. Recognition helps build a supportive community atmosphere.
Sustainability	<p>1. Financial Sustainability</p> <ul style="list-style-type: none"> • Diverse Funding Sources: Establish a multi-faceted funding model that includes grants, sponsorships from local businesses, crowdfunding initiatives, and partnerships with NGOs. This diversity can help buffer against economic downturns or changes in funding priorities. • Membership and Participation Fees: Introduce affordable membership or participation fees for certain programs, ensuring they go directly to program costs while remaining accessible to participants. <p>2. Community Engagement and Ownership</p> <ul style="list-style-type: none"> • Local Partnerships: Collaborate with community groups, schools, and local organizations to foster a sense of ownership and commitment to the program. Involving local stakeholders encourages continued support and participation. • Volunteer Programs: Develop volunteer initiatives that engage local community members, including parents and former athletes, in supporting and running programs. This builds community involvement and reduces operational costs. <p>3. Capacity Building</p> <ul style="list-style-type: none"> • Training Local Coaches and Leaders: Invest in training local women to become coaches, referees, and program leaders. This not only creates job opportunities but also helps root the program in the community, making it less dependent on external resources. • Mentorship Programs: Establish mentorship systems where experienced athletes and coaches support new participants, creating a supportive network that can enhance skills and retention. <p>4. Inclusive Programming</p> <ul style="list-style-type: none"> • Tailored Programs for Diverse Groups: Ensure programming is adaptable to meet the needs of various groups, including different age ranges, skill levels, and backgrounds. This can involve offering





	<p>specialized activities, such as fitness classes for mothers or sports for girls with disabilities.</p> <ul style="list-style-type: none"> • Focus on Life Skills: Integrate life skills training, leadership opportunities, and personal development workshops into sports programming, which can contribute to participants' overall growth and encourage long-term engagement. <p>5. Evaluation and Feedback Mechanisms</p> <ul style="list-style-type: none"> • Regular Impact Assessment: Establish metrics to evaluate the success and impact of the program regularly. Use surveys, interviews, and focus groups to gather feedback from participants and stakeholders to understand their needs and improve programming. • Adaptation Based on Feedback: Be open to making changes based on participants' input, thus ensuring the program remains relevant and responsive to community needs. <p>6. Awareness and Advocacy</p> <ul style="list-style-type: none"> • Marketing and Communications: Maintain ongoing promotion of the program through social media, local media, and outreach initiatives. Highlight success stories and participant achievements to raise awareness and attract new participants and sponsors. • Advocacy for Women in Sports: Work with advocacy groups to promote policies and initiatives that support women in sports at all levels. Engaging in national and international discussions can help elevate the program's profile and secure additional resources. <p>7. Sustainable Practices</p> <ul style="list-style-type: none"> • Environmentally Friendly Events: Incorporate sustainable practices in organizing events, such as reducing waste, promoting recycling, and encouraging carpooling or the use of public transport. • Online Resources: Develop online training materials, virtual workshops, and webinars to reach a broader audience without the environmental impact associated with travel. <p>8. Long-term Relationships with Schools and Universities</p> <ul style="list-style-type: none"> • Integration into Educational Systems: Partner with educational institutions to integrate sports programs into their curricula. This not only provides stable participation numbers but also embeds the importance of women in sports in youth education. • Scholarship Opportunities: Create scholarship programs for talented young female athletes to pursue sports education, further encouraging participation and promoting long-term engagement in sports.
Replicability	1. Develop a Comprehensive Program Model





	<ul style="list-style-type: none"> • Standardized Framework: Create a clear and structured program outline that includes goals, objectives, activities, and desired outcomes. This framework should be flexible enough to be adapted to different local contexts. • Resource Toolkit: Compile a toolkit of materials, including coaching guides, training resources, marketing materials, and assessment tools. This will provide a solid foundation for new programs to build upon. <p>2. Emphasize Local Adaptation</p> <ul style="list-style-type: none"> • Cultural Sensitivity: Encourage local organizers to modify the program to reflect their community's culture, values, and specific needs. This might include incorporating local sports, traditions, or languages. • Community Involvement: Involve local stakeholders in the planning and implementation phases to ensure the program resonates with the community and addresses its unique challenges. <p>3. Training and Capacity Building</p> <ul style="list-style-type: none"> • Train-the-Trainer Model: Implement a train-the-trainer approach, where selected local leaders, coaches, or educators receive intensive training to deliver the program within their communities, ensuring knowledge transfer and capacity building. • Workshops and Seminars: Conduct regular workshops that focus on best practices, successful strategies, and challenges encountered in implementation, allowing different regions to learn from one another. <p>4. Establish Metrics and Evaluation Tools</p> <ul style="list-style-type: none"> • Evaluation Framework: Develop clear metrics and assessment tools that can be applied across different sites to measure success, impact, and areas for improvement consistently. • Feedback Mechanisms: Create channels for ongoing feedback from participants and stakeholders, which can inform adjustments and improvements in the program. <p>5. Build a Network of Support</p> <ul style="list-style-type: none"> • Community of Practice: Establish a network or community of practice among program leaders to share experiences, resources, successes, and challenges. This collaborative environment can foster innovation and continuous improvement. • Mentorship and Peer Support: Pair new program implementers with experienced ones to provide mentorship and support during the launch and initial stages of the program. <p>6. Focus on Visibility and Awareness</p> <ul style="list-style-type: none"> • Marketing Strategy: Develop a marketing and communication strategy that highlights the importance of women in sports and
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	<p>shares success stories from different locations to inspire participation and support.</p> <ul style="list-style-type: none"> • Engagement with Media: Work with local media to cover events, achievements, and milestones of women in sports, promoting awareness and encouraging community involvement. <p>7. Leverage Technology</p> <ul style="list-style-type: none"> • Online Platforms: Utilize technology to offer online training sessions, workshops, and resources that can reach wider audiences without the constraints of geographical barriers. • Social Media Campaigns: Encourage local programs to use social media for outreach and engagement, showcasing their initiatives and attracting participants. <p>8. Engage with Educational Institutions</p> <ul style="list-style-type: none"> • Partnerships with Schools: Collaborate with schools and universities to integrate the program into their curricula and sports offerings, ensuring a steady influx of participants and institutional support. • Incorporation into Physical Education: Work with educators to incorporate women's sports initiatives into physical education programs, promoting participation from a young age. <p>9. Support from National and International Organizations</p> <ul style="list-style-type: none"> • Collaboration with Governing Bodies: Partner with national and international sports organizations to gain credibility, resources, and support for implementing and scaling the program. • Access to Funding and Resources: Leverage partnerships to access funding opportunities and additional resources that can enhance the program's reach and impact. <p>10. Document and Share Best Practices</p> <ul style="list-style-type: none"> • Case Studies and Success Stories: Document successful implementations and outcomes to create case studies that can serve as reference points for other communities looking to replicate the program. • Adaptable Best Practices: Regularly update the program model and resources based on lessons learned and feedback from various implementations.
Source (URL):	https://isotita.gr/wp-content/uploads/2023/04/National-Action-Plan-for-Gender-Equality-2021-2025.pdf
Contact Information	https://minsports.gov.gr/





Project title	"Equal Playing Field" Initiative by the Hellenic Football Federation
Project Coordinator (name – country)	Hellenic Football Federation (HFF)
Partners (name – country)	Local football clubs, schools, and non-governmental organizations
Context & Background	The HFF recognized the need to promote gender equality in football, a sport traditionally dominated by men, and launched the "Equal Playing Field" initiative.
Project objectives	To provide equal opportunities for girls and women in football, develop female talent, and promote inclusivity within the sport.
Stakeholders & Beneficiaries	Young girls, female football players, coaches, and football clubs across Greece.
Project activities	Establishing football academies for girls, organizing female football tournaments, and providing coaching education programs focused on gender sensitivity.
Project Outcomes & Measurable Impact	Increased participation of girls in football, development of competitive women's football teams, and a more inclusive environment within football clubs.
Innovative Approaches	Increased participation of girls in football, development of competitive women's football teams, and a more inclusive environment within football clubs.
Challenges & Lessons Learned	Overcoming societal perceptions of football as a male-only sport and ensuring equal resource allocation for women's football programs.
Sustainability	Commitment from the HFF to continue supporting women's football through policy and funding ensures the initiative's longevity.
Replicability	Football associations in other countries can implement similar programs to promote gender equality in the sport.
Source (URL):	https://www.epo.gr/Home.aspx?a_id=256
Contact Information	https://www.epo.gr/Contact.aspx?a_id=1408

We sport – National Roundtables results

The project, successfully conducted roundtable discussions across Italy, Greece, Bulgaria, and Slovakia. These sessions engaged a diverse group of teachers and sports coaches in meaningful dialogue about gender identity, racism, and discrimination within the sports



community, to understand the actual conditions of the progresses of gender equality in these national sport systems directly by the experience of professionals.

In each roundtable, the discussions began with an introduction to the WeSport project, detailing its objectives and the urgent need for addressing gender issues in sports. Each session used a combination of workshops, interactive discussions, and participant feedback to dive deep into the local and cultural aspects affecting sports.

In **Italy**, discussions focused on specific incidents of gender bias and explored innovative strategies for media involvement to alter public perceptions. Participants in **Greece** highlighted educational strategies and community involvement, sharing impactful anecdotes about local responses to discrimination.

Bulgaria's sessions brought to light the challenges at the national level, with a focus on cultural influences and the need for policy advocacy. Participants discussed how local sports heroes could influence youth and serve as catalysts for change. In **Slovakia**, the emphasis was on the impact of educational materials and the importance of family involvement in shaping youth perceptions and attitudes towards sports.

The roundtables have demonstrated to be powerful tools to find common themes across all countries and to investigate how single nations tackle them. Among these, there was the **recognition of persistent stereotypes and the need for systemic change**.

Participants discussed the role of media, family, and societal norms in perpetuating gender stereotypes and proposed various strategies for change. These included starting education about gender equality from a young age and involving older generations in the educational efforts, acknowledging their role in shaping the views of children and young people.

To provide relevant information to the reader, the Consoritum considered key findings, common themes, unique insights, and actionable recommendations based on the countries report. Therefore, it is possible here to consult a structured conclusion scheme of the outcomes:

Key Findings Across Countries:

1. Common Challenges:

- All countries reported continued gender stereotypes in sports, impacting participation and recognition of female athletes.





- Issues of racism and discrimination were prevalent concerns that participants noted needed ongoing attention and strategic interventions.

2. Successful Strategies:

- Interactive sessions, such as role-playing and group discussions, were effective in engaging participants in sport and fostering a deeper understanding of the issues.
- Educational approaches starting from a young age and within family environments were highlighted as crucial in all countries.

3. Innovative Practices:

- Italy and Bulgaria emphasized the importance of media in shaping perceptions and advocated for media campaigns to promote gender equality in sports.
- Greece and Slovakia focused on community and school-based initiatives to educate younger generations, with implementing specific educational content aimed at coaches and teachers.

Unique Insights:

- Bulgaria highlighted the role of local sports heroes in influencing youth and suggested leveraging their stories to inspire change.
- Slovakia noted a significant impact when older generations (parents and grandparents) were involved in educational sessions, suggesting a holistic family-oriented approach to advocacy.

Recommendations:

1. Expand Media Involvement:

- Enhance collaboration with media outlets to regularly feature stories that break gender stereotypes and showcase diversity in sports.

2. Community and School Engagement:

- Increase workshops and seminars at community centres and schools, using materials and methodologies tested during the roundtables.
- Encourage sports clubs to host inclusive events that are open to all genders, races, and backgrounds.

3. Policy Advocacy:

- Work with local and national governments to ensure that policies supporting inclusivity in sports are not only enacted but also effectively implemented.





- Advocate for funding and resources to support ongoing education and training programs for coaches, teachers, and sports administrators.

PART III: Education Thought Sport to address Gender Equality and Inclusion: Theory and Practice

We Sport - ETS Methodology Explained

Sport and Education: A possible connection?

People of all ages may profit greatly from the fusion of education and athletics, which combines learning and physical exercise into a potent strategy for personal development. Together, sports



and education provide a road to well-rounded development that fosters social and community involvement while improving mental acuity, physical health, and critical life skills. By seeing sport as a kind of education, society adopts a more comprehensive perspective of learning, one that places equal weight on life skills and individual resiliency as it does on academic success. This combination of education and sport gives everyone the chance to develop in a healthy, satisfying way.

The enhancement of cognitive function is one of the main advantages of integrating sports into the classroom. Exercise improves memory recall, problem-solving abilities, and general mental sharpness by increasing blood flow to the brain, which has a significant effect on mental clarity and attention. A natural method to maintain the mind sharp and active is to participate in frequent sports or physical exercise, regardless of age—young students, working professionals, or senior citizens. Because physical activity improves mental clarity, learning is more effective, and this can result in better academic success for kids in particular. Adults who are able to keep their minds focused and sharp can be more productive, make better decisions, and have a lower chance of experiencing cognitive decline as they age.

Naturally, one of the main advantages of incorporating sports into daily life is improved physical health. Sports-related physical fitness is crucial for long-term wellbeing in a society where sedentary lifestyles are becoming more and more prevalent. Participating in sports on a regular basis lowers the risk of chronic diseases including diabetes, obesity, and heart disease by promoting cardiovascular health, strength, and flexibility in people of all ages. A healthier, more active lifestyle can be supported by the habits developed in youth, when sports are frequently more accessible. People frequently grow to value health as a lifetime commitment that enriches and complements all facets of life as they get more knowledge about the advantages of physical exercise through sports.

Sports provide a special opportunity to acquire life skills that enhance intellectual growth in addition to physical wellness. Playing sports promotes cooperation, whether it's in team sports where participants learn to cooperate to achieve a shared objective or in solo sports where people compete with one another in a respectful environment. People of all ages may develop their communication skills, sense of responsibility, and respect via sports, which also teaches them to value everyone's contribution to a team effort. People learn the value of cooperation and teamwork via sports, which are not only useful in the job but also crucial in social and familial contexts.

Other essential components of this integration include the discipline and accountability that come with playing sports. Regardless of age, athletes need to set personal goals, respect

instructors and teammates, and stick to timetables. This framework aids in the development of organizational and time management abilities, which in turn foster a sense of accountability. Sports foster discipline and accountability in everyone, whether it's a youngster learning to attend practice or an adult juggling training with job and family obligations. These qualities provide a stronger feeling of purpose and accomplishment in addition to fortifying personal character.

Along with these individual advantages, sports offer a unique capacity to strengthen social ties and create a sense of community. People from different backgrounds may connect via sports, which promote inclusion. Sports foster a sense of community and respect for one another by dismantling social, cultural, and financial boundaries. Joining a community league or playing on a team unites individuals in a way that fosters empathy and understanding, strengthening bonds and communities. Sports' social components also strengthen ties between neighborhoods and families, fostering a network of support that is especially helpful for young people. Adults may mentor and encourage one another via sports, which promotes togetherness and creates bonds that go well beyond the field of play.

A sense of social duty is also fostered by sports. People of all ages may witness directly the wonderful impact they can have on others by playing sports. Sports participants are more conscious of their influence on others, whether they are coaching younger players, helping teammates, or interacting with spectators. Beyond the realm of athletics, this knowledge inspires people to make more constructive contributions to society by fostering principles of mutual support, respect, and leadership.

Most importantly, combining education and athletics helps people get ready for a world where having a wide range of skills will be more and more valued. People who can think critically, work well with others, and endure hardship are highly valued in today's society. Sports-related abilities like perseverance, flexibility, and strategic thinking are crucial in many facets of life. Through this integration, people are shaped into resilient, well-rounded individuals who can adjust to change and make significant contributions to society, going beyond simply being academically aware. For a lot of people, sports may even lead to new possibilities, including coaching and sports management jobs or scholarships for young players, opening doors that would not have been available otherwise.

In the end, integrating sports and education enables individuals of all ages to participate in an educational process that honors the intellectual, physical, emotional, and social aspects of their growth. Sports serve as a lifetime teacher, imparting significant and useful lessons that help people grow healthier, happier, and more capable. As a result of this integration, society

produces a generation of people that has the knowledge, resilience, and life skills necessary to succeed in all facets of life. Everyone gains from this harmony between education and athletics, which makes the community stronger, healthier, and more cohesive.

What is ETS Methodology?

In recent years, the educational landscape has changed dramatically to acknowledge the variety of learning environments, requirements, and preferences. The traditional lines of formal education have become less distinct in this constantly growing field of study, leading to the development of the ideas of Non-Formal Education (NFE) and Education Through Sport (ETS). This session serves as a starting point for learning how these "non-traditional" approaches might be applied to help young people who are struggling with mental health issues, such as anxiety, depression, and recovery from COVID-19.

Learning is a very personal process that is impacted by a wide range of variables, such as learning preferences and individual intelligences. While some people learn well visually, others do best with kinesthetic exercises. This recognition of varied intellect emphasizes how important fun and interesting learning is. The understanding that education is not confined to the regimented walls of classrooms is at the heart of this paradigm shift in education. Even though formal education, like school lessons, follows curricula and institutional frameworks, learning can also occur passively through cultural experiences like going to the theater or museums, or actively through practical workshops and sports activities, which are characteristics of non-formal education. The conventional system's mainstay, formal education, stresses theoretical learning and adheres to set curriculum. The presence of a teacher who teaches subjects to pupils—who may be adults or students studying about work competences or at a university—is necessary for formal education. Formal education is the oldest and most widely utilized approach in the world.

Conversely, informal education is a mode of learning when a person picks up ideas or information practically instinctively via conversations with peers or by listening to them discuss a subject that interests them. There is no instructor or teaching person involved in this instance; it only refers to all of the situations in everyday life where we are exposed to knowledge that we create on our own, like when we read an article in the newspaper or listen to the radio.

Non-formal education, on the other hand, adopts a flexible and adaptive strategy that emphasizes experiential learning, cooperation, and the development of practical skills while meeting the individual requirements of each student. In an NFE setting, a moderator—someone who leads others in educational activities that enable the teaching of certain values

or knowledge—is more important than a teacher. Instead of taking over like a professor might in a classroom, this individual helps the others while being on an equal footing with them. This position is essential in ensuring that participants feel motivated, happy, and focused during the activities, encouraging them to perform to the best of their abilities.

NFE helps those who might not fit inside the parameters of conventional education, promotes voluntary involvement, and builds solid, trusting connections between educators or trainers and students. A more individualized, hands-on, and comprehensive approach to education is made possible by NFE. With efforts to formally recognize and validate abilities learned through non-formal learning, non-formal education has gained prominence and recognition in many nations. Because it is learner-centric, flexible, and adaptive, it is seen as beneficial and innovative. It supports lifelong learning, fosters diversity, and gives people useful skills.

The method known as Education via Sport, or ETS, is a component of non-formal education. We need to first make a distinction between education by sport, education for sport, and education via sport. EFS is instruction tailored to a particular sport. Therefore, it will be an example of education for sport if individuals join together to improve their talents in playing a certain activity, such as learning how to play soccer better. Conversely, education by sport occurs when an individual chooses to play sports only to improve their physical or mental well-being. Sport will be used as an educational tool if a doctor recommends a balanced diet and an hour of exercise each day for someone who is overweight.

ETS is an educational approach that uses sport as a tool to teach participants values or concepts rather than as the end objective of educational activities. In order to make the activities inclusive and to communicate the values of diversity and anti-discrimination, this methodology frequently entails practicing sports activities with barriers, such as playing ping pong with one hand behind one's back or with one eye blindfolded. In general, this approach turns a straightforward sporting activity into a more dynamic and captivating way to learn concepts than reading the same ideas in a methodological guide. Education Through Sport uses physical activity and team dynamics to promote learning and personal development.

ETS Methodology: Benefits and Threats

Benefits

- Development of social and cooperative skills: Sports education promotes communication, teamwork, and active engagement. Participants must work together to achieve a common goal,





especially in team sports, which improves their social and cooperative skills.

- **Improved Mental and Physical Health:** Regular participation in sports can improve physical health and reduce the risk of long-term conditions including diabetes, obesity, and heart disease. Additionally, exercise has been linked to improved mental health, including decreased stress, anxiety, and depressive symptoms.
- **Teaching Discipline and Values:** Sports are a great way to teach values like discipline, devotion, respect, and responsibility. These ideas may be applied to many facets of life, promoting more ethical and well-rounded development.
- **Diversity and Inclusion:** In order to promote social inclusion, sports may assist in removing obstacles pertaining to culture, money, and physique. Sports may bring people together from all walks of life to feel connected.

Threads

- **Risk of injury:** Participating in sports carries a risk of physical injury, which may have long-term consequences for one's health and capacity to play the sport. A student's motivation and educational experience may also suffer as a result of injuries.
- **Stress & Pressure:** An excessive focus on competition, especially for young athletes, can lead to undue stress and strain. Burnout, performance-related anxiety, and a reduction in the enjoyment of playing sports can result from this.
- **Unequal Resource Access:** In the sports sector, not everyone has equal access to facilities, gear, and qualified teachers. This might result in inequalities and limit specific social or economic groups' access to the benefits of sport-based education.
- **An overemphasis on athletic performance:** In certain circumstances, athletic achievement may take precedence over education and personal development. When performance and wins are the only criteria used to define success, this might lead to a distorted understanding of the importance of sports.
- **Difficult to validate:** Even if ETS oversees self-evaluation and debriefing moments, it is difficult to catch immediately the pedagogical results of the activities and to measure (in the long time) the impact of them among participants. There are no standard protocols and monitoring systems.

How to introduce ETS Methodology in sport trainings to address gender equality and inclusion

ETS can be used in every educational context to address any kind of social issue. In fact, the sport part of these methodology is used as a metaphor to reflect a social issue that the trainer wants to address. Participants involved in a ETS training are invited to reflect about them and to experiment such problems through their bodies and the engagement with others in a group activity.



For this reason, ETS can become a valuable tool to explain, practically, topics like gender equality, discrimination and social inclusion. This way, people part of disadvantaged groups can mirror themselves in the activity, finding a place where their efforts are recognized, and people that are not touched by these kinds of issue can foster empathy and understanding towards them and the people effected by them.

Many times sport is also the platform where the society projects stereotypes. Newspapers record often homophobic cases against athletes that find the courage to come out as gay or trans people or racist attack against black athletes. Moreover, the participation of women in the so-called “male sport” (like football or rugby) is still considered a taboo and their participation in these kind of sports is underrated. Exactly for this reason, sport can be used to deconstruct the stereotype and the prejudices that the sport environment itself fosters.

Throught ETS, sport can become a tool of freedom and self-esteem for women and LGBTQI+ people in connection with other peers, a place where to teach respect, team working and self-expression, developing a new generation of athletes.

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Workshop 1 – ETS Methodology on practice

Introduction:





Sport and physical activity provide opportunities for addressing discrimination faced by many groups of the society. Girls, women, members of the LGBTQI+ community, are frequently subject to multiple forms of discrimination. The participation in sport and physical activities challenges prejudices and therefore positively contributes to their empowerment. Sport and physical activity can help to enhance empowerment and social connection of these groups.

Ice Breaking	Names ball	
	ETS methods	/
	Main Aim	<ul style="list-style-type: none"> • Get to know participants • Create a trustworthy and sharing environment
	Tools	<ul style="list-style-type: none"> • A ball
	Materials and preparation	No preparation needed
	Session Description	<p>The Trainer provides a ball for the group.</p> <p>Group members set in a circle and one member has to pass the ball to another one. Every time a participant fetch the ball, they have to introduce themselves providing:</p> <ul style="list-style-type: none"> • Their name • Their gender identity (pronouns) • Their favourite sport <p>Once introduced, the participant has to pass the ball to another one and so on until the last one has introduced themselves.</p>
	Learn Check /Debriefing	At the end, the trainer challenges the group asking everybody to repeat one another names.
	Handouts	No handouts needed





	Tips For The Trainer	<p>If someone does not feel at ease expressing their gender identity, the trainer should not ask it twice, but proposing another question</p> <p><i>The activity should be max. 20 min, depending of the number of participants and if they already knew one another.</i></p>
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Activity N.1	Describing the project	
	ETS methods	<ul style="list-style-type: none"> Formal education
	Main Aim	<ul style="list-style-type: none"> Explain participants the We Sport project and the ETS methodology
	Tools	<ul style="list-style-type: none"> PPT A projector Chairs
	Materials and preparation	<ul style="list-style-type: none"> Prepare in advance a PPT explaining the project and the main research developed (the text of the Part I of this toolkit should be taken as the reference for the PPT) Prepare in advance a PPT explaining the ETS methodology and its connection to project topics (the text of Part III of this toolkit should be taken as the reference for the PPT)





	Session Description	<p>The Trainer presents the Project and the ETS methodology, with a particular emphasis on the Erasmus+ programme, detailing project activities, methodology and project expected results.</p> <p>At the end of the first PPT explanation, the Trainer starts a session of Q&A, encouraging the participation of the members</p> <p>The second part of the activities deals with the presentation of the second PPT, explaining what ETS is and how it can be linked to project topics (gender equality, social inclusion, fight to discrimination).</p> <p>At the end of the second PPT explanation, the Trainer starts a session of Q&A, encouraging the participation of the members.</p>
	Learn Check /Debriefing	<ul style="list-style-type: none"> The Q&A sessions is a debriefing moment itself, where the trainer has the opportunity to go in depth with the contents of the project and activities
	Handouts	No Handouts are needed
	Tips For The Trainer	<ul style="list-style-type: none"> The PPT should be larger than 20 slides The PPT explanation should not be longer than 15 minutes each. <p><i>The activity should take 40 minutes</i></p>

	Freezing ball	
	ETS methods	<ul style="list-style-type: none"> Formal education





Activity N.2	Main Aim	<ul style="list-style-type: none"> • Understand practically what an ETS activity is • Respect others' space. • Build a spirit of collaboration and equality among the participants
	Tools	<ul style="list-style-type: none"> • A ball • 10 chairs • An outdoor or indoor field to work on.
	Materials and preparation	<ul style="list-style-type: none"> • Prepare the match field in advance
	Session Description	<p>Participants are split up into two primary teams by the trainer.</p> <p>Every team is required to remain behind the chair line. Every time, a knight is chosen. A ball was placed on the dividing line by the trainer. The Knight of each team rushes to get the ball first when the trainer signals, "GO."</p> <p>The other knight stops when the first one retrieves the ball. After then, everyone rushes into the field. The knight with the ball delivers it to his or her friends once everyone has entered the field (no one is allowed to remain outside).</p> <p>Despite being able to sprint across the field, participants freeze when they try to retrieve the ball. Until they pass the ball, no one is allowed to touch them or be near them.</p> <p>When a player can put the ball beyond his or her team line during a passage, the team wins. Casting the ball over the line is not an option. The final one must fall with the ball.) When a team scores a point, the teams return behind the line, and a new knight is used to continue the game.</p>
	Learn Check /Debriefing	<p>The trainer asks participants the meaning of this activity, the importance of respecting one another's space and if they felt uncomfortable in freezing, waiting for others to set them free.</p>





	Handouts	No handouts needed
	Tips For The Trainer	<p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem.</p> <p><i>Each match should last 15 minutes</i></p>

Activity N.3	Smiling little balls	
	ETS methods	<ul style="list-style-type: none"> Cooperative work Learning through fun
	Main Aim	<ul style="list-style-type: none"> Team working skills development
	Tools	<ul style="list-style-type: none"> 32 little balls (tennis, ping-pong, golf balls) 4 hoola-hops
	Materials and preparation	<ul style="list-style-type: none"> The trainer will create the field. When he/she will put the balls at the centre.
	Session Description	<p>The group is split up into four small teams by the trainer, and each squad is assigned to a corner of the field or gym. Each member of the group will receive a hoola-hop from the trainer. The golf and tennis balls are positioned in the middle of the field/gym ping-pong. One player from each team rushes to the center when the trainer yells, "GO," retrieves a little ball, and begins to smile while hopping. The first person returns to the team after completing his or her work, claps the second person's hand, and so on until the grin is gone (2 balls for the eyes, one for the nose, and 8 for the mouth). The next player is responsible for fixing any balls that slip or fall over the circle due to poor placement. No player may touch the</p>





		<p>ball more than once. Participants must go to their hoola-hop and encircle it after the smiles are over. Now, the goal is to take as many balls from each other's hoola-hops as you can. Someone must return and start again if they are touched while trying to retrieve the ball. The ball is brought to the team by the person who touches it. The others are powerless. The trainer says "STOP" when the allotted time is up. The side with the most balls wins.</p>
	Learn Check /Debriefing	<p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem. The Trainer will push the participants to reflect about how some actions (as bad-placing the balls inside the hoola-hops) undermined the effort of the group.</p>
	Handouts	No handouts needed
	Tips For The Trainer	The activity should last 30 minutes

	Debriefing workshop 1	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt though the
	Tools	<ul style="list-style-type: none"> Pens and pieces of paper Music and stereo
Debriefing	Session Description	<p>The Trainer asks participants to write down in a piece of paper the thing they have learnt during the workshop that they considered the most important.</p> <p>Once everybody has wrote them down, the trainer asks them to read them aloud and to explain why.</p> <p>At the end, the trainer encourages others to comment and to discuss.</p>





	Tips For The Trainer	Keep the activity at max. 20 minutes
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Workshop 2 – ETS and Gender Equality

Introduction:

ETS can contribute to foster gender equality by creating opportunities for all genders to participate to sport activities and reflect about the importance of sport, creating an environment where sexual differences are useless. ETS can offer girls and women a possibility to challenge traditional gender norms, demonstrating their strength and capabilities on equal footing. By promoting mixed-gender teams and equal access to resources, ETS forces to think about gender stereotypes and promotes a culture of respect, encouraging future generations to value equality in both sports and society.

	Energetic Run	
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Participants will break the ice through this activity





Ice breaking	Tools	<ul style="list-style-type: none"> 4 balls
	Materials and preparation	/
	Session Description	<p>The group is split up into four queues by the trainer (Group A-B-C-D). The trainer arranges the lines in a circle with four distinct locations.</p> <p>Each team has a little ball. To reach their group and deliver the ball to their buddy, the first person in line must run in a circle.</p> <p>The trainer will instruct participants to sprint like animals to reach their friends at the end of each loop. When every competitor has completed their run, the team that finishes first wins.</p>
	Learn Check /Debriefing	The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem.
	Handouts	Animals' list
	Tips For The Trainer	The trainer has to think about different walking animals to propose to participants

	Limited Soccer	
	ETS methods	<ul style="list-style-type: none"> Role-play in sport
	Main Aim	<ul style="list-style-type: none"> Challenge gender norms in team sports
	Tools	<ul style="list-style-type: none"> Soccer field Balls





Activity N.1		<ul style="list-style-type: none"> • Role cards
	Materials and preparation	Prepare the field and the cards in advance
	Session Description	<p>Divide players into two teams and set a normal soccer match</p> <p>Provide each participant a “gender role” that restricts their gameplay (e.g., “Women: Can only pass”; “Men: Can’t speak”; “Non-Binary: cannot goal”). Be careful: These roles should not have to reflect their actual identity. Women roles for examples have to be given to men and vice versa.</p> <p>Develop the match making sure participants respect these rules, otherwise they are eliminated.</p> <p>The winner will be the team that makes more goal in the match time (30 minutes) or the one with less eliminations.</p>
	Learn Check /Debriefing	Eventually, the trainer discuss how it felt to be limited in the game and what they think about limitations due to societal expectations. Encourage them to share their experiences
	Handouts	Role cards with stereotypes could be developed.
	Tips For The Trainer	The trainer should ensure that participants understand and respect the role-play.

	Gender-based Basketball	
	ETS methods	<ul style="list-style-type: none"> • Role-play in sport





Activity N.2	Main Aim	<ul style="list-style-type: none"> Examine gender expectations in sports.
	Tools	<ul style="list-style-type: none"> Basketball Gender restriction cards.
	Materials and preparation	Prepare the field in advance
	Session Description	<p>Divide players into two teams and set a normal basketball match</p> <p>Provide each participant a “gender role” that restricts their gameplay (e.g., “Women: Can only pass”; “Men: Cannot touch the ball”; “Non-Binary: cannot run”). Be careful: These roles should not have to reflect their actual identity. Women roles for examples have to be given to men and vice versa.</p> <p>Develop the match making sure participants respect these rules, otherwise they are eliminated</p> <p>The winner will be the team that makes more goal in the match time (15 minutes) or the one with less eliminations.</p> <p>After this first match, divide players into other teams and develop a normal basketball match of 15 minutes</p>
	Learn Check /Debriefing	The trainers invites to reflect about the differences that participants felt in the two matches, and start a discussion about what could make the difference in real life between discrimination and complete inclusion.
	Handouts	Role cards.
	Tips For The Trainer	The trainer should ensure a comfortable and judgement-free environment for discussion.

	Building gender equality through basketball
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Activity N.3	ETS methods	<ul style="list-style-type: none"> Team game
	Main Aim	<ul style="list-style-type: none"> Build gender inclusion.
	Tools	Soccer equipment, gender role cards.
	Materials and preparation	<p>Set up the basketball court with clearly marked scoring zones.</p> <p>Prepare a scoring system where different areas on the court offer varying points (e.g., close shots = 1 point, mid-range = 2 points, three-pointers = 3 points).</p>
	Session Description	<p>Divide players into mixed-gender teams.</p> <p>Introduce the scoring rule: For each team, both genders must contribute to the total score equally. For example, if Team A's score is 20, then points made by female players and male players or non-binary players should be equal, or close to equal, at the end of the game.</p> <p>Encourage teams to strategize and pass to teammates regardless of gender, fostering collaboration and support across all players.</p> <p>If a team's score becomes too skewed (e.g., one gender significantly outscoring the other), the team receives a small "penalty" (e.g., they must complete an additional team-building task like 10 group squats) to motivate balanced contribution.</p>
	Learn Check /Debriefing	Discuss how participants felt during the activity and foster comments about equality
	Handouts	Score sheets to track balanced scoring.
	Tips For The Trainer	<p>Use real-life analogies during the debriefing moment.</p> <p><i>The match should not be longer than 30 minutes</i></p>





Debriefing	Workshop 2 debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt during the workshop
	Tools	/
	Session Description	<p>The trainer should make participants reflect about what they think gender equality means and how sport can play a role in this process.</p> <p>Every participant is asked to share their opinion</p>
	Tips For The Trainer	<p>Ensure that participants feel at ease in their sharing. Keep the debriefing no longer than 20 minutes</p>

Workshop 3 – ETS and Social Inclusion

Introduction:

Sport-based education is a potent instrument for promoting social inclusion as it offers a common area where people from all backgrounds may congregate, interact, and work together. Participant appreciation of diversity and the removal of social, cultural, and financial barriers are fostered by sports, which promote cooperation and respect for one another. Sports foster inclusion by giving excluded people a sense of community and belonging, which is crucial for boosting social confidence and self-esteem. Schools and towns may promote an atmosphere of equality and acceptance via organized sports activities, forging connections that go beyond the field and bolstering more cohesive, inclusive societies.

	Balls' Waterfall	
	ETS methods	<ul style="list-style-type: none"> Energizer
	Main Aim	<ul style="list-style-type: none"> Break the ice among participants
	Tools	<ul style="list-style-type: none"> 6 volleyball balls





Ice Breaking		<ul style="list-style-type: none"> A net
	Materials and preparation	The trainer has to prepare the net in advance and the fields when they are not marked.
	Session Description	<p>The participants are split up into two groups by the trainer.</p> <p>The teams are separated by a net. Each team has three balls.</p> <p>Each team must simultaneously toss the balls over the net, and the other teams must retrieve them before they fall.</p> <p>The team that cast the ball wins the point when it hits the ground.</p> <p>Three is the highest possible score. The game restarts and the teams switch fields after all three balls have fallen.</p> <p>To complete the task, a team must win a minimum of three games.</p>
	Learn Check /Debriefing	/
	Handouts	/
	Tips For The Trainer	Keep it no longer than 15 minutes

	Language Inclusion in Sport
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Activity N.1	ETS methods	<ul style="list-style-type: none"> Competitive game
	Main Aim	<ul style="list-style-type: none"> Explore inclusive language through teamwork.
	Tools	<ul style="list-style-type: none"> Paper Markers Word list
	Materials and preparation	/
	Session Description	<p>The trainer divides the group into little teams (3-4 people each) and give to each group a list of words like “Respect,” “Diversity,” “Stranger” and “LGBTQ+”.</p> <p>Every group has to develop a speech using only inclusive vocabulary to describe the words to the others that have to guess the word through the definition provided.</p> <p>After each round, discuss interpretations and connections to inclusivity will take place.</p>
	Learn Check /Debriefing	The trainer will encourage participants to share perceptions of each term and discuss inclusive language
	Handouts	Word lists.
	Tips For The Trainer	<p>Encourage creativity without stereotypes</p> <p><i>The activity should not be longer than 30 minutes</i></p>

	Inclusive Volleyball
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Activity N.2	ETS methods	<ul style="list-style-type: none"> Cooperative activity
	Main Aim	<ul style="list-style-type: none"> Encourage appreciation of diversity, collaboration, and teamwork
	Tools	<ul style="list-style-type: none"> Volleyball Cones to mark court zones Score sheet Timer.
	Materials and preparation	<p>Set up a volleyball court, marking different zones for specific tasks (e.g., serve area, receive area, net area).</p> <p>Create a scoring system that rewards teamwork and inclusivity. For example, points can be awarded not just for scoring but also for good teamwork actions like effective passes or involving all team members</p>
	Session Description	<p>Divide participants into mixed-gender teams and explain the modified scoring system. Points will be given not only for traditional volleyball scoring but also for actions that involve and benefit the entire team.</p> <p>Examples of inclusive scoring could include:</p> <ul style="list-style-type: none"> 1 point if every team member touches the ball before it goes over the net. 1 point for effective communication between players (e.g., calling out the ball, offering encouragement). 1 point for including a player who may not typically be involved in gameplay (e.g., newer players or those who might be less confident).





		Play several rounds with the inclusive scoring system, allowing teams to strategize ways to support each other and value everyone's participation.
	Learn Check /Debriefing	<p>After the game, gather the players for reflection. Ask questions like: “How did the modified scoring impact your teamwork and strategies?”; “Did you notice any difference in the way you approached the game when you focused on including everyone?”; “How does an inclusive mindset in sports relate to other areas of life?”</p> <p>Conclude by highlighting the value of inclusion in all team activities, and discuss how respecting everyone's contributions can strengthen group dynamics.</p>
	Handouts	A score sheet detailing the points for each inclusive action, if needed, to clarify expectations.
	Tips For The Trainer	<p>Emphasize that this is a team-building activity rather than a competitive game, aiming to promote an inclusive approach.</p> <p>Encourage all participants to actively support and involve each other, building a supportive and respectful atmosphere.</p> <p>After the game, acknowledge positive behaviors observed, such as effective communication and collaborative plays, to reinforce the activity's focus.</p> <p><i>Keep it no longer than 40 minutes</i></p>

	Inclusive Relay	
	ETS methods	<ul style="list-style-type: none"> Cooperative activity
	Main Aim	<ul style="list-style-type: none"> Develop teamwork and role respect





Activity N.3		<ul style="list-style-type: none"> Develop supportive behaviors for all
	Tools	<ul style="list-style-type: none"> Relay batons Role cards.
	Materials and preparation	/
	Session Description	<p>The trainer develop a relay involving some participants as “athletes” and explain them the rules of the relay.</p> <p>Than it gives other roles to others like “Observer” or “Encourager,” that have to contribute to the relat success.</p> <p>Than the trainer mix up the roles until everybody has experimented all roles</p>
	Learn Check /Debriefing	After the activity, the trainer invites participants to reflect on how every role contributes to team achievements and how everybody contributes to make possible life achievements of others.
	Handouts	Role cards
	Tips For The Trainer	<p>Make sure that “supportive roles” are respected</p> <p><i>The activity should last 30 minutes</i></p>

Debriefing	Workshop 3 debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt in workshop 3
	Tools	/





	Session Description	The trainers invites participants to think about the concept of inclusion and to make comparison between the activities done with real case scenarios they have lived
	Tips For The Trainer	Encourage active participation. The activity should not be longer than 30 minutes

Workshop 4 – ETS and Racism Prevention

Introduction:

Sport turns education into a potent tool for combating prejudice and promoting tolerance and understanding across various communities. Sports inherently bring people from different backgrounds together, fostering respect and cooperation as they strive for shared objectives. Participants learn to value one another's individual abilities and confront any ingrained prejudices in a setting where teamwork is crucial. Sports programs foster a sense of oneness that transcends the game by putting an emphasis on empathy, respect, and a common goal. This lessens prejudice and creates enduring relationships. By fostering tolerance, these relationships lay the groundwork for a society that is more accepting and kind.

	Common steps	
	Main Aim	<ul style="list-style-type: none"> • Promote understanding, empathy, and unity • Boost collaboration • Improve one another knowledge
	Tools	<ul style="list-style-type: none"> • A ball (any type suitable for passing, like a soccer or basketball) • Open space where participants can stand in a circle
	Materials preparation	and /





Ice Breaking	Session Description	<p>The trainer explains that participants will toss the ball to someone else in the circle after identifying a “common ground” with them, something they have in common despite any visible or cultural differences.</p> <p>(The goal is to emphasize that we all have shared experiences and values that unite us)</p> <p>Begin by tossing the ball to someone across the circle, saying, “I pass to [Name] because we both like [common interest or trait].”</p> <p>The trainer encourages participants to get creative and think about both obvious and less obvious connections (e.g., “We both play soccer,” “We both enjoy cooking,” or “We both have siblings”).</p> <p>Once the person catches the ball, they pass it to someone new, finding a different commonality.</p>
	Learn /Debriefing	Check The trainer facilitates a short discussion on how sports, like this exercise, allow people from diverse backgrounds to work together. The trainer might ask questions like: “What surprised you about what you had in common with others?”; “How did it feel to find and appreciate our differences?”; “How can we use sports to build inclusivity and prevent discrimination?”
	Handouts	/
	Tips For The Trainer	<i>The activity should last 15 minutes</i>

	Racism out of the field	
	ETS methods	<ul style="list-style-type: none"> Cooperative learning





Activity N.1	Main Aim	<ul style="list-style-type: none"> Highlight the importance of respectful behavior in sport
	Tools	<ul style="list-style-type: none"> Videos Projector
	Materials and preparation	/
	Session Description	The trainer makes participants see a video (in Handouts) showing racism behaviors and hate speech in sport environments and fosters discussion
	Learn Check /Debriefing	The trainer ask participants to share their point of view and to discuss real facts they have lived. After, the trainer ask them the opposite, if some racism speech have been stopped thanks to sport activities.
	Handouts	<p>Video:</p> <p>https://www.youtube.com/watch?v=LaGQ8Q9u_fY</p> <p>Other videos to develop debriefing:</p> <p>https://www.youtube.com/watch?v=ia4wAgksPi8</p> <p>https://www.youtube.com/watch?v=1nvINc9H8vk</p>
	Tips For The Trainer	<p>Reinforce positive behaviors and take notes about participants thoughts and experiences</p> <p>The activity should last 20 minutes</p>

	Blind Dodgeball	
	ETS methods	<ul style="list-style-type: none"> Cooperative learning Embodiment





Activity N.2	Main Aim	<ul style="list-style-type: none"> • Increase awareness of discrimination • Foster empathy, teamwork, and mutual support.
	Tools	<ul style="list-style-type: none"> • Soft dodgeballs • Blindfolds • Cones to mark boundaries • A whistle.
	Materials preparation and	<p>Set up a dodgeball field with clear boundaries.</p> <p>Provide blindfolds for half of the participants, with enough extras if players rotate.</p> <p>Arrange dodgeballs in the centre of the field.</p>
	Session Description	<p>Divide participants into two mixed-gender teams, but explain that each team will include both blindfolded and sighted players.</p> <p>Explain the rules: sighted players must help guide their blindfolded teammates, alerting them when to dodge, where to move, or when to throw a ball.</p> <p>The game proceeds with sighted players communicating strategically with blindfolded teammates to avoid getting hit. The focus is on teamwork and mutual support rather than competition.</p> <p>After a few rounds (10 minutes each round), switch roles so that sighted players experience playing while blindfolded and must rely on others for guidance.</p>
	Learn Check /Debriefing	<p>After the game, gather participants to reflect on their experience. Ask questions like: “What did it feel like to rely on someone else’s support or guidance”; “How did</p>





		<p>it change your perspective to see what others might experience when they lack certain abilities or information?"; "How does this apply to situations in daily life where people may have different levels of visibility, privilege, or support?"</p> <p>Discuss how building awareness of each person's unique perspective helps prevent discrimination and supports empathy and inclusion.</p>
	Handouts	/
	Tips For The Trainer	<p>Encourage open communication and foster an environment where participants feel safe asking for help and supporting one another.</p> <p>Observe interactions and note positive examples of communication and cooperation to reinforce these during the debrief.</p> <p>Highlight that just as players needed support in the game, we may also have "blind spots" in our perceptions and attitudes that can unintentionally lead to discrimination in real-life situations.</p>





Activity N.3	Unity Hurdles	
	ETS methods	<ul style="list-style-type: none"> Cooperative game Competitive game
	Main Aim	<ul style="list-style-type: none"> Showcase the importance of unity. Overcome differences
	Tools	<ul style="list-style-type: none"> Hurdles
	Materials and preparation	Prepare a Hurdles run field
	Session Description	<p>The trainer should create peers made of different members (e.g. a man and a woman, the older and the younger of the group, the taller and the shorter and so on) and set really high hurdles.</p> <p>They have to run skipping the hurdles finding a collaborative way to do it. Each hurdle has to be skipped one at time by the member of the peers.</p> <p>If an hurdle falls, they have to start over the race.</p> <p>The winning peers will be the one that, respecting the roles, achieves the end first</p>
	Learn Check /Debriefing	Discuss how teamwork enhances success and how each peer developed a strategy to overcome differences.
	Handouts	/
	Tips For The Trainer	<p>Reinforce teamwork throughout support and help to peers.</p> <p><i>The activity will be no longer than 25 minutes</i></p>





Debriefing	Workshop 4 Debriefing activity	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt throughout the workshop
	Tools	<ul style="list-style-type: none"> Sticky notes Pens White poster
	Session Description	<p>Each participant is invited to write down in a sticky note the “elements” they think discrimination is made on and collect them into a poster. Once the poster is completed, participants will have a full understanding of what discrimination is made of.</p> <p>Then, the trainer invites to reflect about every single piece.</p>
	Tips For The Trainer	<i>The activity should last 20 minutes</i>



Workshop 5 – ETS against Gender stereotypes in Sport

Introduction:

By showing that abilities, tenacity, and collaboration are not limited to any one gender, sports education may be a potent weapon for dispelling gender stereotypes. Preconceived ideas about who may excel in these activities are dispelled when educational programs encourage all participants to participate in sports that are usually dominated by one gender, such as football for females or gymnastics for guys. Sports education encourages respect for one another and dispels constricting preconceptions by creating an atmosphere where boys and girls may compete, work together, and succeed together. This inclusive approach promotes gender equality in sports and other fields by teaching that ability and potential are personal qualities.

Ice Breaking	Activity Title	
	ETS methods	<ul style="list-style-type: none"> Energizer
	Main Aim	<ul style="list-style-type: none"> Break the ice and improve one another knowledge
	Tools	/
	Materials and preparation	/
	Session Description	<p>Gather participants in a large open space, such as a meeting room or outdoor area.</p> <p>Make sure everyone stands in a circle, facing inwards.</p> <p>When the facilitator says: ‘The wind blows for...’ followed by a characteristic or trait (e.g. ‘The wind blows for everyone who wears blue’, ‘The wind blows for everyone who has a pet’).</p> <p>Participants matching the trait must quickly find a new place in the circle. There should always be one place</p>



		<p>less than the number of participants, creating a race for places.</p> <p>The participant left without a place becomes the new facilitator and starts the next round.</p>
	Learn /Debriefing	Check /
	Handouts	/
	Tips For The Trainer	<p>Make sure no one is left behind and that the details are not too personal.</p> <p><i>Keep the ice-breaking up to 10 minutes</i></p>

Activity N.1	Sports “for boys” and Sports “for girls”	
	ETS methods	<ul style="list-style-type: none"> • Formal lesson and group discussion
	Main Aim	<ul style="list-style-type: none"> • Reflect about the role of stereotype in sport and the role of sport in communicate stereotype
	Tools	<ul style="list-style-type: none"> • Video List • Projector • Wi-fi • Chairs
	Materials and preparation	/
	Session Description	<p>First, the trainer will make participants see a video describing gender stereotypes in sport and allow discussion among participants.</p> <p>The second video, telling the story of a girl playing rugby, will explain the struggles women face in playing</p>





		<p>“traditionally men-based sport” and vice versa the third video will tell the story of a boy dancing.</p> <p>At the end, the trainer will ask participants how sport can build identity regardless of stereotype and how sport can encourage society to overcome them.</p>
	Learn Check /Debriefing	After every video the trainer provides 10 minutes of group discussion
	Handouts	<p>Video 1: https://www.youtube.com/watch?v=ONEb6rs9aQ8</p> <p>Video 2: https://www.youtube.com/watch?v=Jy-iGjWZpZ8</p> <p>Video 3: https://www.youtube.com/watch?v=rjCPn_DHxfA</p>
	Tips For The Trainer	<p>The trainer should be careful in not to provoke reaction or confirm, even if unintentionally, stereotypes.</p> <p><i>The activity will last 50 minutes more or less</i></p>

	Get the stereotype down	
	ETS methods	<ul style="list-style-type: none"> Agility path
	Main Aim	<ul style="list-style-type: none"> Dispel stereotypes about gender-based physical abilities by promoting teamwork and recognizing everyone's unique contributions, regardless of gender.
	Tools	<ul style="list-style-type: none"> Relay batons Cones to mark the race track





Activity N.2		<ul style="list-style-type: none"> Stopwatch.
	Materials and preparation	/
	Session Description	<p>Divide participants into mixed-gender teams, ensuring each team has a balance of different abilities.</p> <p>Set up a relay course that includes a mix of running, agility, and coordination tasks, such as sprinting, weaving through cones, and a balancing challenge.</p> <p>Emphasize that each section of the course requires a different skill, highlighting the need for diverse strengths.</p> <p>Teams strategize to assign each relay segment to members based on individual strengths and skills rather than gender. For example, if someone is a great sprinter, they may take the sprinting leg, regardless of whether they're male or female.</p> <p>Teams complete the course, with each member's contribution timed to ensure they work together efficiently.</p>
	Learn Check /Debriefing	<ul style="list-style-type: none"> After the relay, discuss how teamwork and focusing on individual strengths led to success. Ask questions like: "Did gender play a role in how you decided who should complete each task?" and "How did focusing on abilities rather than gender impact the team's performance?" Conclude by discussing how stereotypes about gender abilities can limit individuals and how valuing diverse skills strengthens teams in sports and life.
	Handouts	/





	Tips For The Trainer	<p>Emphasize that the objective is collaboration, not speed, to ensure a safe and supportive environment.</p> <p>Acknowledge examples of teamwork and encourage participants to recognize each person's unique abilities and how they contribute to the team's success.</p> <p><i>The activity should be of 30 minutes</i></p>
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Activity N.3	Playing Basket with stereotypes	
	ETS methods	<ul style="list-style-type: none"> • Embodiment
	Main Aim	<ul style="list-style-type: none"> • Challenge traditional gender • Foster a discussion on individual abilities and the harm of rigid gender expectations.
	Tools	<ul style="list-style-type: none"> • Basketball • Cones for court boundaries • Role cards with stereotypical labels.
	Materials and preparation	<ul style="list-style-type: none"> • Prepare role cards with different gendered stereotypes (e.g., "Tough Guy," "Dainty Girl," "Unathletic Nerd") • Set up a standard basketball court area with cones to mark boundaries





	Session Description	<p>Divide participants into teams and hand each player a “stereotype role card.”</p> <p>Before beginning the game, instruct players to embody their assigned stereotypes (e.g., “Tough Guy” plays aggressively, “Dainty Girl” hesitates to shoot).</p> <p>After a few minutes, pause the game and discuss with players how embodying these stereotypes felt.</p> <p>Then, remove the cards and encourage participants to play without any limitations or stereotypes. Continue the game, allowing participants to showcase their authentic skills and play styles.</p>
	Learn Check /Debriefing	<p>Gather participants to discuss the differences between playing with and without the stereotypes.</p> <p>Ask questions like: “How did it feel to embody a stereotype?” “Did anyone feel limited or uncomfortable?” and “How do stereotypes affect how we see ourselves and others?”</p> <p>Conclude with a discussion on breaking down stereotypes and embracing individual abilities and strengths.</p>
	Handouts	Role cards with stereotypical traits.
	Tips For The Trainer	<p>Create a safe and supportive environment, and let participants know they can adjust their role if it becomes too uncomfortable.</p> <p>Emphasize that stereotypes are only used as a learning tool in this activity to raise awareness about limitations society imposes.</p> <p>Encourage open reflection and support all insights shared, whether humorous, thoughtful, or challenging.</p>





Debriefing	Workshop 5 debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt during the workshop 5
	Tools	<ul style="list-style-type: none"> Self-phones Shared Google drive folder
	Session Description	<p>Every participant will record a video of them playing 2 minutes of their favourite sport and explaining why they like it and how they empower them.</p> <p>Then the trainer collects all the files in a shared folder and make them see to the group, encouraging group discussion</p>
	Tips For The Trainer	The trainer should make everyone comfortable with the recording process and guarantee a judgement free environment



Workshop 6 – ETS against sexual orientation based discrimination in Sport

Introduction:

By encouraging inclusion, respect, and understanding among participants, sports education may be a potent weapon for combating prejudice based on sexual orientation. Sports programs that deliberately promote virtues like respect, empathy, and collaboration foster cultures that celebrate diversity and dispel preconceptions. Players are encouraged to view one another as teammates through inclusive sports education, which refocuses attention from individual differences to group objectives and mutual abilities. In order to promote a culture that values people for their accomplishments and character rather than their sexual orientation, sports education may help mainstream acceptance, lessen prejudices, and create safer places for LGBTQ+ individuals in sports by putting an emphasis on fair play and mutual respect.

	Say it louder!	
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Break the ice • Developing self-esteem • Building relationships among participants
	Tools	/
	Materials and preparation	/



Ice Breaking	Session Description	<p>The players are split up into two teams, which has to be mixed (boys and girls). A few players must be inside a circle without a ball, while the others, some with and some without, form a circle. The players in the middle run to someone who has a ball. When the call is made for the ball, the player gets it, passes it to someone who doesn't have a ball, goes back to the middle, and then begins again.</p> <p>When the ball is passed to them, they have to say something positive about themselves, like "I am smart," and congratulate the passer, like "You are strong." After passing the ball to an unarmed person in the outer circle, they go back to the center and do it again. This exercise highlights the fact that players must ask for the ball verbally in order to get it. Players can use different body parts, such as the head, chest, or thigh, to control the ball, adding a technical challenge. Players are challenged to use their head, chest, and thighs to remove the ball from the air.</p>
	Learn /Debriefing	Check /
	Handouts	/
	Tips For The Trainer	<i>The activity should take 15 minutes max.</i>

	Dodgeball of Respect	
	ETS methods	<ul style="list-style-type: none"> Competitive game





Activity N.1	Main Aim	<ul style="list-style-type: none"> Address sexual orientation discrimination in a safe environment.
	Tools	<ul style="list-style-type: none"> Dodgeballs, cards with stereotype labels on the balls
	Materials and preparation	/
	Session Description	<p>Participants play dodgeball, with balls labelled with discriminatory words (e.g., “Weak,” “Different,” “Strange”). Each time a player is hit, they pick up the ball, read the label aloud, and briefly reflect on its impact.</p> <p>The person that “survives” read aloud all the labels of the ball once again</p>
	Learn Check /Debriefing	At the end, the trainer invites participants to discuss feelings of being “targeted” and relate it to real-life discrimination through group discussion.
	Handouts	Label cards for balls.
	Tips For The Trainer	<p>The trainer has to monitor participant comfort closely.</p> <p><i>The activity should not last more than 30 minutes</i></p>

	Identity Footbal	
	ETS methods	<ul style="list-style-type: none"> Role-play
	Main Aim	<ul style="list-style-type: none"> Address discrimination based on sexual orientation.





Activity N.2	Tools	<ul style="list-style-type: none"> Soccer field Identity cards.
	Materials and preparation	/
	Session Description	<p>Participants play soccer with restrictions based on assigned sexual orientation identities (e.g., “Lesbians” players face limitations on movement, “asexual” cannot use the right hand, “straight people” cannot speak). Each round rotates roles for perspective.</p> <p>Each person is labelled with a role independently of their true sexual orientation</p>
	Learn Check /Debriefing	The trainers invites participants to reflect on assumptions, equality and labels asking how labels can undermine our performances and lives. In particular, the conversation will include sexual orientation and if and how sport can play a rule in the integration of LGBTQI+ members
	Handouts	Identity cards to be labelled on the balls
	Tips For The Trainer	<p>Stress respect during play and discussion</p> <p><i>The activity should last 20 minutes</i></p>

	Human Knot of Identity	
	ETS methods	<ul style="list-style-type: none"> Group work





Activity N.3	Main Aim	<ul style="list-style-type: none"> • Build empathy for the LGBTQI+ Members • Fostering inclusion
	Tools	<ul style="list-style-type: none"> • Space for movement
	Materials and preparation	No additional tools are required—just an open space large enough to accommodate all participants.
	Session Description	<p>The trainer must divide participants into groups of 6–10 people for the best results.</p> <p>The trainer asks each group to stand in a tight circle, shoulder-to-shoulder, and have each participant extend their hands into the circle. The trainer instructs participants to take the hand of two different people who are not standing directly next to them. The result should be a “human knot”—a tangle of intertwined arms and hands.</p> <p>Once the knot is formed, each group’s goal is to untangle themselves back into a circle without letting go of any hands. The challenge requires participants to communicate, listen, and adjust their positions, sometimes needing to twist, step over, or duck under each other’s arms.</p> <p>The trainer has to encourage all participants to be mindful of everyone’s ideas and physical limitations. Emphasize that they should avoid making assumptions about each other’s abilities (e.g., who might be stronger or more flexible) based on gender or appearance. Each person should have the chance to suggest moves or take the lead at different points.</p> <p>As the facilitator observes the groups, gently reminding participants to ensure everyone’s voice is heard and to avoid assumptions about who should lead or move first. If a group becomes overly reliant on one person,</p>





		encourage them to shift leadership or seek input from other.
	Learn Check /Debriefing	<p>After the activity, the trainer brings the groups together for a reflection discussion with questions like: “How did you decide who should lead or suggest moves?”;</p> <p>“Did you notice any assumptions you or others made about who should take on specific roles based on physicality or gender?”; “How did it feel to rely on everyone equally, regardless of gender or physical ability?”; “What can this activity teach us about working together in diverse groups?”</p> <p>The Trainer can conclude with a discussion on how stereotyping based on sexual orientation can impact group dynamics in sport and limit potential.</p>
	Handouts	/
	Tips For The Trainer	<i>The activity should last 20 minutes</i>

Debriefing	Workshop 6 debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt in Workshop 6
	Tools	/
	Session Description	The Trainer makes a circle asking everybody to share their opinions about the activities and what they have learnt. Then, they are called to share their experience with sexual orientation discrimination in their sport environment (whatever they were victims or witnesses).
	Tips For The Trainer	<p>Make sure that listening is ensured to everybody by everybody and build a trustworthy environment</p> <p><i>The activity should last 20 minutes</i></p>



Workshop 7 – ETS for Community Building

Introduction:

Sport develops unity and community building among teams, athletes and supporters. Sport promotes social cohesiveness and linkages between various groups. When people take part in sports programs, they break down barriers based on age, culture, and socioeconomic level by participating in cooperative activities that foster respect and collaboration. Leagues and tournaments are examples of community sports activities that provide locals a chance to meet, exchange stories, and form enduring bonds. As locals band together to cheer for their teams and celebrate victories, this sense of belonging increases community pride and participation. In the end, sports education creates a sense of community and fosters a common identity, which makes it an effective means of encouraging harmony and collaboration.

	Community stengt	
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Foster inclusivity • Encourage participants to recognize and share unique strengths • Create a supportive foundation for community building.
	Tools	A ball or small object to pass around, open space for participants to form a circle.
	Materials and preparation	Gather participants in a circle and provide a brief overview of the icebreaker's purpose—to recognize the strengths everyone brings to the group.



Ice Breaking	Session Description	<p>The trainer begins the description of the activity by explaining that each person brings unique strengths and that this activity is about sharing those to get to know each other.</p> <p>He asks participants to pass the ball around the circle. As each person receives it, they should share one personal strength related to sports or teamwork, or something unique they contribute to a group (e.g., "I'm a good listener," "I'm fast," or "I'm supportive").</p> <p>After each person shares their strength, the group can respond with a supportive cheer, clap, or a simple "thank you for sharing."</p> <p>If someone feels uncomfortable naming a strength, allow them to share something positive they admire in others.</p>
	Learn /Debriefing	<p>After the circle is complete, the trainer asks to discuss briefly how hearing each other's strengths helped build a sense of community through questions like: "How did it feel to share something positive about yourself?" and "What did you learn about the diversity of strengths within this group?"</p>
	Handouts	/
	Tips For The Trainer	<p>The trainer has to encourage everyone to keep responses short and positive and emphasize that this is a space to celebrate individuality and build trust.</p> <p>If someone struggles to identify a strength, help them by suggesting qualities you've noticed.</p> <p><i>The activity should last 15 minutes</i></p>

	Equal in strength
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Activity N.1	ETS methods	<ul style="list-style-type: none"> Cooperative game
	Main Aim	<ul style="list-style-type: none"> Demonstrate the impact of equality on collective strength.
	Tools	<ul style="list-style-type: none"> Rope Cards with privilege levels.
	Materials and preparation	/
	Session Description	<p>The trainer divides the group in two teams.</p> <p>They basically have to play tug of war but the trainer assigns each player a “privilege” level, limiting how much strength they can use and improve their strenght (e.g., one hand or seated position for someone and two fully hands to someone else). The group that achieves to tug the rope wins.</p> <p>The objective of the activity is to stress how inequality impacts each team’s performance.</p>
	Learn Check /Debriefing	The trainer invites the group to reflect about the concept of “privilege” and “inequality” through the metaphor of the tug of war and how sport helps society to level inequalities.
	Handouts	/
	Tips For The Trainer	<p>Through the activity the trainer should emphasize the value of team work in helping the “disadvantaged” ones.</p> <p><i>The activity should last 25 minutes</i></p>

	Blindfold Race
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Activity N.2	ETS methods	<ul style="list-style-type: none"> Trust <p>game</p>
	Main Aim	<ul style="list-style-type: none"> Build empathy and trust.
	Tools	<ul style="list-style-type: none"> Blindfolds Cones. Stop watch
	Materials and preparation	Prepare the obstacles through the path in advance
	Session Description	<p>The trainer divides the group in pairs. One is blindfolded while the other guides them through a path where cones are set as obstacles, simulating dependence on support in challenging situations. They have to achieve the finish line in time (15 minutes).</p> <p>After the first path, couple exchanges.</p>
	Learn Check /Debriefing	At the end, the trainer asks participants how they felt and discussed with them about trust, empathy, and allyship, providing some examples in the sport environment
	Handouts	/
	Tips For The Trainer	<p>Support the participants to focus on clear communication.</p> <p>The activity should last 40 minutes debriefing included.</p>

	Equal Play Obstacle Course
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Activity N.3	ETS methods	<ul style="list-style-type: none"> Cooperative game
	Main Aim	<ul style="list-style-type: none"> Foster a sense of community, collaboration, and mutual support among participants Team building
	Tools	<ul style="list-style-type: none"> Soccer ball or another type of small ball Cones or markers to set boundaries
	Materials and preparation	<ul style="list-style-type: none"> Set up a small playing field with two goal areas at opposite ends. Mark a "bridge-building zone" at the center of the field.
	Session Description	<p>The trainer divides participants into two mixed-gender teams, explaining that the aim of the game is to score points, but points are awarded only when players pass through the "bridge-building zone" and pass the ball to at least three different players before attempting a goal.</p> <p>Players can only score a goal after they have completed at least three passes in the bridge-building zone. The team must involve everyone in the zone at least once in the game; otherwise, they lose a point. For added reflection, when teams enter the bridge-building zone, they must answer a quick question from the trainer (e.g., "What is one value your community stands for?").</p> <p>Teams work together to get the ball into the bridge-building zone, pass to three players, and then attempt a goal. The trainer has to emphasize that communication and cooperation are essential for success, and that everyone's participation is crucial to score.</p> <p>After each goal attempt, the trainer prompts a short team reflection (e.g., "What made that goal possible?").</p>





	Learn Check /Debriefing	<p>The trainer gathers the teams and discuss how including everyone and focusing on teamwork over individual skill impacted their experience.</p> <p>The trainer asks questions such as: “How did including everyone in the bridge-building zone change your approach?” and “What did you learn about working as a community in sports?”</p> <p>The trainer has to underline that successful communities are built on inclusivity, cooperation, and shared goals, just as in the game.</p>
	Handouts	/
	Tips For The Trainer	<p>Focus on inclusivity and ensure quieter players have opportunities to contribute. Emphasize that every player’s contribution is valuable, regardless of skill level.</p> <p>Provide positive feedback, especially for supportive and collaborative actions.</p> <p><i>The activity should last 30 minutes</i></p>

	Workshop 7 debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt in workshop 7
	Tools	Pens and a piece of paper
	Session Description	<p>The trainer asks participants to create a single text in group where they have to summarize what learnt during the workshop and how sport helps them to build a community sense.</p> <p>The trainer leaves them 20 minutes to write a simple cooperative text and a spokesperson read it to the trainer who starts a group discussion on what written.</p>





Debriefing	Tips For The Trainer	Do not intervene in the group work if not required an help. <i>The activity should last 30 minutes</i>
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Workshop 8 – ETS for a Sport environment for all

Introduction:

Sport-based education has a big role in fostering a welcoming and safe atmosphere for everyone, including women, persons with disabilities, and LGBTQ+ individuals. Sports programs educate members the necessity of inclusion and the value of diversity by cultivating a culture of empathy, respect, and collaboration. Cooperative activities foster understanding and support among participants, enabling people from different backgrounds to interact and





form bonds. Furthermore, by raising awareness and challenging preconceptions, inclusive sports education aids in breaking down barriers and fostering acceptance. Educational institutions may foster an atmosphere where everyone feels appreciated and empowered to engage in sports by emphasizing safety, respect, and equal chances, which will ultimately lead to a more equitable society.

	Empathy game	
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Reflection on inclusion and empathy in sports • Foster creativity
	Tools	<ul style="list-style-type: none"> • Soft, sound-making balls (like a jingle ball or a ball with bells) • Blindfolds or fabric to act as blindfolds • Open space where participants can stand comfortably in a circle
	Materials and preparation	Gather participants in a circle and distribute blindfolds to half the group (alternating participants if possible).





Ice Breaking	Session Description	<p>Participants with blindfolds will be the “receivers,” and those without blindfolds will be the “guides.”</p> <p>The trainer gives a sound-making ball to one of the “guides” and have them say the name of a “receiver” before gently tossing the ball to them.</p> <p>The “receiver” must rely on the sound of the ball and the guidance of the caller to catch it.</p> <p>After the first catch, the ball is passed to a new “guide” who then calls a different “receiver.” Each receiver only catches the ball once, and everyone works to ensure all receivers get a turn.</p> <p>After a few rounds, have the “guides” and “receivers” switch roles, allowing everyone to experience both guiding and receiving.</p>
	Learn /Debriefing	<p>Check</p> <p>After the activity, the trainer gathers the group and discuss how it felt to rely on teammates and to support each other. The trainer asks questions such as: “How did it feel to catch the ball without seeing it?”; “What role did teamwork and communication play in helping everyone succeed?”; “How can activities like this teach us about making sports inclusive for everyone?”</p>
	Handouts	/
	Tips For The Trainer	<i>The activity should last 25 minutes</i>

	Obstacles of Inequality	
	ETS methods	<ul style="list-style-type: none"> Race with obstacles
	Main Aim	<ul style="list-style-type: none"> Understand social barriers marginalized communities face.





Activity N.1	Tools	<ul style="list-style-type: none"> • Cones • Ropes • Markers.
	Materials and preparation	Prepare a path with obstacles in advance
	Session Description	<p>The trainer sets up an obstacle course with varying difficulties based on assigned social status (e.g., “Female,” “LGBTQ+,” “People with disability”). Each obstacle is named with a disadvantage. The trainer make every participant to develop the path in a relay.</p> <p>In front of every obstacle, the runner has to stop and read it aloud.</p>
	Learn Check /Debriefing	At the end of the activity, the trainer connects obstacles to real-world barriers based on identity and start a group discussion.
	Handouts	Status cards and course map.
	Tips For The Trainer	<p>The tainer has to emphasize empowerment during the activity and suggestion about how to overcome obstacles.</p> <p><i>The activity should last 30 minutes</i></p>

	Goalball of inclusion	
	ETS methods	<ul style="list-style-type: none"> • Learning by doing
	Main Aim	<ul style="list-style-type: none"> • Foster teamwork, empathy, and adaptability.





Activity N.2	Tools	<ul style="list-style-type: none"> • Soft, sound-making balls (e.g., jingle balls or balls with bells inside) • Blindfolds or fabric to act as blindfolds • Cones to mark boundaries and goal areas • Comfortable, open space (indoors or outdoors)
	Materials and preparation	<p>The trainer sets up a rectangular playing area with clear goal zones on either end.</p> <p>The trainer divides participants into two mixed teams, balancing abilities, ages, and genders to encourage inclusivity.</p>
	Session Description	<p>The trainer briefly explains that goalball is a modified version of the sport designed for visually impaired players. The aim is for teams to score by rolling a sound-making ball into the opposing team's goal while listening carefully to locate the ball.</p> <p>Have all participants put on blindfolds to equalize the experience. The trainer gives everyone a chance to practice listening to the sound of the ball and reacting to it.</p> <p>The trainer assigns one player from each team as a "guide" who can stay on the sidelines and offer verbal cues (e.g., "The ball is on your left!"). Guides help keep players oriented but cannot touch the ball.</p> <p>Teams take turns attempting to roll or gently toss the ball towards the opposing goal. The defending team must listen and work together to stop the ball from crossing into their goal area.</p> <p>The trainers encourages players to communicate with each other, calling out directions or advising each other on ball positioning.</p> <p>Players take turns switching roles within the team (offensive and defensive) to ensure everyone has the chance to participate in each part of the game.</p>





	Learn Check /Debriefing	The trainer gathers participants to discuss their experiences and insights. The trainer concludes by discussing how sports can be adapted to be inclusive and how everyone can participate meaningfully regardless of abilities.
	Handouts	/
	Tips For The Trainer	<p>Be encouraging, and help participants feel comfortable in adapting to new ways of playing and communicating.</p> <p>Emphasize that the goal is cooperation and inclusion, not just scoring points.</p> <p>Check in regularly with participants, especially those who may feel uneasy with the blindfolds, to ensure they feel comfortable and engaged.</p> <p><i>The activity should last 45 minutes</i></p>

	Basketball for all	
	ETS methods	<ul style="list-style-type: none"> Inclusive sport
	Main Aim	<ul style="list-style-type: none"> Empower diverse team abilities.
	Tools	<ul style="list-style-type: none"> Basketball
	Materials and preparation	Set a normal basketball field





Activity N.3	Session Description	Each player is assigned with a physical difficulty (e.g. one has to be seated down, another one on its knees, another one has to play without an arm...).
	Learn Check /Debriefing	Then the trainer divides the group into two teams and start the game. The objective is not to make points but to develop a group strategy to help each other.
	Handouts	/
	Tips For The Trainer	<i>The activity should last 30 minutes</i>

Debriefing	Workshop 8 debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt in workshop 8
	Tools	/
	Session Description	<p>The trainer asks participants to discuss in group what they have learnt during the workshop</p> <p>Ater a group session, the trainer asks them how sport can help communities to be more inclusive</p>
	Tips For The Trainer	<i>The debriefing should last 20 minutes</i>



Conclusions

This toolkit has shown how long the path for a complete gender equality, and, in general, inclusion, is in the European sport sector. The research provided, the roundtables' insight explained, and the best practices collected are a possibility to understand how gender equality need to be strengthen in the EU sport sector, but, at the same time, how innovative and pioneering initiatives are contributing to overcome this cultural barriers demonstrating that, even if deeply rooted in our culture, it is not impossible to address. Raise awareness however, is only the first step towards change. Hence, the toolkit collected also practical insights and easy-to-implement workshops to try to change the educational system (where this culture born) from inside. We hope that teachers, educators, and sport operators can use the second part as a weapon to destroy barriers and develop a culture of change for a better future of the sport sector.

Disclaimer and credits

Final version developed by: MVNGO

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