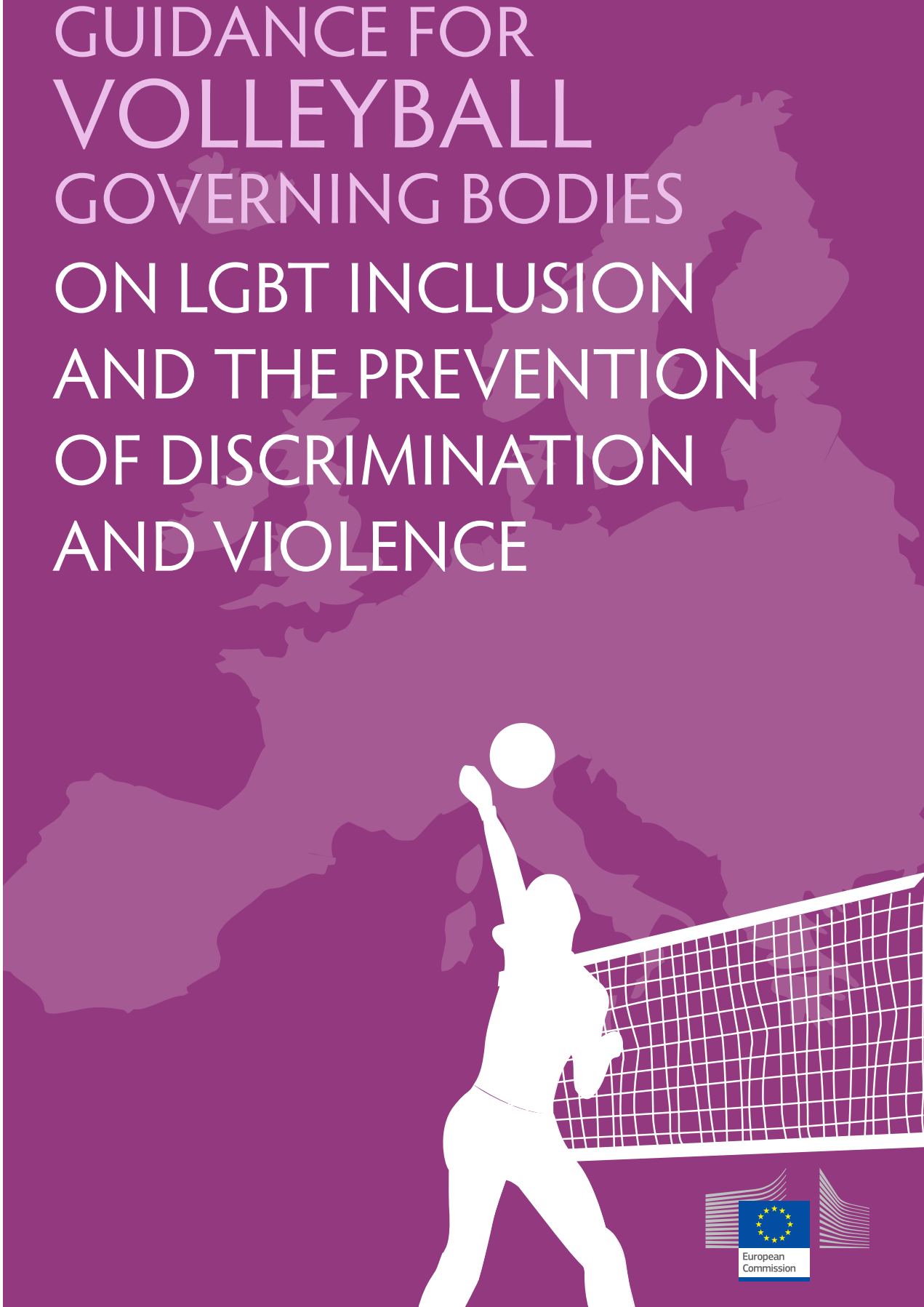




# PRIDE IN SPORT

Preventing and fighting homophobic violence and discriminations in sport

## GUIDANCE FOR VOLLEYBALL GOVERNING BODIES ON LGBT INCLUSION AND THE PREVENTION OF DISCRIMINATION AND VIOLENCE



# IMPRESSUM

Guidance for Volleyball Governing Bodies  
on LGBT Inclusion and the Prevention of Discrimination and Violence

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# WELCOME

WELCOME TO THIS GUIDANCE ON THE PREVENTION OF DISCRIMINATION AND VIOLENCE AGAINST LESBIAN, GAY, BISEXUAL AND TRANSGENDER PEOPLE IN VOLLEYBALL AND BEACH VOLLEYBALL (ALL REFERENCES TO VOLLEYBALL IN THE FOLLOWING TEXT REFER BOTH TO INDOOR VOLLEYBALL AND BEACH VOLLEYBALL).

This guidance is intended for governing bodies and sports federations across Europe. It may also be of use for other bodies operating in volleyball such as clubs, administering bodies and development centres. Finally, we encourage everyone in volleyball – no matter who you are - to view this guidance to better understand what can be done to make volleyball a sport for all.

The guidance is split into four sections. In the first section we seek to outline what we think are the main issues concerning lesbian, gay, bisexual and transgender involvement in volleyball. In the second we seek to identify a range of actions that readers can take to help their organisation prevent discrimination and violence. In the third section we give some simple ways that your organisation can assess where it is and get started. Finally, in section four, we give some examples of good practice for you to reference.

Underlying this guidance is the belief that to truly eradicate and end discrimination and violence, volleyball bodies need to not only address overt examples of inappropriate behaviour, but to take meaningful and proactive behaviour to make themselves and volleyball as a whole inclusive of lesbian, gay, bisexual and transgender people. Accordingly, what this guide advocates is a mainstreaming approach – not treating issue of discrimination as an add on – but creating a culture where all decisions are taken bearing in mind the significant minority of lesbian, gay, bisexual and transgender people who love volleyball.

We hope that this guide will help your organisation to make volleyball inclusive, welcoming and safe for all.

Best wishes,

The EGLSF board



# WHAT ARE THE ISSUES

Interview with young Slovenian volleyball athlete who is part of the national team and out as gay to both his teammates, officials and personnel.

#1Q You mentioned that opening up to your family, friends and teammates was an incremental process in small steps that is still happening with each new teammate... How and why you decided to extend beyond this circle into sport context?

#1A Playing sports I met a lot of players and other people – with some you connect to become friends and with friends there are no problems on GLBT issues. If you look from outside Slovenia is quite small, so news of someone being outed does not stay hidden for long. I do not feel need to tell people I am gay. If they are interested they can ask. Some are more interested (about actuality of stereotypes, if I am in relationship and so on), with others I do not talk about these things. I consider myself lucky - as of till now I had no negative reactions... and hope to keep it that way.

#2Q You were telling me that one of the things that bothers you the most is that great number of people does not address you first but they ask around if someone has heard or noticed something. How easy it became for you to communicate the fact to new people in your life after an experience of a year of doing it?

#2A I think it has something to do with Slovenian mentality. It is easier to ask around and start rumors, than to ask directly. But I think it is changing for the better. Younger generation (colleagues I study with) has less hold offs and they do not think of it as a big deal, if someone tells them to be gay. For sure it is easier after a few years of experience and positive reactions that were essential for my self-confidence, to start a conversation about this subject. On the other hand... in my opinion, I am of many identities - athlete, student, party goer, gamer, ...and gay. Some people get to know only part of me. If that part bothers them so much they can decide to not hang out anymore. Life is too short to please everyone.

#3Q You said you are happy to have a chance of playing in the same club for 10 years and therefore have more self confidence that players and club will support you. What do you think is missing now and would be helpful for athletes to have courage of being more open about their sexual orientation? Financial safety? Legal support? Psychological support?

#3A Hard question. Hard to generalize. With me the situation was that I felt safe (within a state there is no radical homophobia, none with friends or family) and I had economic safety. I heard of some friends they were not as lucky - as they had lots of drama and conflicts. I hope that things advance for better... and that soon young (and older) have no fear with coming out.

#4Q You are still not 100% sure you want to be in media as first role model. When and for which reason you would feel you would go to media with your story?

#4A I think it has a lot to do with my character. I would not hide for being gay... but also would not expose myself. Maybe it sounds strange, but I appreciate my privacy... I know it would be even better for our GLBT community, for our rights, for our image in general public for someone with (relatively) positive public image exposing oneself and said: " I am gay and I live as such..." ... maybe sometimes in the future.

Longer version of text including overview of phenomena and commentary is published on [http://int.qSPORT.info/Elite\\_Sport\\_and\\_Gay\\_Identity](http://int.qSPORT.info/Elite_Sport_and_Gay_Identity) (from Slovenian magazine Narobe #24, March 2013)

## WHAT DO THE TERMS LESBIAN, GAY, BISEXUAL AND TRANS OR TRANSGENDER MEAN?

**Lesbian:** a woman who is attracted to other women.

**Gay:** a man or a woman who is attracted to people of the same gender.

**Bisexual:** someone who is attracted to people of the same and opposite gender.

**Trans** is an umbrella term used to describe people whose gender identity and/or expression differs from that they were assigned at birth, including – but not limited to – people who are transgender, transsexual, cross-dressers and transvestites.

Note: Homosexual is generally considered an overly clinical and old-fashioned term to use.

Sexual orientation is different from gender identity. Sexual orientation refers to who someone is attracted to. Gender identity refers to whether an individual feels comfortable in the gender they were assigned at birth.<sup>1</sup>

LGBT is an acronym commonly used to capture the community of **L**esbian, **G**ay, **B**isexual and **T**rans people.

## HOW MANY PEOPLE ARE LESBIAN, GAY, BISEXUAL OR TRANSGENDER (LGBT)?

There is no definitive consensus on the demographics of the LGBT population. Estimates range from around 3% - 10% of the population as being LGBT.<sup>2</sup>

There are many methodological problems that make attaining such information difficult.<sup>3</sup> Firstly, studies vary over how they define sexuality. Some people think sexuality is indicated by behaviour – those who have had same sex experiences count as lesbian, gay or bisexual – whilst others think that it is

<sup>1</sup> Definitions taken from the Lesbian and Gay Foundation's advice on sexual orientation monitoring: <http://www.lgf.org.uk/policy-research/SOM/>

<sup>2</sup> See for example, the following: <http://williamsinstitute.law.ucla.edu/research/census-lgbt-demographics-studies/how-many-people-are-lesbian-gay-bisexual-and-transgender/>, <http://www.avert.org/gay-people.htm>, <http://www.guardian.co.uk/uk/2005/dec/11/gayrights.immigrationpolicy>

<sup>3</sup> For an in depth discussion of these difficulties see 'Estimating the size and composition of the lesbian, gay, and bisexual population in Britain' by Peter J Aspinall, [http://www.equalityhumanrights.com/uploaded\\_files/research/research\\_\\_37\\_\\_estimatinglgbpop.pdf](http://www.equalityhumanrights.com/uploaded_files/research/research__37__estimatinglgbpop.pdf)



defined by the labels that people give to themselves. One point to note is that most studies rely on people self reporting their own sexuality. It is possible, and in fact likely, that in this scenario many people may not be open about how they think of themselves, particularly in places where they may face negative responses to their sexual orientation.

## WHAT IS HOMOPHOBIA, LESBOPHOBIA, BIPHOBIA AND TRANSPHOBIA?

**Homophobia** can be characterised as a range of negative attitudes and feelings towards homosexuality and people who are identified as or perceived as being homosexual.

**Lesbophobia** can be described as a range of negative attitudes and feelings towards lesbianism and women who are identified as or perceived as being lesbian (a term used in a number of countries. it describes the intersection of sexism and homophobia).

**Biphobia** can be characterised as a range of negative attitudes and feelings towards bisexuality and people who are identified as or perceived as being bisexual.

**Transphobia** is a range of negative attitudes and feelings towards transsexualism and transsexual or transgender people, based on such a person expressing their internal gender identity.

Two other additional terms of interest are:

**Heteronormativity** - a world view that promotes heterosexuality as the normal or preferred sexual orientation<sup>4</sup>. A heteronormative view is often associated with homophobia and biphobia.

**Cisnormativity** – a world view that considers that an individual's self-perception and presentation of their gender should match the behaviours and roles considered appropriate in that society for the sex they had at birth. A cisnormative view is often associated with transphobia.

<sup>4</sup> <http://oxforddictionaries.com/definition/english/heteronormative>

## HOW DOES DISCRIMINATION AFFECT LGBT PEOPLE AND THEIR PARTICIPATION IN SPORT?

Many academics and social commentators observe that sport co-exists with an environment where rigid definitions of masculinity and femininity persist. Masculinity is equated not only with a biological and physiological blue print of strength and stamina, but also with certain characteristics such as being tough.<sup>5</sup> Importantly, these commentators also observe that masculinity in this environment is routinely heteronormative.<sup>6</sup>

To be masculine is to be good at sport, and also to be heterosexual. The reverse is then true: those men who aren't good at sport are the opposite of masculine – they are feminine and/or must be homosexual. As US college volleyball player Bryan Fautley has written in his story of being a gay competitor: "I'm an athlete and I'm gay? This can't exist".<sup>7</sup>

We see this stereotype played out in changing facilities, playgrounds and sports halls across Europe. Homophobic language in community sport is still common place, with terms such as 'faggot' and 'queer' (and their national equivalents) being regular terms of abuse for boys who don't achieve, whilst kicking it, throwing it or running like a girl<sup>8</sup> remain normalised ways of subjugating opponents and sometimes fellow team mates.

Meanwhile, for women in sport, the challenge becomes a complex juggling of conflicting gender roles – being the best you can be within your chosen sport, whilst remaining 'feminine' and therefore desirable to men. Girls who excel at sport and place value on physical strength, speed, stamina or competitiveness challenge cultural notions of what it means to be a woman, and often have their sexuality and femininity questioned or undermined.

For women in positions of authority such as coaching or administrating, being a 'lesbian' is still sometimes equated with grooming younger athletes to also be gay. The consequence of this for lesbian professionals is that their sexuality becomes a risk. Professor Vikki Krane of Bowling Green State University in the US has spoken about the practice of 'negative recruiting' where it is made clear that lesbians will not be welcome on a team: female coaches are afraid to come

5 See for example, work by Eric Anderson, and Messner and Sabo (1990)

6 An assumption heterosexuality is the only normal sexual orientation

7 [http://www.huffingtonpost.com/marcus-urban/gay-rights-euro-2012-\\_b\\_1610655.html](http://www.huffingtonpost.com/marcus-urban/gay-rights-euro-2012-_b_1610655.html)

8 Seitenwechsel: Coming-Out im Fußball, 2011, Tanja Walther-Ahrens

out themselves for fear that parents won't send athletes to their institution or administrators will be hostile toward them. Accordingly, there is pressure to stay closeted: "If you can't recruit, you can't compete. You can't compete, you can't keep your job."<sup>9</sup>

Of course, the stereotypes are further compounded by the way in which sports themselves are attributed a 'gendered' identity. Take football, for example, definitely considered a male sport; and rugby, cricket, snooker, angling and even golf! Meanwhile ice skating, gymnastics, synchronised swimming and lacrosse are all seen as female sports. Volleyball has a mixed status. In some places it is definitely a masculine sport, whilst in others it is considered more feminine.

This result is that those daring to cross the gender divide of particular sports are inevitably subject to speculation about their sexuality. In this environment, male gymnasts and female rugby players are equally encouraged to prove their heterosexual masculinity/femininity.

These societal beliefs about who may or may not succeed in sport have led to the considerable invisibility of lesbian and gay athletes in elite sport. Indeed, survey data still shows that many people have negative attitudes towards LGBT people in sport.<sup>10</sup> Accordingly, many who have participated in these environments have gone to great lengths to hide their sexuality. Some have now started to come out, but many that do, do so in the twilight of their careers or after they have stopped competing. Naturally, with this fear, some LGBT athletes either drop out of elite sports or find that their performance levels drop.

Athletes today are progressing to unprecedented levels of skill and strength... But homophobia slowly poisons the process and prevents people from realising their dreams."  
Martina Navratilova,  
[guardian.co.uk](http://guardian.co.uk)



9 <http://www.insidehighered.com/news/2012/04/23/panel-says-things-are-better-not-perfect-lgbt-athletes>

10 See for example: Stonewall, UK: [http://www.stonewall.org.uk/documents/leagues\\_behind.pdf](http://www.stonewall.org.uk/documents/leagues_behind.pdf), Paris Foot Gay, France: <http://parisfootgay.free.fr/fr/news/news2011.php>

I knew I would never be accepted as a gay man and still achieve what I wanted to achieve in the game...I became a master of disguise and could play the straight man down to a tee, sometimes over-compensating by getting into fights or being overly aggressive because I didn't want the real me to be found out. . . . But when you withdraw into yourself, you start to feel lonely, upset, ashamed. You create this inner world which is dark."

Gareth Thomas, LGBTQ.com

## HOW DOES DISCRIMINATION AGAINST LESBIAN, GAY, BISEXUAL AND TRANS PEOPLE SHOW UP IN VOLLEYBALL?

### DIRECT AND INDIRECT DISCRIMINATION

Homophobia, biphobia and transphobia can be both direct and indirect.

Direct discrimination is when a person is treated less well, in comparison with someone else, simply because of his or her sexual orientation or gender identity. For example, if a player was purposely left out of a team just because she was gay, this would be an example of direct discrimination.

Indirect discrimination happens when an apparently neutral specification, criteria or practice disadvantages people on the grounds of their sexual orientation unless the practice can be objectively justified by a legitimate aim. For example, if a men's team held a 'Wives and Girlfriends' party at a club where female partners entered for free, this would indirectly discriminate against any players on the team who had male partners, if they were forced to pay for their partner to enter.

### LANGUAGE

Homophobia, lesbophobia, biphobia and transphobia is often expressed in the language people use. Some examples of offensive language could include (alongside national equivalents):

# 'POOF' 'DYKE' 'GAY BOY' 'BATTY BOY' 'LEZZER' 'YOU'RE SO GAY' 'QUEER' 'FAGGOT' 'QUEEN' 'TRANNNY'

Discriminatory language may be used both intentionally and casually. Given the lack of out LGBT athletes, more often than not it is used casually and incidentally, as opposed to being explicitly targeted at LGBT individuals. Amongst young people in particular, terms referring to homosexuality are often used casually as an insult e.g. 'those trainers are so gay'. Amongst adults, terms are often used in a disparaging or 'macho' way e.g. 'get up off the floor you poof'. Regardless of whether the 'victim' is actually gay or not, what this kind of language does it to create an environment that is hostile to LGBT people, to those people who are perceived to be LGBT, and even, to those just not perceived to be good enough at sport.

## ANTI-LGBT SIGNAGE

FARE (Football Against Racism in Europe) has published a useful booklet titled 'Monitoring Offensive and discriminatory signs in European Football'. Banners displayed at football grounds that have offensive language or signs are another way that LGBT people experience hostility in football.

## PHYSICAL ABUSE

Unfortunately, LGB&T people do still sometimes face or fear physical violence within sport. Not all countries in the European Union have specific anti-LGBT violence laws. ILGA (International Lesbian, Gay, Bisexual and Intersex Association) publish details comparing the legal statutes of countries across Europe, see below, for example<sup>11</sup>:



**ICELAND**  
Section 233 of the Criminal Code states: "Anyone who in a ridiculing, slanderous, insulting, threatening or any other manner publicly assaults a person or a group of people on the basis of their nationality, skin colour, race, religion or sexual orientation, shall be fined or jailed for up to 2 years." (The word "assault" in this context does not refer to physical violence, only to expressions of hatred.)

**SCOTLAND**  
Article 2 of the Sentencing of Offences Aggravated by Prejudice Act recognises bias on the grounds of sexual orientation and transgender identity as an aggravating factor to be taken into account during sentencing.

**IRELAND**  
The Prohibition of Incitement to Hatred Act makes it an offence to incite hatred against a group of persons in the State or elsewhere on account of their race, colour, nationality, religion, ethnic or national origins, membership of the Traveller Community or sexual orientation. Homophobic motivation is recognised as aggravating factor when sentencing for common offences.

**UK**  
The Criminal Justice and Immigration Bill punishes stirring up hatred against persons, and covers hatred on the grounds of sexual orientation. Section 146 of the Criminal Justice Act also includes hate-crime statutory aggravations. In Northern Ireland, Art 2 of the Criminal Justice No. 2 (Northern Ireland) Order 2004 amended the Public Order (NI) Order 1987 to similar effect.

**THE NETHERLANDS**  
Article 137d of the Criminal Code punishes public incitement of hatred, discrimination or violent action against persons on the grounds of his/her hetero- or homosexual orientation. In that scope, homophobic motivation is recognised as aggravating factor in sentencing, accordingly Public Prosecution Service has to increase a sentence by 25% in the case of an offence with a discriminatory aspect.

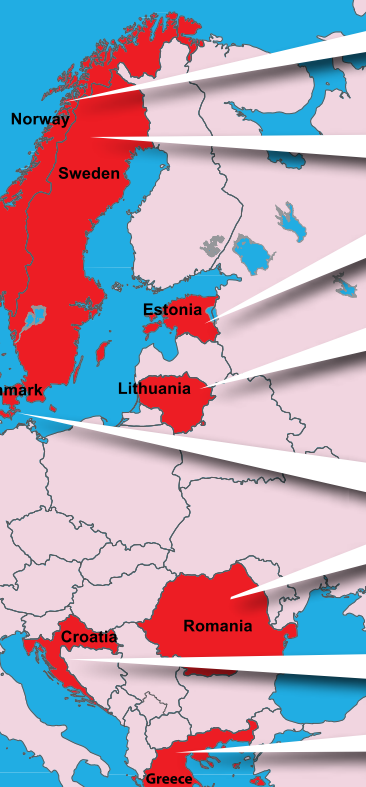
**PORTUGAL**  
Article 240 of the Criminal Code classifies homophobic hate speech as a crime. Assault motivated by the victim's sexual orientation can be punished with enhanced penalties (Article 145).

**SPAIN**  
Article 510, Criminal Code punishes promotion of discrimination, hatred or violence against groups or associations, for reasons related to among others sexual orientation, and those who, knowing it to be false or in reckless disregard of the truth, spread injurious information on groups or associations for similar reasons. Article 22(4), Penal Code recognises homophobia as aggravating circumstance.

**ANDORRA**  
Article 30.6 of the Criminal Code establishes aggravating circumstances to crimes when committed for racist and xenophobic motives or reasons related to ideology, religion, nationality, ethnic origin, sexual orientation, disease or physical or psychic disability of the victim.

**FRANCE**  
Articles 225-1 & 225-2 of the Criminal Code criminalises discrimination on the grounds of sexual orientation. Article 132-77 makes discrimination on the grounds of sexual orientation as aggravating factor. Article 222-18-1 allows specific incrimination for a threat based upon real or supposed sexual orientation.

**BELGIUM**  
Article 22 of the Anti-discrimination Act makes it crime to publicly incite to discrimination, hatred or violence against a person on the ground of sexual orientation & prohibits incitement to discrimination, hatred, violence or segregation against a group. The federal legislation recognises 'discriminatory motives as aggravating circumstances.



**NORWAY**  
Section 77(i) of the Criminal Code provides that aggravating circumstances occur when a person is victimised because of "religion, national or ethnic origin, homosexual orientation, reduced physical or psychological ability or other circumstance related to groups of people requiring a special level of protection."

**SWEDEN**  
Section 2(7) of chapter 29 of the Criminal Code expressly enables homophobic motives of the offender to be taken into account by the courts as an aggravating circumstance when sentencing and is applicable to all crimes.

**ESTONIA**  
Section 151 of the Criminal Code criminalises activities which publicly incite to hatred, violence or discrimination on the basis of... sexual orientation... if this results in danger to the life, health or property of a person.

**LITHUANIA**  
Article 170 of the Criminal Code prohibits incitement against a group of residents or against a specific person, on account of his or her sex, sexual orientation, race, nationality, language, ethnicity, social status, faith, religion or beliefs. Such incitement shall be punished with a fine, detention or imprisonment.

**DENMARK**  
Section 266 b of the Criminal Code: any person who, publicly or with the intention of wider dissemination, makes a statement or imparts other information by which a group of people are threatened, scorned or degraded on account of their race, colour, national or ethnic origin, religion, or sexual orientation shall be liable to a fine or to imprisonment. Section 81 no. 6 of the Criminal Code recognises homophobic motive as aggravating circumstance.

**ROMANIA**  
Articles 751 & 751 of the Criminal Code recognise homophobic motive as aggravating factor in the commission of a criminal offence.

**CROATIA**  
Article 89 of the Criminal Code punishes any criminal act according to the Criminal Code, committed by reasons of hatred towards a person on the basis of his/her sexual orientation, among other grounds. Criminal offences include violent behavior, threats, criminal offences against honor and reputation, destruction and damage to property, criminal offences against life and body, and discrimination as such.

**GREECE**  
Article 23 of law 3719/2008, which states that the commission of a crime, due to ethnic, racial, or religious hate or hate because of a different sexual orientation must be considered as an aggravating factor in sentencing.

# Laws against homophobic hate crime and hate speech in Europe

[www.ilga-europe.org](http://www.ilga-europe.org)



December 2009

Where countries do not have clear anti-LGBT violence laws, LGBT people may be at greater risk of violence within society, and therefore also within sport.

## EXAMPLES OF HOW VOLLEYBALL CAN BE LGBT EXCLUSIVE

### Authorities

The stance of governing bodies can have a real influence on the incidence of homophobia, biphobia and transphobia in volleyball. Decisions, for example, about where to hold matches and competitions have an impact on LGBT people in football. If competitions are held in countries where LGBT people are persecuted or at risk, governing bodies may be indirectly discriminating against LGBT people as it will make it very hard for them to participate.



**Action – Think about both the direct and indirect impact of all decisions you make on LGBT people**

A lack of action on behalf of governing bodies also allows discrimination to thrive. If a governing body does not take a stand against homophobic, biphobic or transphobic words or actions then it opens the door for other people in the rest of volleyball to display these attitudes without constraint.

Because of the history of exclusion and discrimination, in the absence of strong and positive messaging, LGBT people can face high levels of discrimination, violence and exclusion.

For an example of a positive message from another sport – basketball – see the excellent ‘Think before you speak’ clip from NBA players Grant Hill and Jared Dudley<sup>12</sup>.

I wish I could have had the courage to speak out while I was still coaching at the college level. Comments made by some administrators and parents made me believe that it would be in the best interest of the programs for me to remain silent. I now realize that was ridiculous. I was contributing to the whole situation I should have been fighting. Yes, I was a gay collegiate head coach. Did that have anything to do with my skills or abilities as a coach? Not at all."

Derick White



## **Action – Saying nothing equates to being homophobic**

Governance structures are also important. As with any minority, if it is not represented in the corridors of power, it is less likely that the interests of that minority will be adequately represented in the structure and process of the institution.

The internal openness and inclusivity of the organisation is a key indicator of how the organisation will relate externally to LGBT people.



## **Action – Review your recruitment and employee policy to ensure it is inclusive, fair and open for all**

### **Leaders**

Leaders in volleyball are role models: what they say matters in creating environments that are inclusive or exclusive, safe or unsafe, and what they say influences the opinions of those who look up to them.



## **Action – Ensure that your organisation has clear guidelines about acceptable language and messaging**


### **Fans**

Prejudice displayed by fans usually takes the form of direct and explicit statements or signs against LGBT people and other minorities. In 2011 in Brazil for example, middle blocker Michael who plays for Volei Futuro was harassed by a crowd of almost 3000 fans who chanted Bicha! Bicha! Bicha!, which translates as 'faggot' in English. The opposition club whose fans chanted, were fined \$30,000 by a Brazilian sports tribunal. Stories of homophobic behaviour by crowds at an amateur level also exist.<sup>13</sup>



## **Action – Ensure stewards are trained to report and deal with fans shouting abusive language**





It is not possible to be neutral to homophobia. Either you speak out very clearly that homophobia will not be tolerated, or in reality you communicate to your surroundings that you accept it – regardless of whether you do or not.

Norwegian sports shall not be value neutral. We must take a stand; for diversity, for an open and inclusive sport, against any harassment or degradation. “With sports” should also mean “against homophobia”.

I want everyone reading this not to doubt. Sport in Norway shall be open and inclusive for all – gays, lesbians, heterosexuals, bisexual, and transgender persons. We should and must take responsibility. Sports against homophobia!”

Tove Paule  
President (2007-2011)



## HERE'S HOW TO DO IT!

Volei Futuro's coach, fans and team members wanted to do something positive to show support for Michael. In a match the week after the initial incident, they wore pink warm-up shirts in support of their teammate. One player wore a rainbow-colored jersey during the match. Fans waved pink thundersticks emblazoned with “Michael” throughout the match. To close the game the sound system played “I Will Survive!

## Other players

The conduct of players on the courts is also important. Discriminatory language against gay people such as 'poof' and 'faggot' has been used within sport, both at an amateur and professional level, for a long time without sanction. This creates a negative climate for LGBT people, and is damaging for young people who look up to players as role models.

Players' conduct off the court, and specifically on social media, has become an increasingly important area of concern in sport over recent years.

## Coaching

Coaches also shape the environment and atmosphere of a team environment. Homophobic language can again create an environment that makes LGBT people afraid of being open.



**Action – Encourage organisations to train coaches so that they are aware of how to be LGBT inclusive and non-discriminatory**

## Young players

The average age of coming out in many countries across Europe has dramatically decreased. In Holland it is around 16<sup>14</sup>, whilst studies in the UK show that the average age of coming out for under 18's has now dropped to 15 years of age.<sup>15</sup> Evidence suggests that young people who are trans may know this at an even earlier age.

Accordingly, it is likely that some young people involved in youth volleyball may be questioning their sexuality or gender identity, or already know that they are lesbian, gay, bisexual or transgender.

Homophobic language is often used incidentally by young people; 'that's so gay' being a frequent term of disparagement. Likewise, bullying based on gender identity or sexual orientation is not unusual amongst young people who can be very aware of their own and/or others' differences. Young people

14 <http://www.rnw.nl/english/bulletin/dutch-gays-coming-out-younger>

15 [http://www.stonewall.org.uk/media/current\\_releases/4867.asp](http://www.stonewall.org.uk/media/current_releases/4867.asp)

Every practice I would hear some sort of comment about something or someone being 'gay' or a 'fag', and each time I cringed thinking of how I would never be able to be who I truly am with them. Even though those terms are not meant to be harmful, and don't even seem relevant to what the speaker is trying to express, it has become common language among teenagers and young adults. But after I came out, my fellow players have been nothing but supportive."

Galen Dodd, young volleyball player

<http://outsports.com/jocktalkblog/2011/10/23/coming-out-is-liberating-for-15-year-old-high-school-volleyball-player/>

who use homophobic language may of course themselves be struggling with their sexuality and can sometimes be aggressive as a means of hiding their own identity.



**Action - It must be made clear in all settings where young people engage with volleyball that language that is offensive and exclusionary will not be tolerated. Ignoring the use of such language makes your organisation complicit with the damage caused. In addition, we recommend that young people must also be given an outlet where they feel safe to talk with someone about their personal issues.**

## Women's volleyball

The issues in women's volleyball vary somewhat from the men's game.

As discussed previously, volleyball's image in some places as a 'men's game' has sometimes led to all women involved in volleyball being presumed to be gay/lesbian unless proven otherwise.

Like all women athletes, female volleyball players have the difficult task of creating an identity playing a male sport in a society in which the ideals of femininity can often seem contrary.<sup>16</sup> Whilst these 'ideals' of femininity are promoted as 'normal', it can be hard for female athletes to be themselves and to reach their potential.

Though these stereotypes are changing, one of the lasting legacies is that women in volleyball may be concerned to come out due to pressure from team

mates, coaches or others who are worried about being labelled gay by association. Others may want to stay closeted to avoid confirming social stereotypes.

Experiences of female volleyball players may vary according to country and region. In cosmopolitan environments, there may well be open lesbian players on teams who find a network and friendship group where

their sexuality is accepted. But in more remote areas, lesbian players may suffer from indirect or direct discrimination, either through incidental or pointed language use and other social mechanisms of control. Trans women may also have a very difficult time playing volleyball and may experience homophobia and transphobia from other players, coaches and fans.



Being an inspiration is the purpose of everything I do. I'm Australian, I'm a female. I haven't hidden my sexuality. I'm proud of my achievements, I'm proud of who I am and I won't let anyone shake that. That's the problem with society. People get their belief shaken. They get their self-confidence shaken. There are kids with low self-esteem in schools, especially gay kids. I get messages from gay kids who are in trouble who want some advice. If they can get some strength from me, that's great."

Natalie Cook, Gold winning Olympian, Beach Volleyball



**Action – Promote and encourage women's volleyball. Celebrate a diversity of female role models and different expressions of femininity. Governing bodies should lead the way in ensuring that female sportspeople are celebrated for their skill on the court, regardless of how they choose to express their gender or sexuality. In addition, ensure that you have a trans policy and that it is regularly updated.**

## THE FUNCTIONS OF THE GOVERNING BODY

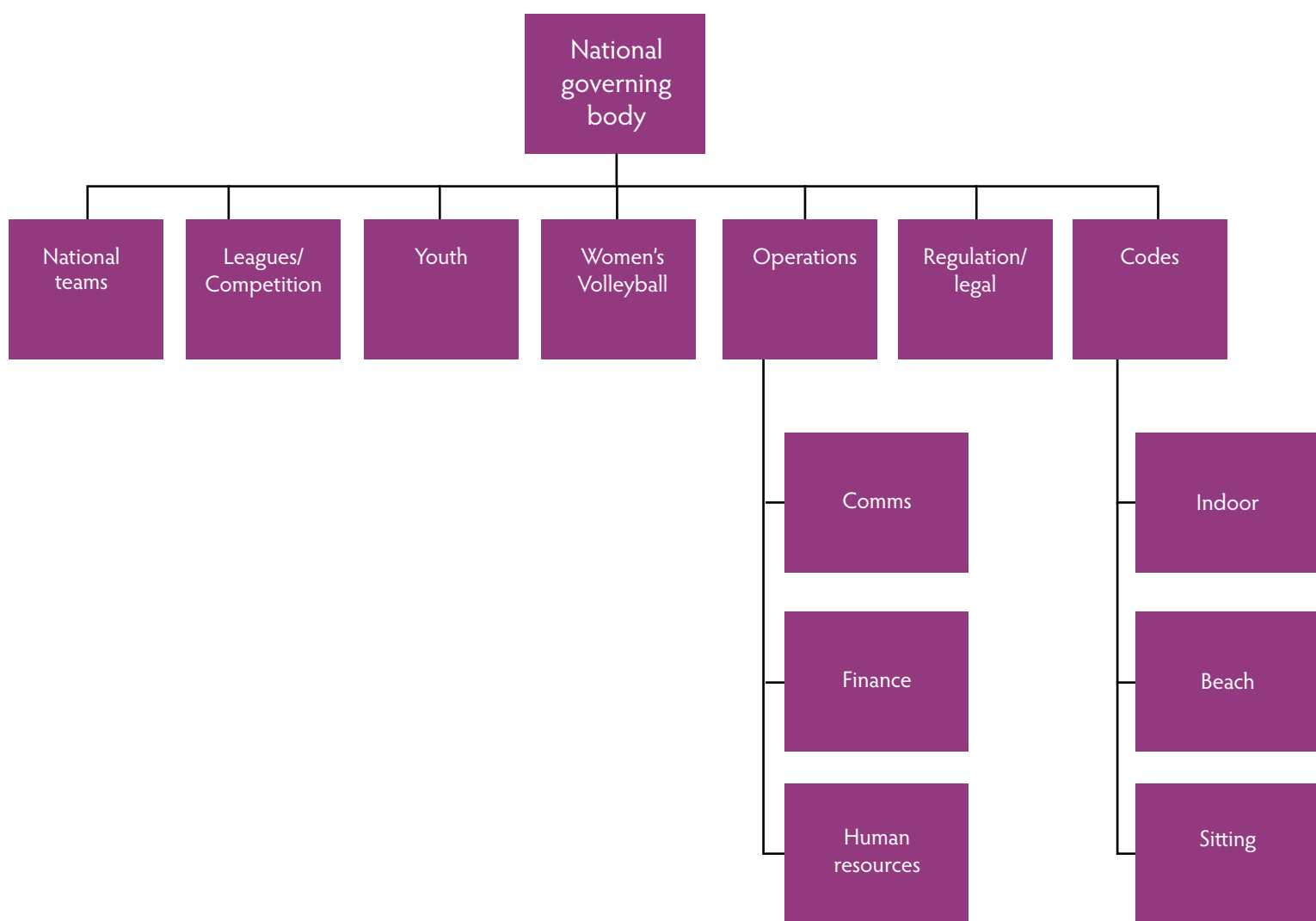
When considering how homophobia, biphobia and transphobia may occur in volleyball it is helpful to think about how volleyball is organised and structured.

The governance functions of volleyball authorities can be identified by the following graphic. Although organisational structures vary from one country to another, all national governing bodies adhere to a similar core of obligations. Discrimination can occur in any or all of these functions.

Leigh-Ann Naidoo, a member of the beach volleyball team that competed in the 2004 Olympics in Athens, said levels of homophobia in general society were reflected in sports communities.

“Women are really not supported to be anything but feminine and when they find themselves in a space that is perceived as masculine, they are almost required or whipped into thinking that they need to perform in a feminine manner. It is absolutely ridiculous,”

When she competed in Athens, Naidoo protested against a rule that beach volleyball players could only wear bikinis with hip straps thinner than 5cm.





# TAKING ACTION

## A FRAMEWORK FOR ADDRESSING HOMOPHOBIA, LESBOPHOBIA, BIPHOBIA AND TRANSPHOBIA IN VOLLEYBALL

Creating an environment that is free from discrimination and inclusive of LGBT people is a step by step process.

We suggest that the following steps should be followed to ensure that your organisation is addressing this issue in a comprehensive and meaningful way:

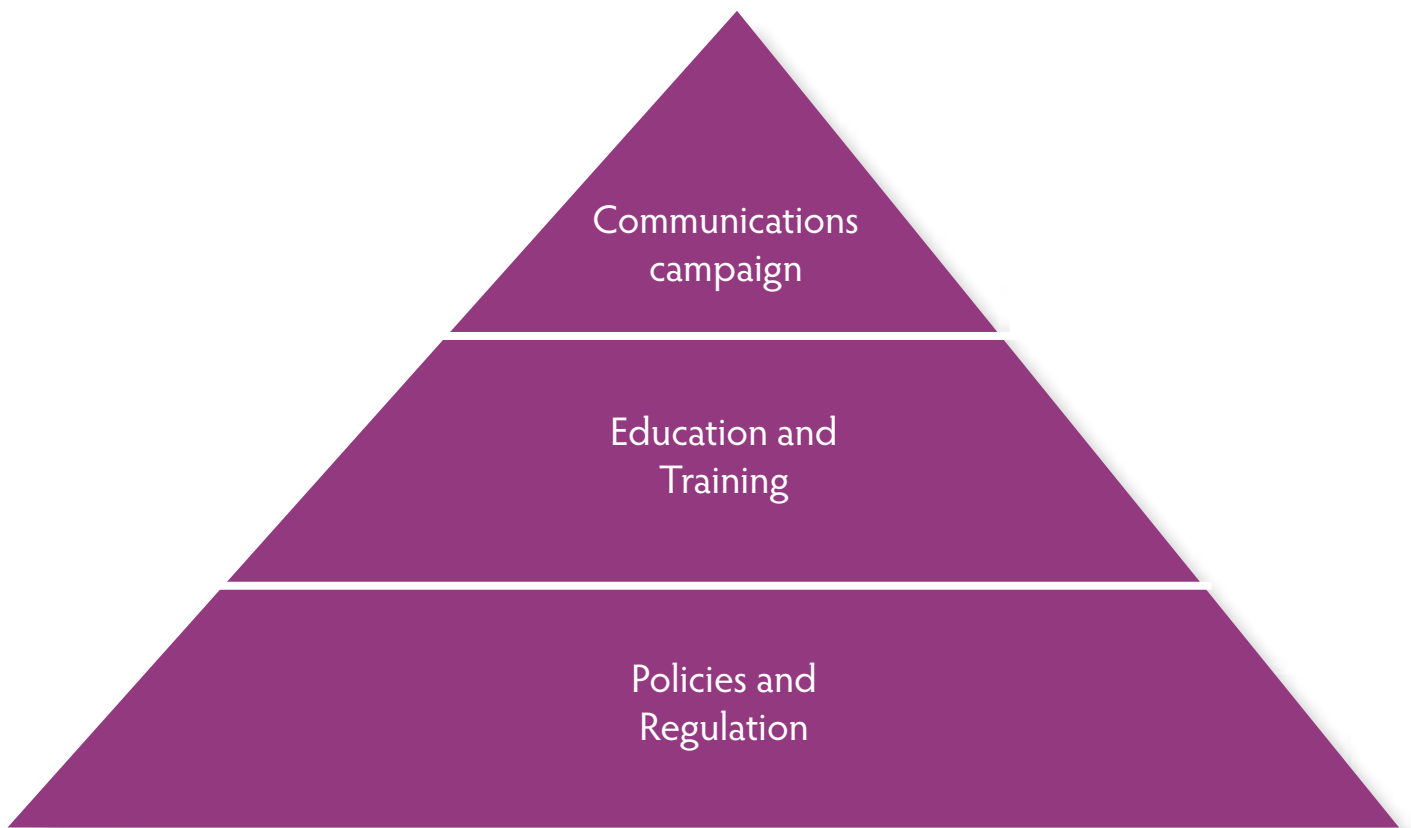
1. Acknowledge that LGBT people are part of the volleyball community: as players, coaches, fans and officials
2. Acknowledge that homophobia, biphobia and transphobia exist
3. Make a decision to tackle these forms of discrimination in your organisation
4. Where possible, collect data about the current state of play<sup>17</sup>
  - a. How many LGBT people are in your organisation?
  - b. What are the attitudes of key stakeholders such as board members, coaches and players to LGBT people?
  - c. How many people have witnessed homophobia, biphobia or transphobia in your organisation?
  - d. What kinds of homophobia, biphobia or transphobia have been observed?
5. Create a vision of where you would like your organisation to get to: what would a truly inclusive organisation look like?<sup>18</sup>
6. Create metrics by which you will know that you have achieved your goal (using where possible the data collected in step 4)
7. Create strategies to improve the current situation and to move towards your vision of where you would like to get to (see section 'where to start' for some simple ideas)
8. Implement those strategies
9. Evaluate the success of those strategies
10. Repeat steps 7-9

<sup>17</sup> For a useful document on monitoring sexual identify see the Lesbian and Gay foundation: <http://www.lgf.org.uk/policy-research/SOM/>. It is acknowledged that in some countries this will be against national legislation

<sup>18</sup> We recommend that a 'mainstreaming' approach is taken here, following the good work that has been done by many organisations on 'gender mainstreaming'. UN Women defines mainstreaming as 'ensuring that 'gender (read LGBT) perspectives and attention to the goal of gender (LGBT) equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects'. For guidance and examples of good practice that can equally be applied to LGBT equality and inclusion visit: <http://www.un.org/womenwatch/osagi/gendermainstreaming.htm>

## STRATEGIES FOR PREVENTING HOMOPHOBIA, LESBOPHOBIA, BIPHOBIA AND TRANSPHOBIA

There are many things you can do to ensure your organisation is free from discrimination based on sexual orientation or gender identity. Here we suggest three major strands of work, and examples of actions you can take for each.



Many organisations concentrate on the communications part of this plan. But the communications part should always be underpinned by meaningful and effective organisational engagement on the issue.

### 1. Policies and regulation

- Embed anti discrimination in the way your organisation works
- Ensure appropriate regulatory environment and enforce regulations



## EXAMPLE ACTIVITY: EQUALITY STANDARD, UK

<http://www.equalitystandard.org/>

The Standard is a framework for assisting sports organisations to widen access and reduce inequalities in sport and physical activity from under represented individuals, groups and communities. It is based around two broad themes: developing your organisation and developing your services, and four levels of achievement:

Foundation - your organisation is committed to equality

Preliminary - your organisation is clear about what it needs to do to achieve equality

Intermediate - your organisation is increasing opportunities for a diverse range of people

Advanced - your organisation offers fair and equal opportunities to its staff and the communities it serves.

The website contains examples of best practice as well as templates and pro formas for developing new policies.

### Benefits of the Equality Standard

- Provides a framework for achieving equality in sport;
- Helps to ensure democracy and sound governance of the sport;
- Increases participation by reaching new audiences;
- Mitigates against legal action and helps to meet legal duties;
- Enhances the skills and knowledge base of staff and volunteers;
- Increases involvement in equality at all levels of the organisation;
- Improves equality practices through monitoring, evaluation and review;
- Builds on existing equality good practice;
- Guides in assessing and reviewing equality performance and achievements;
- Helps to open sport up to all sectors of the community;
- Encourages more potential administrators, coaches, officials and volunteers;
- Provides a positive public image;
- Appeals to funding providers and sponsors.

## 2. Education and training

- Educate your key stakeholders so that their misconceptions or prejudices about LGBT people are challenged and so that they develop a non discriminatory attitude
- Ensure all of your stakeholders understand the key issues
- Ensure all of your stakeholders understand the expectations on them in terms of their attitudes and behaviour

## EXAMPLE ACTIVITY: RESPECTGAYMES

RespectGaymes is annual project of LSVD Berlin (the biggest LGBT organisation in the city) supported by the city of Berlin. It organises sport and cultural events, targeting youths, plus migrant communities and sport recreation enthusiasts. It is organised as huge football and medium-sized beach volleyball tournament a few weeks before Berlin Pride (CSD).

Competition is not strictly regulated and is inclusive of all levels of participants. With a slogan "Show respect to Gays and Lesbians" it helps introduce diverse LGBTQ individuals and groups, social and political organisations, supporters and campaigns to the widest possible audience in a big one day sport festival and information fair.

<http://berlin.lsvd.de/respect-gaymes-2013/>

### 3. Communication

- Reinforce the stance of your organisation by communicating clear messages to all stakeholders

## EXAMPLE ACTIVITY: CHARTER AGAINST HOMOPHOBIA IN SPORT

Both the French and UK governments have created a charter against homophobia in sport (note the UK version also includes transphobia). The charter sets out a range of principles, and any club, sports group or individual can sign up to the charter as a means of demonstrating commitment to these principles.

The French charter was initiated by Paris Foot Gay (<http://www.parisfootgay.free.fr/>) who continue to encourage and hold to account those who have signed up. Below is the text of the French charter (thanks to FGG <http://gaygamesblog.blogspot.co.uk/2010/10/text-of-french-national-charter-against.html>)

The national sports federations and associations, the leagues, clubs, associations, public institutions or other bodies that sign the present charter are committed to:

1. Explicitly recognize and homophobia as a form of discrimination contrary to the universal principles of the protection of human rights.
2. Repudiate and take appropriate sanctions against any homophobic attitude, whether manifested in discriminatory behavior or by verbal or physical abuse or abusive language on the grounds of real or supposed sexual orientation.
3. Promote diversity in sport and disseminate messages of tolerance, respect and dignity, while systematically including sexual orientation and the fight against homophobia.
4. Provide assistance and support to athletes, coaches and other people involved in sport who may be harassed, insulted or ostracized because of their actual or perceived sexual orientation.

5. Develop educational courses on the fight against all forms of discrimination, including homophobia, aimed at all those involved in sport: educators and coaches must prevent or stop any form of discrimination, and must be trained to do so.
6. Identify acts of homophobia and report them regularly to the Ministry of Sports (national unit for the prevention of violence and discrimination in sport) in order to monitor the evolution of behaviour in sport and to adjust actions to be undertaken.

Note that whilst charters can be a good beginning for a campaign, they need to be monitored and enforced. Without a mechanism to monitor and hold accountable those who sign the charter, the exercise becomes at best meaningless, and at worst dangerous, because it allows the media and some organisations to promote a message that they have done their bit without having to do anything substantive on the issue.

## **YOU CAN PLAY: GAY ATHLETES. STRAIGHT ALLIES. TEAMING UP FOR RESPECT.**

You Can Play is a campaign based in North America whose mission is as follows:

You Can Play is dedicated to ensuring equality, respect and safety for all athletes, without regard to sexual orientation.

You Can Play works to guarantee that athletes are given a fair opportunity to compete, judged by other athletes and fans alike, only by what they contribute to the sport or their team's success.

You Can Play seeks to challenge the culture of locker rooms and spectator areas by focusing only on an athlete's skills, work ethic and competitive spirit.

They provide resources for LGBT and 'straight' sports people to demonstrate LGBT inclusion in their sport. Check out their website here: <http://www.youcanplayproject.org/>

## **STRATEGIES FOR DEALING WITH INCIDENCES OF HOMOPHOBIA, BIPHOBIA AND TRANSPHOBIA**

It is important to think about how rules and norms around homophobic and transphobic behaviour and language can be enforced. The UK Rugby Football League have made important progress on this issue and outline the following protocol for stewards dealing with homophobic incidents:<sup>19</sup>

## How can I respond? - Professional Game

This flowchart is guidance rather than directive as it recognizes that all situations are unique and the judgement of the stewards and GSO is paramount in deciding what action to take and when in order to ensure the safety of both staff and spectators.

### Key stewarding processes

1) Ongoing assessment 2) Judgement 3) Communication 4) Appropriate Action 5) Record

**GSO PREMATCH TRAINING AND BRIEFING FOR STEWARDS** - emphasize the need to listen out for and noting homophobic and racist language and clarify that any incidents need to be dealt with quickly and appropriately. Remind to use reporting sheets.

**BEFORE GAME** - Play RESPECT message and promote TACKLE IT! text line service number if anyone experiences racist, homophobic language.

Homophobic language and / or abuse identified in crowd by steward, spectator reporting to steward, or via text line. Steward assesses information and gravity of situation. RECORD DECISIONS & ACTIONS.

### POSSIBLE ACTIONS - INDIVIDUAL

Assess gravity of incident and decide either to tell the individual to stop making homophobic comments. Explain it is against Rugby League RESPECT code of conduct and values of game.

#### Have they stopped?

Record on incident reporting sheet. If necessary remove from stadium.

YES

NO - minor incident

NO - serious

By challenging individual club making it clear that homophobia will not be tolerated in our sport. Also educates people around the area.

Monitor situation.

RECORD INCIDENT AND ACTIONS

**Have they stopped?**

Reassess situation. Remind individual that homophobia is not acceptable and if it continues you will evict them from the ground.

REPORT TO YOUR SUPERVISOR. RECORD

**Have they stopped?**

YES

By letting them know they face eviction or indeed other sanctions making a clear statement that homophobia will not be tolerated.

RECORD INCIDENT AND ACTION.

REPORT TO SUPERVISOR. **Have they stopped?**

NO

**SUPERVISOR** - Request roving camera, CCTV (if available) to record as possible evidence. Consider police support. Request persons details and ticket and inform them they will have to leave the ground.

RECORD INCIDENT AND ACTION

**Is the person cooperating?**

YES

If you have details of individuals pass on to GSO who will forward to club - they will then send copy of RESPECT code of conduct to individuals and monitor future matches.

RECORD INCIDENT AND ACTION

NO

Call for back up from response team/ and or police / Report incident and pass on details to club for investigation and possible sanctions - match ban, season ban, inform other clubs. RFL involvement.

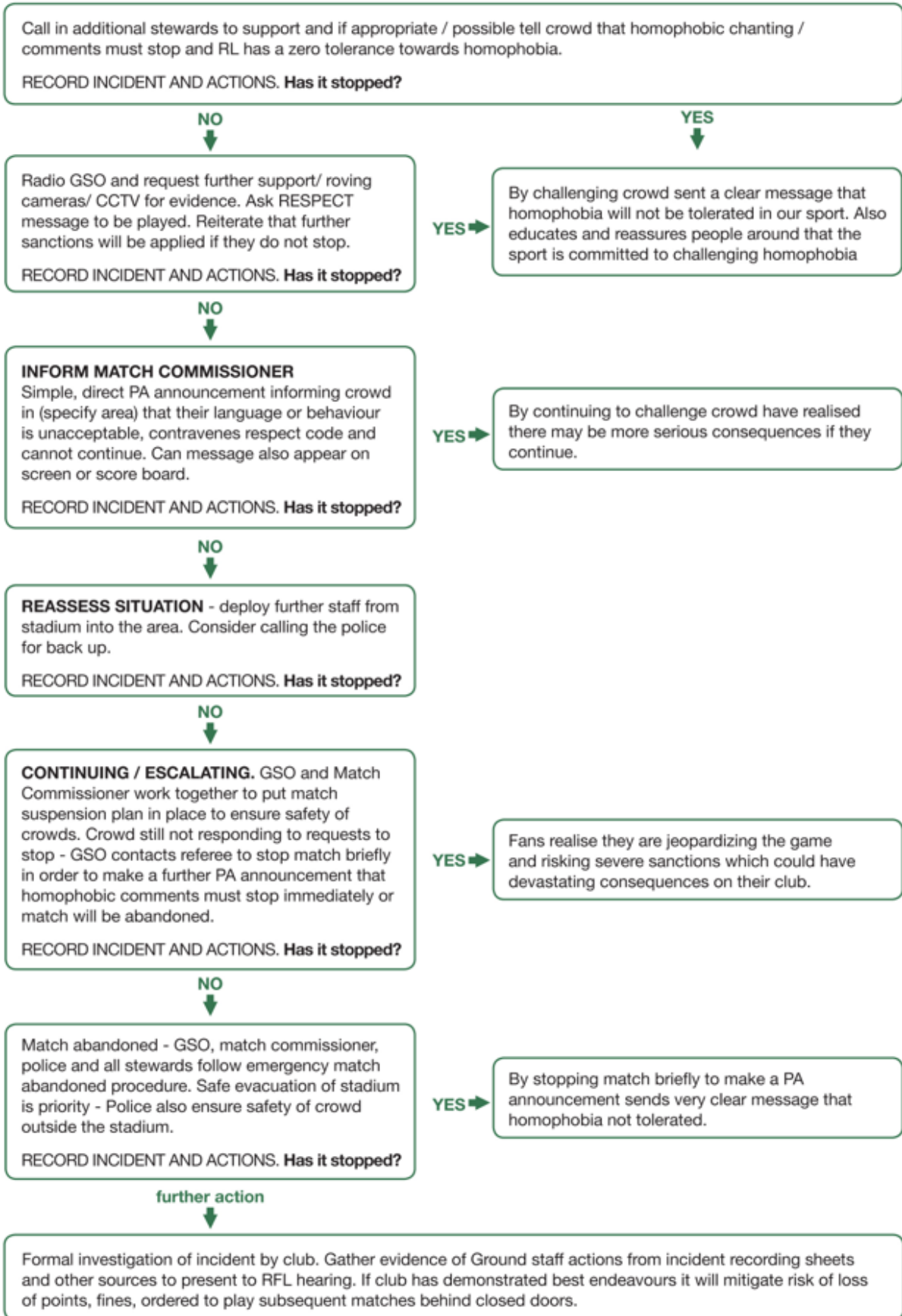
RECORD INCIDENT AND ACTION

Ensure that all stewards report any incidents and outcomes to supervisor at end of match. Supervisors report back to GSO at post match briefing and record on RFL incident reporting form and send to RFL.

Be aware that what started out as an individual incident may escalate to a crowd control situation.

### Flowchart for matchday environment

**POSSIBLE ACTIONS - GROUP / CROWD**



## WORKING WITH SUPPORTERS

There are increasing numbers of supporters' projects, mainly focusing on football across Europe. For example, the excellent "Fußball Fans Gegen Homophobie" <http://fussballfansgegenhomophobie.blogspot.de> an initiative of fans of TeBe Berlin, associated clubs and the Berlin-Brandenburg Lesbian and Gay Federation which now includes more than 40 supporter's groups. There are also campaigns such as Football Fans v Homophobia [www.footballvhomophobia.com/fansvhomophobia/](http://www.footballvhomophobia.com/fansvhomophobia/) and 'Just a Ball Game?' [www.justaballgame.co.uk](http://www.justaballgame.co.uk) based in the UK.

There are also initiatives such as "We are part of the team!" <http://vimeo.com/47717100> by Danilo Marunovic, which was produced by the Centre for Civic Education (CCE) and LGBT Forum Progress in cooperation with Coala Production, with support of Canadian Embassy in Montenegro. The aim of the project is to promote the message "It's OK to be different".

Form another sport, see also the initiative by volleyball club Volei Futuro, playing in the Brazillian Super Liga, whose players staff and fans displayed pink in support of player, Michael, who had previously received homophobic abuse from opposition fans. Volei Futuro fans carries pink thudersticks emblazoned with the name of their gay volleyball hero during the game. <http://www.fridae.asia/newsfeatures/2011/04/18/10809.stadium-turns-pink-in-support-of-gay-volleyball-player-taunted-by-crowd-during-match>

## SUPPORTING LGBT PLAYERS

It is no great surprise that in the history of men's and women's sport in Europe there have been very few out gay athletes. Fear of the reaction of fans, fellow players, managers and agents, not to mention corporate sponsors, puts enormous pressure on players to stay in the closet. Frequently, there are articles in the press speculating what will happen when a player comes out.

As a result, it is important to think ahead about how such an athlete can be supported. We suggest the following protocol as one way of dealing effectively with an athlete coming out.

## BEFORE:

- Where appropriate, work with sports unions to ensure they have support systems in place for LGBT competitors e.g. psychological support and or help lines

## COMPETITOR COMES OUT

Immediately:

- Meet with competitor to discuss his/her needs and perceptions of how to deal with the situation
- Key stakeholders issue statements of support
  - Governing body
  - Club
  - Team mates

Week 1-2:

- Special briefing of stewards at matches where player is playing
- Supporting statements from opposing team

Week 3 onwards:

- Monitoring of experience of player
- Ensure support systems in place
- Maintain positive statements from key stakeholders
- Consider rolling out anti homophobia communications campaign to back up messaging

In addition, federations such as NCAA (National Collegiate Athletic Association) in the US have developed policy to make transgender athletes explicitly welcome:

<http://www.volleywood.net/volleyball-related-news/volleyball-news-north-america/ncaa-welcomes-transgendered-athletes/>

Many people who are LGBT and out choose to play for a club that is LGBT friendly. LGBT volleyball clubs exist in most countries around Europe, and many will belong to their local volleyball federation. LGBT clubs are valuable places for LGBT people to connect with others and feel safe playing sports – wherever possible, sports federations should support them to grow and prosper.



# WHERE TO START

When someone says a homophobic slur and you're in the closet, you have no grounds to say anything, so you take it. Not only do you take it, but you remember it in your head, and it compounds."

Bryan Fautley, US varsity volleyball player

<http://outsports.com/jocktalkblog/2012/03/23/bryan-fautley-of-queens-university-volleyball-comes-out-returns-to-team/>



## SMALL STEPS

If you are unsure where to start, we suggest the following three simple steps:

1. Form a specialist working group that can advise you on LGBT issues. The group should primarily be composed of LGBT people in volleyball. Ask them what they would like to see change and work with them regularly.
2. Take a look at action plans already published by other governing bodies of sport, or the Equality Standard website. Links to work by the English and Dutch Football Associations follow in the examples of best practice section.
3. Take one area of your organisations work at a time. Start with something simple and implement and monitor changes in this area before moving onto further areas.

## SUMMARY OF POSSIBLE AREAS OF DISCRIMINATION IN VOLLEYBALL AND RECOMMENDED ACTIONS

| Area          | Possible manifestations of prejudice and discrimination | Recommended structural and/or policy implementations  |
|---------------|---|---|
| National team | Players making discriminatory remarks                   | <ul style="list-style-type: none"> <li>• Clear code of conduct for players on discrimination/homo/lesbo/trans-phobia and LGBT inclusion</li> <li>• Clear, meaningful and public punishments for players breaking the code</li> <li>• Training for players on discrimination/homo/lesbo/trans-phobia and LGBT inclusion</li> </ul>                       |
|               | Coaches making discriminatory remarks                   | <ul style="list-style-type: none"> <li>• Clear code of conduct for coaches and managers on discrimination/homo/lesbo/trans-phobia and LGBT inclusion</li> <li>• Clear, meaningful and public punishments for players breaking the code</li> <li>• Training for coaches/managers on discrimination/homo/lesbo/trans-phobia and LGBT inclusion</li> </ul> |
|               | Homophobic culture within the team and coaching set up  | <ul style="list-style-type: none"> <li>• Training on discrimination/homo/lesbo/trans-phobia and LGBT inclusion, if possible, meeting with LGBT groups</li> </ul>  |
|               | Lack of support for LGBT players and staff              | <ul style="list-style-type: none"> <li>• Protocol developed on how to support LGBT players and staff</li> <li>• Positive messaging re LGBT people in volleyball</li> </ul>  |

| Area                     | Possible manifestations of prejudice and discrimination              | Recommended structural and/or policy implementations   |
|--------------------------|--|--|
| Leagues and competitions | Teams with no policies around LGBT inclusion and anti-discrimination | <ul style="list-style-type: none"> <li>• Guidance for clubs and promotion of best practice</li> <li>• Regulation of club policies around inclusion and anti-discrimination</li> </ul>  |
|                          | Players, coaches and managers making discriminatory remarks          | <ul style="list-style-type: none"> <li>• Clear code of conduct for players, coaches and managers on discrimination/homo/trans-phobia and LGBT inclusion</li> <li>• Clear, meaningful and public punishments for those breaking the code</li> <li>• Training for players, coaches and managers on discrimination/homo/lesbo/trans-phobia and LGBT inclusion</li> <li>• Training for referees</li> </ul> |
|                          | Fans displaying discriminatory behaviour                             | <ul style="list-style-type: none"> <li>• Clear code of conduct for fans</li> <li>• Clear, meaningful and public punishments for those breaking the code</li> <li>• Education campaigns aimed at fans</li> <li>• Training for stewards</li> </ul>   |
|                          | Bullying/homo/lesbo/transphobic cultures within teams                | <ul style="list-style-type: none"> <li>• Training for key leaders in teams</li> <li>• Education campaigns aimed at teams</li> </ul>  |
|                          | Lack of support for LGBT players                                     | <ul style="list-style-type: none"> <li>• Protocol developed on how to support LGBT players and staff</li> <li>• Positive messaging re LGBT people in volleyball</li> </ul>   |
| Youth Volleyball         | Teams with no policies around LGBT inclusion and anti-discrimination | <ul style="list-style-type: none"> <li>• Guidance for clubs and promotion of best practice</li> <li>• Regulation of club policies around inclusion and anti-discrimination</li> </ul>  |
|                          | Players, coaches and managers making discriminatory remarks          | <ul style="list-style-type: none"> <li>• Clear code of conduct for players, coaches and managers on discrimination/homo/trans-phobia and LGBT inclusion</li> <li>• Clear, meaningful and public punishments for those breaking the code</li> <li>• Training for players, coaches and managers on discrimination/homo/lesbo/trans-phobia and LGBT inclusion</li> <li>• Training for referees</li> </ul> |
|                          | Fans and parents displaying discriminatory behaviour                 | <ul style="list-style-type: none"> <li>• Clear code of conduct for fans and parents</li> <li>• Clear, meaningful and public punishments for those breaking the code</li> <li>• Education campaigns aimed at fans and parents</li> <li>• Training for stewards where appropriate</li> </ul>   |
|                          | Bullying/homophobic cultures within teams                            | <ul style="list-style-type: none"> <li>• Training for key leaders in teams</li> <li>• Education campaigns aimed at teams</li> </ul>  |

| Area               | Possible manifestations of prejudice and discrimination  | Recommended structural and/or policy implementations  |
|--------------------|--|---|
|                    | Lack of support for LGBT players   | <ul style="list-style-type: none"> <li>• Protocol developed on how to support LGBT players and staff</li> <li>• Positive messaging re LGBT people in volleyball</li> </ul>  |
| Women's volleyball | Teams with no policies around LGBT inclusion and anti-discrimination   | <ul style="list-style-type: none"> <li>• Guidance for clubs and promotion of best practice</li> <li>• Regulation of club policies around inclusion and anti-discrimination</li> </ul>   |
|                    | Players, coaches and managers making discriminatory remarks  | <ul style="list-style-type: none"> <li>• Clear code of conduct for players, coaches and managers on discrimination/homo/lesbo/transphobia and LGBT inclusion</li> <li>• Clear, meaningful and public punishments for those breaking the code</li> <li>• Training for players, coaches and managers on LGBT issues</li> <li>• Training for referees</li> </ul>                     |
|                    | Fans displaying discriminatory behaviour   | <ul style="list-style-type: none"> <li>• Clear code of conduct for fans</li> <li>• Clear, meaningful and public punishments for those breaking the code</li> <li>• Education campaigns aimed at fans</li> <li>• Training for stewards</li> </ul>  |
|                    | Bullying/homophobic cultures within teams  | <ul style="list-style-type: none"> <li>• Training for key leaders in teams</li> <li>• Education campaigns aimed at teams</li> </ul>   |
|                    | Lack of support for LGBT players   | <ul style="list-style-type: none"> <li>• Protocol developed on how to support LGBT players and staff</li> <li>• Positive messaging re LGBT people in volleyball</li> </ul>  |
| Operations         | Lack of positive messaging re LGBT inclusion and anti-discrimination   | <ul style="list-style-type: none"> <li>• Positive messaging campaign on LGBT inclusion</li> </ul>   |
|                    | Recruitment and retention policies that discriminate against LGBT people and do not encourage a diverse work force | <ul style="list-style-type: none"> <li>• Review of internal recruitment and staff policies. Adoption of policies that are non-discriminatory and promote diversity and inclusion</li> </ul>   |
| Regulation/legal   | Lack of policies that regulate and sanction anti-LGBT actions and words  | <ul style="list-style-type: none"> <li>• Review of all policies and adoption of policies and regulations that prevent discrimination and promote inclusion and the human rights of LGBT people</li> <li>• Publication and cascading of sanctions to relevant bodies such as leagues</li> <li>• Training and monitoring of those who enforce sanctions such as referees</li> </ul> |
| Codes              | Problems in specific codes   | <ul style="list-style-type: none"> <li>• Application of above checklist to each code</li> </ul>   |

## CHECKLIST TO ENSURE YOUR ORGANISATION IS LGBT INCLUSIVE

| Action taken  | Poor: No action | Foundation: | Development: initial steps to take the issue seriously | Engagement: action taken to assess and improve situation | Excellence: methodical and meaningful action embedded in organisational processes and planning |
|---|-----------------|-------------|--|--|--|
| Acknowledgement that LGBT people are part of the volleyball community: as players, coaches, fans and officials                        |                 | Y           | Y  | Y  | Y  |
| Acknowledgement that homophobia, lesbophobia, biphobia and transphobia exist  |                 | Y           | Y  | Y  | Y  |
| A decision made and communicated to tackle these forms of discrimination in your organisation   |                 |             | Y  | Y  | Y  |
| Data collected about the current state of play, and analysis conducted about how discrimination exists in your particular environment |                 |             | Y  | Y  | Y  |
| A vision created of where you would like your organisation to get to  |                 |             |  | Y  | Y  |
| Metrics created by which you will know that you have achieved your goal   |                 |             |  | Y  | Y  |
| Strategies created to improve the current situation and to move towards your vision of where you would like to get to                 |                 |             |  | Y  | Y  |
| Strategies implemented  |                 |             |  |  | Y  |
| Evaluation of the success of those strategies   |                 |             |  |  | Y  |
| Steps 7-9 repeated methodically and regularly   |                 |             |  |  | Y  |

A close-up photograph of a person's hands and forearms covered in light-colored sand. The person's hands are clasped together, and the sand is piled up around their wrists. In the background, a beach ball with yellow, purple, and white segments is partially visible. The overall scene suggests a beach or outdoor recreational setting.

# EXAMPLES OF BEST PRACTICE AND HELPFUL ORGANISATIONS

## EXAMPLES FROM OTHER SPORTS

### OPENING DOORS & JOINING IN - FA ACTION PLAN

Some national governing bodies such as the English FA and Dutch FA have made forward strides in taking a proactive stance against discrimination based on sexuality and gender orientation. In Feb 2012, the English FA launched their action plan to tackle homophobia in football: Opening Doors and Joining In.

The action plan outlines the FA's commitment to increasing LGBT participation in, and enjoyment of, football in the UK. The plan covers 6 areas;

1. Education
2. Visibility
3. Partnerships
4. Recognition
5. Reporting Discrimination
6. Monitoring

To see more about the plan, visit: [http://www.thefa.com/TheFA/WhatWeDo/Equality/~media/Files/PDF/TheFA/Equality/LGBTActionPlanPC.ashx](http://www.thefa.com/TheFA/WhatWeDo/Equality/~/media/Files/PDF/TheFA/Equality/LGBTActionPlanPC.ashx)

### FOOTBALL FOR EVERYONE: ACTION PLAN FOR THE ACCEPTANCE OF HOMOSEXUALITY IN FOOTBALL – DUTCH FA

Similarly, the Dutch action plan covers areas as well as showcasing good practice examples from the Netherlands;

1. Education
2. Inform
3. Support
4. Maintain
5. Evaluate

<http://junioren.voetbal.nl/node/24954>

### TACKLE IT! – RUGBY FOOTBALL LEAGUE

The RFL has launched a new game wide 'Tackle IT!' Equality and Diversity programme which aims to increase awareness of issues such as racism, homophobia and other forms of discrimination and prejudice within Rugby League. The 'Tackle IT' campaign features

seven promotional posters and a promotional DVD which will be made available to all professional and community clubs in the UK. The campaign sees the RFL become the first UK sports governing body to produce a resource that simultaneously tackles and celebrates all six key equality strands of; race, sexuality, gender, disability, age and religion.

<http://www.therfl.co.uk/the-rfl/equitydiversity/tackle-it>

## **CHANGING THE GAME – THE GLSEN SPORTS PROJECT**

Changing the Game: The GLSEN Sports Project is an education and advocacy program focused on addressing LGBT issues in K-12 school-based athletic and physical education programs. The program was launched in March 2011.

The Sport Project's mission is to assist K-12 schools in creating and maintaining an athletic and physical education climate that is based on the core principles of respect, safety and equal access for all students, teachers and coaches regardless of sexual orientation or gender identity/expression and integrating these efforts into overall school plans to ensure a safe, respectful school climate and culture.

With few existing resources or programs designed to address homophobia and transphobia in K-12 sports, Changing the Game: The GLSEN Sports Project fills a critical gap and adds a vital new dimension to GLSEN's work to create a world in which every child learns to accept and respect all people, regardless of sexual orientation, gender identity or gender expression.

<http://sports.glsen.org>

## **PRIDE SPORTS AND LGBT YOUTH NORTH WEST**

In December 2012, Pride Sports, the UK's LGBT Sports Development & Equality organisation and LGBT Youth North West, a regional NGO working with LGBT young people in England, produced a guide to including young people in sport. The guide can be found at:

<http://www.pridesports.org.uk/young-lgbt-people-in-sport/>

[www.prideinsport.info](http://www.prideinsport.info)

Supported by the European Commission, within the Preparatory Actions in the field of sport

