



A CHARTER FOR GENDER DIVERSITY IN SPORTS

**Toolkit for the development
of associations**

**Created in the framework of the
project "Structures for trans and
inter persons in Sports"**

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1. INTRODUCTION

INTRODUCTION



Why do we need a Charter for Gender Diversity in Sports, and what purpose does it serve?

We are pleased that you are interested in the topic of gender diversity in sports. When we take all people into consideration, everyone benefits – and so do our communities. Often, individuals are excluded unintentionally because structures generally suit the people in them, and thus are not (or do not have to be) called into question. Taking people and their lives into consideration is a skill that must be learned and a (lifelong) process. We would like to invite everyone to join us in reshaping the way we think about and consider others.



To begin with, some of the information you read here might be new, unfamiliar, or even confusing for you. Some readers might think: “We don’t have a problem with trans, intersex, or non-binary people. Everyone who wants to join is welcome at our organization.” This is a very common sentiment, and from the perspective described above, it is easy to understand where it comes from. Here is an example to illustrate our perspective: have you ever been to a party where you simply felt out of place? You had really been looking forward to the party, but when you arrive, you notice that you just don’t fit in somehow. Everyone else seems to be on the same wavelength, telling inside jokes that you don’t understand and sharing a similar taste in clothing. Maybe the people are even nice to you, but that doesn’t change your feeling that, on a basic level, you are different and do not belong there. Trans, intersex, and non-binary (TIN) individuals experience these types of “parties” in many different situations and contexts – including sports clubs – and it happens frequently, or even daily. This is not because the people there “aren’t nice enough” to them, but because these groups or associations are tailored for specific types of people, generally those who are not TIN themselves. As a result, some clubs may draw very few TIN participants or none at all.

This **Charter for Gender Diversity in Sports** consolidates the information on this topic in a single document. It is a collection of both basic and, most importantly, critical topics that are key to creating a sports organization designed for all genders. The Charter is designed to be signed by an organization's board of directors on behalf of all its members, employees, and coaches. In this way, the club or association states its intention to carefully consider the subject of gender diversity and become an organization for all genders. We ourselves, Seitenwechsel, also sign the charter, because we are still working to achieve that goal for ourselves. Introducing the Charter at a general assembly can be a good way to start. From there, members can vote on whether the board should sign the Charter. The Charter contains nine articles, and for each article, we have developed an **educational module** to illustrate the main points and include recommendations on how to proceed.

Maintaining a culture of openness and diversity is not only beneficial for TIN people – it helps many people feel more comfortable at an organization. We would be very pleased if you decided to use these educational modules to explore how you can make your organization an even better place for trans, intersex, and non-binary (TIN) people. Maybe you are already on your way; maybe some of this information is new to you. Whether you are just starting out or whether you already have a lot of experience in this area, our educational modules provide you with concrete ideas and information for your daily work as a coach, referee, board member, or manager. This Charter and the individual educational modules were developed to help TIN individuals participate in and enjoy athletic activities without barriers to entry.

It is NOT our intention to point out everything you are doing “wrong” or “right.” Even monumental changes can begin with tiny steps, and every person who has ever held a training session knows that nothing goes according to plan 100 percent of the time. The most important thing is to take those very first steps and be open to trying new things along the way. Try to understand it as a process of learning by doing – and to see our educational modules as tools designed to offer you concrete support as you make changes at your organization. So, our ten educational modules contain both typical problem areas and recommended solutions as well as a range of practical examples.



What do the terms trans, intersex, and non-binary mean?

In this section, we would like to define a common vocabulary so that all readers understand the terms we use throughout this document.

Gender is generally understood as a category assigned to an individual at birth by medical personnel (such as physicians or birth workers) based on external sex characteristics (for example, a “penis” or “vulva”). It is frequently assumed that there are only two genders, male and female. A person’s gender is considered to be immutable, meaning that it remains constant throughout their life. Most people do not question these basic assumptions. Many countries, including Germany, have introduced a third gender option (e.g., “diverse”) in civil records, and such developments are beginning to shift rigid notions about binary gender assignment. This binary concept of gender also contradicts the lived experiences of trans, intersex, and non-binary (TIN) individuals:



Trans (or transgender, trans*) people know that they do not – or do not fully – identify as the gender they were assigned at birth.



Non-binary or abinary individuals identify outside of male/female categories; they may not feel they belong to any gender or have multiple gender identities at the same time.



Inter (or inter*) individuals have innate, physical sex characteristics that do not align with the typical categories of male or female or have attributes associated with both sexes. Some intersex people identify as female or male, and some have an intersex identity based on their experience of living in an intersex body (see Oll Deutschland). Intersex people may also be trans if they do not identify with the gender they were assigned at birth.

Because most people believe that the gender of a person can or should be determined as either male or female at birth based on external physical characteristics and that gender cannot change over the course of a person’s lifetime, people whose identities align with these beliefs have a privileged status in society. This **privilege** means that those who conform to these societal norms receive better treatment, preferential status in certain situations, or simply do not have to think about certain things.

In contrast, TIN people are subject to discrimination in society; they are disadvantaged in certain situations and, for example, may be forced to take legal action to have their

own gender or name officially recognized. Legal situations frequently present challenges for TIN individuals. Therefore, we have included a tenth educational module dedicated specifically to this topic (→ EM Legal issues).

Societal privilege has an unfortunate counterpart: discrimination. In this case, we are referring to discrimination against trans, intersex, and non-binary people. Although our educational modules focus on this type of discrimination, there are many different power dynamics at play in society. People's experiences stem not only from their (perceived) gender; their experiences are always the product of simultaneous interactions between multiple power structures, such as racism, ableism, classism, or sexism. This means that different TIN people can have widely divergent experiences. (→ EM 8 Intersectionality). We, the white, largely non-disabled trans and non-binary authors of this text, do not share the same experiences as a trans, disabled woman of color, for example. Our social status influences the way we write this text, which examples we choose, and which topics we omit. Recognizing these limitations is part of the learning process, and we must reflect on our own status if we wish to understand and prevent people from being excluded from our communities.

Confronting the topics of gender and gender diversity may be disconcerting or uncomfortable for some readers. But in sports, we are used to facing challenges. We simply take a deep breath and keep on trying. We hope that this Charter and our educational modules will help you on your journey and provide you with a bit of support as you work your way through this learning process. Change is not always easy, but we know from experience that it's worth the effort!

We look forward to working with you and welcome your feedback on our "tool kit"! If you have any questions regarding the educational modules, please contact Seitenwechsel e.V. or your local TIN association.

Berlin, September 2022

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Seitenwechsel Sportverein für FrauenLesbenTrans*Inter* und Mädchen e.V.
#genderdiversity #lifelonglearning #sportsforeverybody



For additional information on this topic, please visit the websites of some organizations such as:

Intersexuelle Menschen e.V., im-ev.de (German only)

OII Deutschland, oiigermany.org

Bundesverband Trans*, bv-trans.de (German only)

DGTI, dgti.org (German only)

LesMigraS, lesmigras.de/en/

GLADT, gladt.de/en/

Migrationsrat Berlin, migrationsrat.de/en/

ISL, isl-ev.de (German only)



2. A CHARTER FOR GENDER DIVERSITY IN SPORTS

CHARTER FOR GENDER DIVERSITY IN SPORTS



The members and volunteers of the club/association

in particular responsible persons such as the board of directors, trainers, and employees, are committed

1. RECOGNITION	to recognise, include, and support trans, inter, and non-binary athletes.
2. LANGUAGE	to use inclusive language that addresses all genders (really all) and does not convey gender stereotypes.
3. VISIBILITY	to actively promote and encourage trans, inter, and non-binary athletes when filling positions and offices.
4. DOCUMENTS	to revise forms, bylaws, contracts, cover letters, and other documents regarding the inclusion of all genders.
5. SPACES	to review spaces to identify barriers for trans, inter, and non-binary athletes, and to develop creative and sustainable solutions.
6. PROTECTION	to develop a gender diversity protection concept that respects and considers the intimacy, privacy, and specific safety needs of all trans, inter, and non-binary athletes.
7. INNOVATION	to develop gender inclusive sports programmes.
8. INTERSECTIONALITY	to think about and combat multiple discrimination through the intersection of, e.g., racism, antisemitism, classism, ableism, sexism, LGBTIQ phobias in equal measure.
9. COMMUNICATION	to regularly communicate, address, and continuously update all measures on gender diversity in the association.

Anti-discrimination work is a continuous process. The Charter can be seen as a starting point. Help for implementing the Charter is available at charta.seitenwechsel-berlin.de

Signed: _____ Date: _____

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3. EDUCATIONAL MODULE



MODULES

1. Recognition

2. Language
 3. Visibility
 4. Documents
 5. Spaces
 6. Protection
 7. Innovation
 8. Intersectionality
 9. Communications
- Extra: Legal issues

We make a binding commitment to recognize, include, and support trans, intersex, and non-binary athletes.

What does recognition have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. An organization's willingness to show recognition and acceptance is a basic prerequisite for TIN participation.

Ola has been boxing for many years. She is trans, identifies as a woman, and is looking for a new boxing club. At her old club, she came out as trans and had problems there ever since. She had been training with the men, but she wanted to switch to the women's group. Her old club would not allow her to switch groups until she legally changed her name and gender marker. She has now been waiting for over a year for these changes to be made. On top of that, she doesn't feel comfortable at a club that does not recognize her self-determined gender identity.

TIN people must repeatedly qualify and “prove” their own gender to other people in many areas of their lives. This can be very tedious and stressful. The gender marker in a person's official records may not always match the person's gender identity, or what that person knows about their gender and experiences as their true identity. By showing a willingness to recognize and accept TIN people, sports organizations can set a positive example and significantly improve the lives of these individuals.



Demonstrating a willingness to recognize TIN people

Show your willingness to be open to TIN people and accept individual gender identities:

You can do this by using gender-inclusive language in your public communications and directly addressing TIN people as a target audience. Another way to show recognition is to make it your aim to fight discrimination; then publicly announce your goal and document your progress.

Allow TIN people to join the “right” team: A person’s gender is the gender with which they personally identify. There is one simple rule: A trans woman is a woman, a trans man is a man, and a non-binary person is non-binary. Within an organization, every person should be able to practice with the team of their choice. Depending on the type of club or sport, competitions may be subject to different rules governing who can compete in which category (men, women, mixed). There are generally no set rules governing the participation of TIN people. That also means that small commitments on your part can make a big difference.

Discrimination is defined by the person experiencing it: When a diverse group of people get together, it is almost a given that discrimination – albeit mostly unintentional – will occur. In addition to making an ongoing commitment to reflecting on our own prejudice, it is important to create an environment in which hurt caused by discrimination is taken seriously. It can be helpful to have dedicated contact persons available to handle such cases. You may also wish to hold training sessions or develop concrete strategies for handling experiences of discrimination within a team or an association.

2. An accepting attitude makes it easier for TIN people to come out

Ola hat die Homepage eines Vereins gefunden, der mit Gender-Sternchen gendert. Beim weiteren Durchstöbern der Webpage sieht sie, dass die Mitgliederversammlung eine Selbstverpflichtung verabschiedet hat, dass sich der Verein gegen Diskriminierung einsetzen möchte. Das macht Ola Hoffnung, dass sie bei diesem Verein mehr Anerkennung erfährt. Sie vereinbart einen Termin zum Probetraining. Sie fragt die Trainerin vorab, ob es möglich sei, dass sie sich 10 Minuten vor Trainingsbeginn alleine mit ihr unterhält. Es freut Ola, dass die Boxtrainerin dem zustimmt. Ola möchte sich nämlich zunächst bei ihr outen und schauen, wie sie darauf reagiert.

TIN people frequently find themselves in situations in which they have to come out or correct false assumptions about their gender. Clubs and teams that show an openness to recognizing TIN people may encourage them to speak openly about their own TIN issues. At the same time, no TIN person is obligated to out themselves; people who do not wish to do so have good reasons that must be respected.



Showing acceptance when a TIN person comes out

Thank that person for their openness: Many TIN people have experienced hurtful responses when they came out in the past; for example, they may have been asked invasive questions. For that reason, it can be challenging for them to share their gender identity openly. When someone comes out, a good first response might be: “Thank you for sharing that with me.”

Offer support if necessary: Sometimes a person comes out in order to make a request or because they have a particular goal in mind. In this example, Ola comes out so that she can be allowed to train on the women’s team. Help the person out if you can. But be honest if you are feeling uncertain. If you find yourself in a situation in which you feel like you might benefit from learning more about gender diversity, turn to one of the many available resources for more information.

Offer support if possible: Sometimes someone comes out because they do not appreciate the fact that so many other people make false assumptions about them or because they need someone else to talk to about it. In such cases, you can ask the person what they need from you or how you can support them. It can also be helpful to refer them to a professional organization, such as a local TIN counseling center.

3. Allowing TIN people to have a voice in your organization without forcing them to take responsibility for “TIN issues”

Ola has gotten off to a good start in her new boxing club. One of the board members asks her whether she would be willing to volunteer to create an anti-discrimination policy because Ola “knows so much about what TIN people need.”

TIN people are frequently asked to take on the responsibility of making existing structures more TIN-inclusive. Some TIN people enjoy doing this, while others do not or do not have the time to volunteer for such tasks. It can also be stressful for TIN people to take on the responsibility of dismantling discriminatory systems on their own.



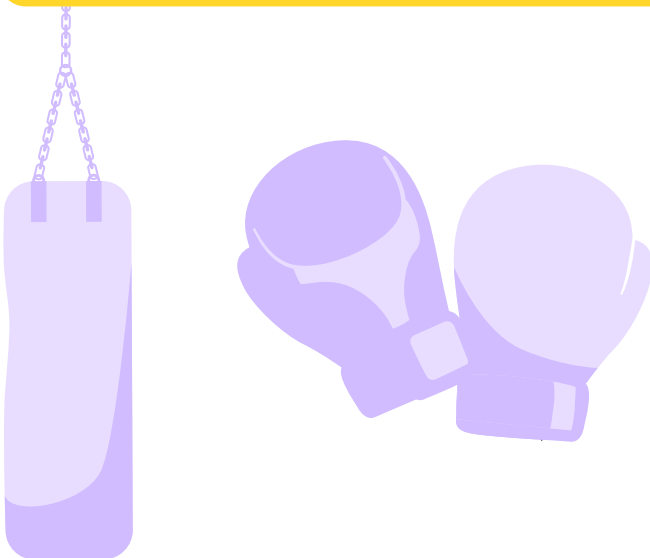
“Nothing about us without us”: This means that it is important to ask TIN people whether they would like to be included in discussions on topics that are relevant to them. Here, the emphasis lies on whether they would “like to” be involved. The opposite would be forcing them to take responsibility for making changes in the organization to increase participation by TIN people.

“If you know a TIN person, you know exactly one TIN person”: TIN people can have very different lives and experiences depending on whether they are trans, intersex, or non-binary and whether they experience discrimination or privilege based on other factors in their lives. So, a TIN person is never in a position to speak for all TIN people.



Questions for consideration

- What arguments have you heard for why a TIN person should not be allowed to play on the team that matches their gender? How can you debunk such arguments?
- How can your organization publicly show its openness to recognizing gender self-identification?
- What support offerings, associations, or counseling services for TIN people are available in your area or online?





MODULES

1. Recognition

2. Language

3. Visibility

4. Documents

5. Spaces

6. Protection

7. Innovation

8. Intersectionality

9. Communications

Extra: Legal issues

We make a binding commitment at our organization to use inclusive language that addresses all genders (each and every one) and does not promote gender stereotypes.

What does language have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. Language contains assumptions and shapes reality

Ali is 16 and has been playing handball for 10 years. Ali is non-binary and uses “Ali” in place of a pronoun such as “he” or “she.” Nobody in the club knows this yet. This season, Ali has been invited to advance to a team with older players and is very excited to play. At the first practice session, the coach greets Ali and introduces Ali to the team. “This is Ali! He is new to the team!” Then the team immediately gets started with practice. “Men, let’s run some laps to warm up. Five for everybody, okay guys?” Ali does not feel comfortable correcting the coach in this situation.

The coach is using the pronoun “he,” which is the wrong pronoun for Ali. He refers to the team as “men” and “guys,” which communicates his assumption that everyone on the team is a “man” or “guy,” including Ali. Because Ali is new to the team and younger than most of the other players, Ali does not feel comfortable coming out.



Using language that encourages TIN people to participate

Gender-inclusive language: Studies have shown that when masculine forms (“first baseman,” “defensive lineman”) are used exclusively when making generic references, listeners are much more likely to picture men only in these roles. In addition, such forms do not address all genders equally; most are rendered invisible by this language. We recommend using gender-inclusive terms (“first base player,” “defensive end”), as they address all genders equally. In some cases, using gender-inclusive language may seem like cumbersome linguistic gymnastics at first, but for many TIN people, this change is an important step in helping them to feel recognized.

Gender-inclusive language for groups: Gender cannot be seen or heard from the outside. That is why we recommend addressing groups using gender-neutral language that does not assign a common gender to everyone in the group. Therefore, instead of referring to a group or team as “guys” or “girls,” for instance, use neutral identifiers such as “players,” “participants,” or “team” to include people of all genders.

Using the correct pronouns: If we want to refer to individual people in the group in the third person (for example: “He is really good!”), it can be helpful to regularly begin practice by holding a brief round of introductions. That way, each person can introduce themselves by name and specify which pronoun they would prefer to be used during practice that day, for example, “she,” “he,” “they,” or their name in place of a pronoun. That way, you can avoid using incorrect pronouns and thus assigning people to the wrong gender.

2. Language can reinforce stereotypes

“For our cardio training, we’ll be setting up stations with benches and exercise mats. I need a couple of strong boys to carry the benches over,” says the coach. When one of the participants lies down exhausted after 20 push-ups, the coach yells: “Hey, you’re not a little girl! You can do more than that – otherwise you can switch to girl push-ups.”

By making these references to strong “boys” and weak “little girls,” the coach is reinforcing the stereotype that only boys are strong. The term “girl push-up” (instead of “knee push-up”) implies that women are always weaker than men. The reference to “girl push-ups” here also disparages anyone who chooses to do knee push-ups instead, whatever their reason for that may be.

In the new team, Ali immediately notices that Ali is the only person of color – everyone else is white. During their first water break, Ali’s teammate Matthias claps Ali on the shoulder with a smile and says, “You’re not bad for an Arab.”

Matthias, who made the comment to Ali, exposes his racist assumption that “Arabs” are not good at handball. On top of that, he labels Ali as an “Arab” without knowing how Ali would describe Ali’s own identity.



Using language that does not employ stereotypes

Examine your own prejudices: Language can reinforce prejudices that lead to discrimination. All people have internalized certain prejudices. A good way to start counteracting discrimination can be to examine one’s own prejudices and assumptions. It is possible to express exactly the right sentiment without using language that, for example, makes light of or derides a person’s gender or race: “Come on, three more push-ups! You can do it!” or “I need four people to move these two benches over there” or “You’re a really good player – Where did practice before you joined our team?”

3. Language is a mirror for (in)visible issues in society

During a throwing drill, Ali hears members of the team deride a boy as a “faggot” and a “sissy.” The coach does not react to this behavior.

Verbal abuse, insults, and the use of terms or descriptions that people have not chosen for themselves (terms imposed by others rather than self-designations) are unfortunately commonplace in sports. Insults such as “pansy,” “little girl,” and other, similar terms are not only insulting to the person against whom they are leveled. This kind of derogatory language reinforces discriminatory structures in society. In the example, the boy is ridiculed as a “faggot.” Aside from being insulting, this confirms the stereotype that being gay is something bad. In many cases, these insulting and abusive names are terms imposed on marginalized groups by others; people belonging to these groups may not use these terms to refer to themselves. In general, “faggot” is not a common or favorable self-designation among gay people. If we do not respond to discriminatory language of this kind, participants quickly get the impression that everyone involved in the situation agrees that being gay is something negative. This example can also apply to other forms of discrimination, such as racist or sexist statements.



Recognizing self-designations, stopping discriminatory language

Marginalized groups have self-designations that you can use as a guide for how to refer to people, e.g., people of color, Black people, trans/trans* people, inter*/intersex people. Together with the members of your organization, discuss different options for responding to discriminatory language that may be used during practice or at competitions.



Questions for consideration

- What preconceptions do you have about the abilities of others? What things are women or men good at; what things are they not as good at? Are those assumptions accurate?
- How do you talk about other people? What assumptions do you communicate? How do you find out how other people want to be spoken about?
- What language do you use, e.g., in your practice sessions (English, German, verbal or sign language)? How does gender play a role in that language? What people are included or unintentionally excluded as a result?
- What rules does your organization have for participants (e.g., for respectful communication)? How are those rules communicated to new players?
- What role do coaches/administrators and other members play in the implementation of new language guidelines?
- How do you deal with your own insecurities regarding language?
- What consequences does your organization impose for verbal abuse such as the behavior described in the example above?

Additional reading:

genderdiversitylehre.fu-berlin.de/en/toolbox/starterkit/sprache/index.html

<https://guides.library.georgetown.edu/antiracism/glossary>

geschichtgndern.de (german only)

ida-nrw.de/aktuelles/detail/sprachemachtrassismus (german only)



2022 Seitenwechsel e.V.
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 (Teilhabeprogramm)





MODULES

1. Recognition

2. Language

3. Visibility

4. Documents

5. Spaces

6. Protection

7. Innovation

8. Intersectionality

9. Communications

Extra: Legal issues

We make a binding commitment to support and encourage trans, intersex, and non-binary athletes to take on jobs and offices within our organization.

What does visibility have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. Seeing TIN people in positions of responsibility empowers other TIN people

Richard has been playing ice hockey at his club for 20 years. He is trans. He often encountered problems with transphobia at his old club. The main issue arose when he wanted to change the name listed in his player's passport. So, he recently switched to a new club. He was very pleased by the fact that at the new club, Julia, a trans person, was voted onto the board in the last election, so a TIN person holds an important administrative position there. This gives him the feeling that he is truly welcome at his new club. Richard hopes this change in personnel will mean that TIN issues will be taken into consideration during board meetings. Maybe Richard will finally try to have his name corrected on his player's passport. He plans to organize a meeting with Julia to discuss the issue.

Building TIN-inclusive organizational structures means ensuring that TIN people hold decision-making positions, e.g., serving as members of the board, coaches, or referees. When TIN people hold public-facing positions in an organization, that increases visibility for TIN people in general, empowers TIN people in the organization, and also indicates

to potential members that they will be welcome to join. This also applies to people who are affected by other types of discrimination.



Encouraging TIN people to take on positions of responsibility within the organization

Address people directly: People who hold privilege in society generally have more self-confidence than those who regularly experience discrimination. Do not wait for TIN people to apply for specific positions on their own; be proactive and inquire as to whether specific people are interested in the positions or what they might need in order to accept a certain job. Each person can only speak for themselves – not for all TIN people: Individual trans people are often perceived as representatives of all trans people, for example when they are asked what trans people in general think about a particular issue. This is not a helpful approach, as trans people are a large group of diverse individuals with highly varied experiences.

Get involved in TIN issues: TIN people are not responsible for TIN issues. When a TIN person accepts a position of responsibility, they are frequently expected to handle any topics related to gender or discrimination. As a result, that person often receives the impression that they are being reduced to their identity as a TIN person and that they were not selected for the position because they have important things to say. That can also make the person feel as if they are being left to handle the topic all by themselves. It is a good idea to ask the person whether they would like to be responsible for specific issues. It is not a particularly TIN-inclusive practice to automatically assign responsibility for a topic to a TIN person and then leave them alone to handle it. Moreover, a single TIN person is unable to see things from the perspectives of all TIN people.

2. Images of diverse people on press materials generate visibility

When Amira looks at the photos on the flyers of her sports club, she asks herself whether she, as a trans woman, really fits in there. As far as she can tell, the flyers only feature pictures of men's teams. On top of that, Amira notices that the people in the pictures all look very similar to one another; for example, with very few exceptions, they are all white and nobody is visibly disabled.

The choice of which people are featured on websites, flyers, or other press materials affects whether TIN people (and people of other marginalized groups) feel comfortable and welcome to join the organization.



Selecting images of diverse people

When taking and selecting photographs for press materials, make sure that different types of people are visible and that marginalized (disadvantaged) groups receive sufficient representation in documentation and press materials (e.g., the annual report). Of course, not everything can be made “visible,” for example a person’s gender and whether or not they are disabled may not always be a visible attribute that can be seen in a picture.

3. Be proactive in promoting equality to demonstrate openness toward TIN people

During the Pride parade, Eric has a very pleasant exchange with a person handing out flyers for a judo club advertising its new TIN-inclusive sports program. Eric is familiar with the club, and practice is held just two streets down from his apartment. Until now, he didn't feel comfortable making an appointment for a trial session. But after having such a nice chat at Pride and learning about the new sports program, he feels more confident about being welcome at the club as a trans person.

It can be challenging or even dangerous for TIN people to enter new places or unfamiliar spaces where they are uncertain as to whether their gender identity will be recognized or accepted. If an organization is present at TIN-related events, this may make it easier for the TIN person to contact the organization.



Commitment to (gender) equality

- Be present at events for TIN people, such as EuroGames, Gay Games, Christopher Street Day, or other queer festivals, encourage people from your association to participate, and advertise these events at your organization.
- Support queer or trans clubs, initiatives, and events by providing funding or other resources. Engaging in project-based cooperations (e.g., with queer youth networks) is another good way to employ your organization’s expertise in service of queer and trans people and advertise your organization to TIN people.
- Distribute flyers at TIN events; make sure your organization has a visible presence there.

- Make sure your organization's clothing (e.g., printed t-shirts) include slogans that demonstrate your organization's commitment to equality and anti-discrimination.
- If you have a social media presence, follow people or organizations that are engaged in fighting discrimination and reshare their posts.



Questions for consideration

- Do people who have experience with discrimination hold important positions within your organization? If your group is not particularly diverse, how could you make a concerted effort to change that?
- Who in your organization is responsible for promoting participation among TIN people?
- Examine the design of your website, flyers, and materials designed for public communication. Who is visible in these materials? Who is not visible?
- Make a list of events focused on ending discrimination against TIN people. Which of these events could your organization participate in? How can your organization get involved in fighting discrimination against TIN people (e.g., signing or supporting campaigns or providing resources)?
- Do you have a social media presence? What people or organizations could you follow, and whose posts could you share?





MODULES

1. Recognition
2. Language
3. Visibility

4. Dokuments

5. Spaces
 6. Protection
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- Extra: Legal issues

We make a binding commitment to review and adapt our forms, statutes, contracts, correspondence, and other documents so that they are inclusive of all genders.

What do documents have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. Designing documents to encourage participation by TIN people

Keno was assigned female at birth, but Keno is non-binary. Keno has been to several trial sessions and would now like to join the club. The coach gives Keno a registration form. Now Keno doesn't know whether the name "Keno" can be used on the form as it is not yet listed on official documentation. Keno is asked to choose an honorific – "Mr." or "Ms." – on the registration form, but Keno is non-binary, so neither is appropriate. Keno uses "Keno" in place of a pronoun (she, he, they, etc.) In addition, Keno is asked to list a nationality and does not understand why this is relevant information for a sports club.

TIN people do not identify – or do not fully identify – with the gender they were assigned at birth. For that reason, many TIN people do not use the name listed on their birth certificates. Therefore, many TIN people choose to change their name and/or gender marker. This often leads to temporary situations in which the name listed in their official documents does not match their chosen name.



Recognizing names and genders

A person's chosen name can be used in almost any situation. According to the law in Germany, the name on a person's official form of identification must be used only when appearing as a witness in a court of law, when asked for identification by the police, and when opening a bank account. So, there is no reason not to recognize a person's chosen name. Chosen names are even valid for use with direct debit authorizations and bank transfers. Along the same lines, it is important to accept the gender with which each individual person identifies. It can be helpful to include gender and pronouns or forms of address (Mx., Ms., Mr.) on the registration form, if needed.

If you are unsure how to handle player's passports or other documentation required for competitions or internal statistics, simply speak with the person directly. Normally, there is a creative solution for every problem. If you encounter barriers, for example due to federation rules, use this as an opportunity to start a conversation on the subject. Many sports federations have no fixed rules governing participation by TIN people. When individual clubs and organizations get involved, they can make real change! Just a few years ago, it was inconceivable that a boxer would be allowed to wear a hijab (headscarf) during a match. Now, German boxer Zeina Nassar, who wears a hijab, is a celebrated athlete, both in Germany and around the world.

Considering whether information is necessary

Ask yourself: What information is really relevant for membership in your organization and why? Avoid requesting information if it is completely unnecessary or unnecessary at the time.

Taking all genders into account

Use all four legal gender options (see graphic above) in all forms and registration materials, fee exemption forms, invoices, your organization's software, and anywhere else gender information is requested. You can change the forms yourself. Software may need to be customized or replaced, if necessary. Does your sports federation take all genders into account in their statistics? If not, report this to the federation and request the option of reporting all genders. beim Verband an und sagt, dass ihr alle Geschlechter melden wollt.

REGISTRATION

1. LAST NAME:

2. FIRST NAME(S):

TITLE/Form OF ADDRESS: In written correspondence, we address everyone with "Hello [First Name]"

3. PRONOUN:

4. GENDER (for internal statistics):

f d m not specified

Note: If your legal gender marker does not match the gender category you wish to select or if you are uncertain about whether you will be able to participate in the category of your choice or about the available options or requirements for your selection, please contact [contact partner].

5. Payment information:

IBAN:

2. Using gender-inclusive language in documentation

Zeynep would like to start practicing gymnastics again after many years and searches online for a club in her area. The club's website, statutes, and forms are peppered with language that is not gender inclusive, (e.g., "chairmen of the board," "spokesman"). Zeynep wonders if she, a trans woman, will be welcome at the club.

The forms of address, terminology, or gendered language used in documents can impact whether or not and the extent to which TIN people feel addressed, recognized (→ EM 1 Recognition) and represented (→ EM 3 Visibility). The use of purely masculine pronouns in documents (e.g., "each team member is required to purchase his own equipment") frequently indicates that the organization has engaged in little serious discussion on gender diversity (→ EM 2 Language).



How can I write documents using gender-inclusive language?

Gender-inclusive terms and formulations: Educational module 2 (Language) contains examples of gender-inclusive language and gender-neutral forms of address. Here is a short list of examples of gender-inclusive terms and formulations specifically designed for use in your documentation along with their more conventional counterparts:

Conventional formulation

"All boys and girls are required to bring their own uniforms to practice." →

"An applicant must submit his/her proposal by the first of the month." →

"Each working group may select its own spokesman." →

"Dear Mr./Ms. [Last Name]," →

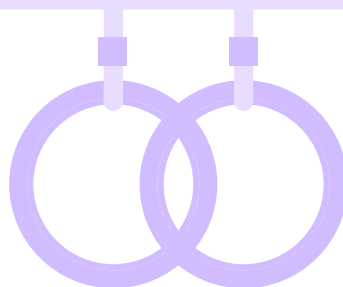
Gender-inclusive formulation

"All youth players are required to bring their own uniforms to practice."

"Applicants must submit their proposals by the first of the month."

"Each working group may select its own spokesperson."

"Dear [First Name Last Name]"





3. Providing access through language in documents

Meral is intersex, and they moved to Germany just a few months ago. They love basketball, and they are quite a talented player. But the clubs Meral has found so far have only German-language websites and registration forms. Meral's first language is Arabic, but they also speak fluent English. Documents in Arabic or English would be very helpful to them.

Association documents, such as statutes, registration forms, or correspondence are frequently only available in a country's official language, in this case, German. Yet this prevents many people from accessing these documents. By translating documents into other languages, including basic language options (e.g., Simple English or "leichte Sprache") and offering sign language or captioning options for media, you can make your documentation available to a wider audience. Of course, this is only recommended if your organization also offers courses in these languages.



Questions for consideration

- What groups of people currently have access to your organization? What other people should you reach out to?
- Where in your organization is gender-related information and other information (e.g., nationality) really necessary, and where do you request it because it has always been part of the documentation process?
- What external federation structures are you required to comply with, and where do you have room for flexibility in your documents? Could you help to change existing structures?
- What preconceptions make it difficult for you personally to recognize other people's chosen names and gender identities?
- Which rules do you think are appropriate and why? How is your organization involved in helping change the rules that prevent TIN people from participating in sports?





MODULES

1. Recognition
2. Language
3. Visibility
4. Dokuments

5. Spaces

6. Protection
 7. Innovation
 8. Intersectionality
 9. Communications
- Extra: Legal issues

We make a binding commitment to examine our spaces and facilities to identify barriers for trans, intersex, and non-binary athletes and develop creative and lasting solutions.

What do spaces have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. The design and layout of spaces can lead to situations in which discrimination occurs

Mo uses a wheelchair, is non-binary, and uses the name "Mo" in place of a pronoun such as "he" or "she." Mo finds a self-defense club online that offers training for trans, intersex, and non-binary people. Mo writes to them, and the club invites Mo to join them for a training session. As Mo approaches the gym, Mo finds an old wooden wheelchair ramp in a state of disrepair, but luckily it is wide enough for Mo's wheelchair. The facility only has women's and men's changing rooms. After considering it for a moment, Mo opts for the men's changing room, because the coach told Mo that the bathroom there is wheelchair accessible. But inside the changing room, the benches are arranged in a way that blocks access to the bathroom. A couple of boys from the school sports program that just finished are still hanging out in the men's changing room. They give Mo a wary look, whisper to each other, and then run out of the changing room, laughing.

A common problem with gender-inclusive sports programs is that spaces must often be shared between many different groups, not all of which are sensitive to the needs of trans, intersex, and non-binary participants. This can lead to uncomfortable situations,

even in “safe” spaces (like a TIN sports group). These spaces present three different accessibility barriers for Mo: First, as a non-binary person, Mo is not accommodated by either the men’s or women’s changing rooms. Second, Mo encounters discrimination in the men’s changing room. Third, neither the gym itself nor the changing room or bathroom facilities are wheelchair accessible.



Designing spaces (e.g., facilities, changing rooms, bathrooms) that are accessible and gender-inclusive

Not many organizations have their own facilities. However, if your organization does have its own spaces, you can make them more accessible by considering the following points:

- Think about the **gender assignments** for bathrooms, changing rooms, and showers: How many changing rooms are available? Could you consider installing individual stalls, particularly in the shower facilities? How could you optimize the layout to make your facilities accessible for all genders? The coaches could speak with their groups about what kinds of signs to place on the stalls and what those signs would mean. Even better, the group could work together to decide which stalls are needed for which people in the group.
- Do you have wheelchair-accessible bathrooms, showers, and changing rooms? Are they in **good condition**? Do they comply with current accessibility regulations? Do some of your facilities or equipment require repairs or modernization?

This is frequently a challenging task, and you will not always be able to suit everyone. If you have at least three rooms, we recommend designating one room for all genders, one for men, and one for women. Some TIN people are (also) men or women, so they should also be able to use the men’s or women’s spaces. If you have two rooms, you could designate one changing room for women and one for all genders.

- Clearly label your changing rooms using images or inscriptions (e.g., “All-Gender Changing Room”) on the doors.
- In addition, your organization should follow the convention that all TIN people are welcome to use the changing rooms, bathrooms, and showers in which they feel most comfortable. All members of your organization should be informed of this decision.
- The aim is not necessarily to create three fixed options but to flexibly adjust your changing facilities to suit the needs of the people in your organization. You should clearly communicate your changing room policy on your website (→ EM 9 Communication).

Creating safer spaces: No space is completely free from discrimination. When we talk about “safer spaces,” we are not referring to physical spaces or rooms, but rather to an idea about how we can interact with one another while minimizing violence and discrimination. A first step toward creating safer spaces might be to offer courses specifically for marginalized groups (e.g., swim practice for TIN people). Programs like this provide TIN people with a space in which they are likely to experience less discrimination for being trans, intersex, or non-binary. In addition, your organization could implement as many measures as possible to prevent violence. In the example above, the self-defense coach could have spoken to the teachers of the school class in advance to make sure they were aware of TIN issues. The idea of safer spaces should include ensuring that people know what to do if they experience or witness discrimination: Are there specific contact people in the organization that Mo might have turned to speak about the situation (→ EM Protection)?

2. Training schedules can lead to exclusion

Lea, a trans woman, has enjoyed playing soccer on the SV Berlin 1920 women’s team for many years now. At the first training session after the team’s summer vacation, she has to break the bad news to her team: “I can’t come to practice anymore,” she says. “I got a promotion at my company, and I can’t leave early three times a week now.” Her teammates all nod – everyone knows that 5:30 p.m. to 7 p.m. is an unpopular time slot. Unfortunately, the board says they “can’t do anything about it.” The later time slots are generally reserved for the men’s teams, even now that the women’s team is playing in the regional league.

Facilities or pitches are often allocated in ways that favor some types of sports (e.g., soccer) or groups of people (e.g., men or adults) over others. The reason for this is frequently that “it’s always been that way.” This unequal distribution of “space” limits many people’s ability to participate in sports.



Helping promote equality through space allocation

There are major differences in the ability of individual sports organizations to participate in decisions on how facilities or time slots are to be allocated. If the facilities or time slots for your organization are simply allocated to you by the local or national authorities, you could attempt to take a more active role in the decision-making process by speaking to a

representative of the agency in charge. If you are in charge of allocating training times and facilities to your teams, you could take some time to make a critical assessment of your current allocation plan. Do certain groups always receive the most popular time slots, and if yes, why is that? Are some groups failing to grow because they always train at less favorable times? One option for fair allocation of time slots and facilities would be to survey all sports groups once a year, asking them to list their top three choices, and to create your schedule and allocation plan using their answers. If there are teams that have been unhappy with their time slots or facilities for many years, you could prioritize those teams when creating the new plan. Here, too, seek out dialog with other members of your organization, and work together to develop constructive solutions. Organizations can



Questions for consideration

- Which teams practice on grass and which practice on gravel fields? Which teams have flood lights, and which do not? Who gets to practice in modern facilities, and who plays in old, dilapidated gyms?
- Who is responsible for ensuring that the athletes in your organization have sufficient suitable spaces for their sports activities?
- Which teams take up the most (or the least) space in your organization? Which teams tend to practice overtime, and which are particularly loud?
- What are your concerns with regard to allocating spaces in an accessible, gender-inclusive way? Which of these concerns are based on prejudices or preconceptions?
- What ideas do you have to increase the accessibility and safety of the spaces at your organization for TIN people?

Additional reading:

<https://nullbarriere.de/din-18040-1-sanitaerraume.htm>
(German only)



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MODULES

1. Recognition
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- Extra: Legal issues

We make a binding commitment to develop a protection policy for gender diversity that acknowledges and respects the privacy and increased security needs of all trans, intersex, and non-binary athletes.

What does a protection policy have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. Acknowledging and considering the increased security needs of TIN people.

Şeyda, an 18-year-old trans woman, is walking to badminton practice. She is excited, but also a little nervous. Practice used to be held during the day at a gym in the center of town. But the men's team now needs the more popular gym at that time slot, so Şeyda's practice is now being held at another gym at the edge of town and has been pushed to later in the evening. It's her first time attending practice in the new facility. On the online map, Şeyda saw that the gym was in an outlying area and that she would have to cross through an unlit park to get there. Şeyda read in the newspaper about a trans woman of color who was violently attacked in the same park just a few weeks earlier. So, on her way through the park, she feels more apprehensive than she normally does when she's out alone in the evening. When she finally makes it to the gym, she's exhausted before practice even starts.

On average, TIN people experience more discrimination on a daily basis than people who are not TIN. One study found that 34 percent of trans people surveyed reported that they had been threatened with or experienced physical violence at some point over the past five years (FRA, 2015).

Certain groups of trans people, particularly those who are affected by multiple forms of discrimination at the same time, such as trans feminine people of color, are at an even higher risk of experiencing violence. Alongside domestic and professional situations, violence is frequently perpetrated in public spaces (e.g., public facilities or public transit). The example clearly illustrates how this affects opportunities for TIN people to participate in sports activities. Şeyda has a valid concern that something might happen to her on the way to the gym. Ultimately, this may lead her to decide that she will no longer attend practice.



Taking responsibility as an organization for protecting TIN people

Identify potential risks for TIN people: As you begin to think about the topic of protection at your organization, you could consider the potential risks TIN people might encounter there. This is not limited to the risk of physical violence; it may also include the risk of discrimination (e.g., harassment or misgendering). On top of the danger they may face on their way to practice, any situation in which a TIN person is outed (intentionally or unintentionally), for example, in the changing room, in the bathroom, or when their identification is checked, may be dangerous for them (EM 4 Documents). To increase your awareness of this topic, it can help to read studies and first-person accounts of violence or discrimination against TIN people.

Prevention is the best protection against violence: The best way to protect people from violence is to inhibit discrimination from occurring in the first place. This is what we mean by prevention. By implementing the recommendations in this Charter and training the members of your organization, you will already be preventing numerous situations that could lead to violence.

Take responsibility as an organization for protecting TIN people: If TIN people are left to fend for themselves, this can create additional barriers to entry at your organization. It can be challenging and even overwhelming for a single person to attempt to change existing structures and constantly devise creative solutions for problems. And even as an organization, you cannot change the basic conditions in parks and other public spaces. At the same time, officers at your organization and all members should be involved in helping to create structures that protect TIN people. For example, you could encourage sports groups to think about how they could work together to avoid situations in which discrimination might occur (e.g., a dangerous route to the sports facility). Developing a protection policy as described in the next section and designating protection officers can help you foster change throughout your organization.



Protection policies help prevent violence and define a process for handling experiences of violence. Such policies center around multiple factors, such as analysis, structural change, agreements, discussion, and the general attitude of the organization.



2. Failing to develop policies for handling violence can put the burden on those experiencing discrimination

You remember Mo (→ EM 5 Spaces) Mo is non-binary, uses a wheelchair, and was laughed at by boys from another sports group in the changing room prior to Mo's first practice session. Afterwards, Mo speaks to the coach about the issue. The coach doesn't know what to do – he has never dealt with this before. At the same time, he sees how it has affected Mo and wants to help Mo feel more comfortable. So, he agrees to take care of the problem. He also mentions the case to his friend, who sits on the board. He addresses the issue at the next board meeting, and everyone agrees that the club has never had a case like this before, so it would be best for Mo to find a solution to the problem. For example, couldn't Mo just use the women's changing room next time? When the coach tells Mo about the decision, this makes Mo very sad, and Mo decides to switch to a different club.

This example makes it clear that both the discrimination itself and the actions taken as a result – or in this case, the failure to act due to a lack of information – can be stressful for TIN people. When an organization fails to respond to violence, harassment, and discrimination, this can send the message to TIN people that they will not be taken seriously and that protecting them is not a priority for the organization. *Verein nicht wichtig genug ist.*



Working together as an organization to develop protection policies for violence against TIN people

What elements could be included in a protection policy?

Handling difficult situations: What will you do if discrimination occurs? As the example illustrates, a prompt response is important for the person affected by the incident. For this reason and others, we recommend developing and documenting standardized protocols and simple, accessible options for affected parties to report discrimination. For example, you could nominate dedicated protection officers who can be contacted (anonymously, if needed) in the event of discrimination (e.g., by e-mail) and who are trained to respond appropriately.

Distribute a code of conduct for members: This may include information on how to handle discrimination, either as an affected party or a witness, and the exact protocols to employ if a case of discrimination becomes public.

Help those affected by discrimination process their experiences: You can ultimately support people affected by discrimination by providing them with the opportunity to

process their experiences. For example, you can create a list of counseling services for members. Just like with our other recommendations, we suggest making binding decisions about the personnel responsible for development, implementation deadlines, and opportunities for all members of your organization to get involved.



Questions for consideration

- What do the members of your organization want in a discrimination policy?
- What are the current potential dangers or risks for discrimination at your organization?
- Can you identify specific situations involving discrimination in which you are/were unsure about how to proceed?

Additional reading:

LesMigraS: Provide support. 2011. Online (German only):

https://lesmigras.de/wp-content/uploads/2021/06/LM_Broschuere_Tapesh_UnterstuetzungGeben.pdf



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We make a binding commitment to develop gender-inclusive sports programs.

What does innovation have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. To create inclusive programs, you need to know about the lived experiences of TIN people.

*“It would be so cool to finally go swimming again,” says Michael to his friend Sophie. They are planning an activity for the next time they get together. Michael is transmasculine, uses the pronoun “he,” and hasn’t been swimming since he was a kid. Since puberty, he has felt uncomfortable about his upper body. On top of that, he is overweight and has frequently had to endure harassment about his body. These two factors have caused him to avoid swimming pools for the past 20 years, even though he really enjoyed swimming in the past. “Do you know about the trans*inter* swimming program?” asks Sophie. “My partner Selma goes there all the time. She normally doesn’t feel comfortable at swimming pools either. But since trans, intersex, and non-binary people helped develop the project, they took a lot of things into consideration, like the way they organize the changing rooms.”*



Leveraging innovation to create accessible sports programs that encourage participation by TIN people

Needs assessment: As your organization begins to think about TIN participation, you will be faced with two initial questions: a) How can you adjust your current programs to better suit the needs of TIN people? b) If you cannot change certain programs to allow TIN people to participate, what kinds of programs can you develop to cater specifically to TIN participants?

Designing programs: If you have decided to create sports programs specifically for TIN people (e.g., a TIN swimming program), the next question is how you will proceed to structure and design that program. The following questions may help you take the first steps: a) How can we make these programs as easily accessible as possible? b) What needs of TIN people do we want to focus on specifically (e.g., feeling comfortable in the changing room)?

Involving TIN people: If possible, consult TIN people to help answer these questions. For example, you could perform an anonymous survey of TIN people to find out more about their needs or actively recruit TIN people to take part in innovation working groups. There is most likely a TIN group in your area or in the nearest large city that you can contact for assistance. It can also be helpful to consult studies on the topic, work together with other organizations, or use TIN-inclusive programs from other organizations as models for your own work. We have compiled a list of links for you at the end of this educational module.

2. Creating inclusive programs requires structures for innovative development

“So...what do we do now?” When the chairperson of the board asks this question, Tino, the deputy chair, can only shrug his shoulders. The other cis men on the board seem at a loss. At the last general assembly, everyone was in agreement about implementing the Charter for Gender Diversity in Sports at their club. For their first step, they decided they wanted to create a sports program exclusively for TIN participants. Now, they have reached that point on the agenda and the meeting has come to a standstill. “Maybe we could just table that point for now and come back to it at the next board meeting – somebody might have a great idea by then,” suggests Robert, the treasurer. Everyone nods in relief, and they move on to the next point on the agenda.

Simply deciding to implement the Charter will not automatically make your organization more inclusive. In practice, it is often the case that although there is a broad willingness to make changes, change processes can become bogged down when it comes time to take specific actions. These next steps require both a pragmatic spirit as well as creativity and time, which is seldom sufficient at tightly scheduled board meetings. If worse comes to worst, the work needed to make these concrete changes will continue to be postponed over and over again, as clearly illustrated in the example.

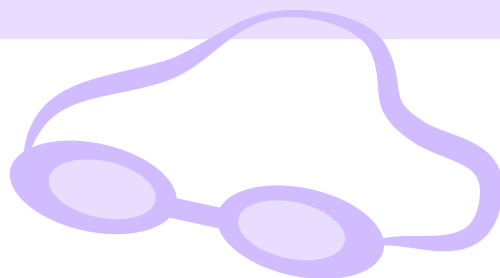


Creating structures to foster innovation

Assign responsibility for innovation: To make sure that you do not lose momentum when creating new programs, we recommend nominating one or more officers to take responsibility for innovation processes. One option would be to found an innovation working group. This working group would be assigned the task of generating, developing, designing, and initiating the implementation of ideas for gender-inclusive sports programs.

Attitude toward innovation at your organization: Associations, organizations, and large groups all tend to be slow and stubborn regarding change. Maybe you have experienced moments at your organization in which suggestions or ideas for changes have been met with skepticism or disapproval. On the one hand, it is important that your organization generally has a positive attitude toward change (e.g., a willingness to allocate resources for change processes, codification of innovation in association statutes, etc.). On the other hand, critics and skeptics must also be included in any changes, and ideally, they should have the opportunity to take an active role in change processes. This demonstrates your organization's willingness to listen to all opinions, which can ultimately encourage critics to open up to new changes.

Think about the end of the project at the beginning: At the start of the project, think about the end goal of your innovation. What could be a benchmark or indicator that a particular measure has been successfully implemented? Stay focused on your goals and benchmarks even during difficult parts of the process, so you can successfully complete your projects in the end. Inclusion and anti-discrimination are work – but worth the effort.





Questions for consideration

- What TIN-inclusive sport programs are you familiar with? What do you like about the programs; what would you do differently?
- What options do you have for introducing new program ideas to your organization?
- What is your organization's attitude toward change?
- What steps are needed to implement new ideas? What hurdles do new ideas have to overcome?
- What do you know about the lived experience of TIN people? How can you use this information to define parameters for sports programs?
- How could you involve the expertise of TIN people without taking advantage of them?
- What is your organization already doing well when it comes to TIN-inclusivity? What things can you be proud of?
- What areas could benefit from more TIN-inclusivity?

Additional reading:

Links to TIN-inclusive sports programs:

- OUT*side Programm Seitenwechsel Berlin <https://seitenwechsel-berlin.de/aktuelles/outside-programm>
- Trans*-Inter*-Schwimmen Seitenwechsel Berlin <https://seitenwechsel-berlin.de/sportangebote/transinterschwimmen> (German only)
- Pfeffersport:
 - Fitness für Queers und Friends <https://pfeffersport.de/sport/mariannenarena/fitnesskurse> (German only)
 - TIGERTABS - Thaiboxen für Trans, Inter und Queers <https://pfeffersport.de/sport/mariannenarena/fitnesskurse> (German only)
- Trans-Inter-Schwimmen SC Janus Köln <https://sc-janus.de/2020/06/24/trans-inter-schwimmen>



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- Extra: Legal issues

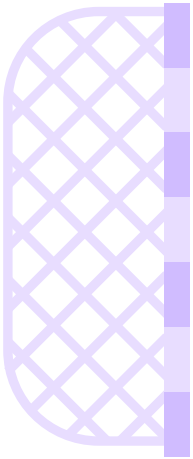
We make a binding commitment to recognize and fight multiple discrimination on the basis of intersecting characteristics such as racism, antisemitism, classism, ableism, sexism, and discrimination against LGBTIQ* in equal measure.

What does multiple discrimination have to do with trans, intersex, and non-binary (TIN) participation in sports?

Intersectionality or multiple discrimination means that a person's experiences are always based on the simultaneous interaction of multiple different systems of power, including racism, antisemitism, classism, and ableism. This not only includes the person's actual or presumed gender; people also have different experiences of discrimination or privilege based on their actual or presumed nationality, race, religion, social class, or disability. People experience discrimination based not only on the actual groups to which they belong but also based on prejudices about the groups to which others assume they belong. This is called an "imposed designation." The specific experiences created by the intersections and interactions between different forms of discrimination are often (rendered) invisible in daily life. Research the term "intersectionality" if you want to learn more about this subject.

1. Most people, including TIN people, belong to multiple types of groups

Do you remember Ali (→ EM 2 Language)? Ali is non-binary and the only person of color on the team. Ali's teammate says to Ali: "You're not bad for an Arab." This reduces Ali to Ali's identity as a person of color and confronts Ali with the prejudicial assumption that "Arabs" are not good at handball. This example demonstrates that TIN people can



experience exclusion both on the basis of TIN-related discrimination and based on other forms of discrimination, such as racism. Discrimination based on multiple characteristics is known as multiple discrimination. Such characteristics or designations may be real or imposed by others. Discrimination often takes place because the person experiencing discrimination is assumed or designated by others to be a certain kind of person. On the other hand, Ali does not experience discrimination because of a disability or presumed lack of education. In these ways, Ali is privileged and not disadvantaged, nor is Ali's status called into question. Ali ist in dieser Hinsicht also privilegiert und wird nicht benachteiligt oder infrage gestellt.

Remembering that the lived experiences of TIN people can be highly diverse

A person's individual experiences depend on their gender as well as on other people's perceptions of their class, age, and religion. Gender alone involves a number of intersecting forms of discrimination. For example, the anti-trans discrimination experienced by a Black trans woman is different than that experienced by a white trans woman. Therefore, it is not possible to separate one characteristic, such as gender, from a person's other characteristics. Women are disadvantaged compared to men, and trans and non-binary people are disadvantaged compared to cis people. Yet some of trans women's experiences are also different from those of trans men or intersex people. Our aim is not to compare who experiences the most or least privilege or discrimination.

We simply want to help foster a sensitivity to the fact that the life experiences of TIN people can be highly diverse.

2. If diverse, intersecting forms of discrimination are not taken into account, only some TIN people will be able to participate

Do you remember Mo (→ EM 5 Spaces)? Mo is non-binary and uses a wheelchair. Mo has trouble accessing the gym due to the dilapidated wheelchair ramp and cannot access the bathrooms there at all. The benches inside the changing room are arranged in a way that blocks the entrance to the bathroom.

Because the organization has not considered the fact that a TIN person might use a wheelchair, Mo is not able to participate. A gender-neutral bathroom is of no use to Mo if Mo is unable to access it using a wheelchair. If organizations do not take the intersection of different forms of discrimination into account and focus solely on gender, access to programs will be available only to a few privileged TIN people.



Learning more about the lived experiences of people confronted with multiple discrimination

If your goal is to enable all TIN people to participate in sports, you will need to consider all forms of discrimination. By doing this, you will learn more about the types of barriers that exclude different groups of people. We recommend that you listen to and learn from a wide range of people with different experiences. When you engage with people who have lives that are different from your own, what kinds of experiences do they relate?

3. Most people belong to multiple types of groups

Do you remember Julia (→ EM 3 Visibility)? Julia has recently joined the board of an ice hockey club. Richard, who is also trans, and Julia want their entire organization to focus more on gender diversity and to sign the Charter for Gender Diversity in Sports. They plan to propose the idea together at their next board meeting. Julia is concerned that the board will not be pleased about the additional work and costs associated with the Charter. After all, in the “Intersectionality” article of the Charter, organizations are encouraged to consider all forms of discrimination and privilege. Julia is worried that the board will be overwhelmed by this task and opt to ignore the section on intersectionality altogether.

When an organization begins to confront one type of discrimination, this automatically changes certain facets of the organization; it becomes more open to a wide range of different people, and everyone stands to benefit in the end. Once this process of learning and discussion has begun, it can no longer be stopped. Organizations will begin thinking about different forms of discrimination almost automatically. The underlying mechanisms are often very similar.

The first step may be to simply practice recognizing and acknowledging potential cases in which multiple discrimination might apply. This can make a major difference all on its own and generate interest about the subject of intersectionality. Of course, every person is free to choose how they wish to relate or commit to anti-discrimination. That cannot be imposed on them from outside or by a group. Unfortunately, every person – whether they like it or not – is also enmeshed in power structures, and people are often slow to recognize their own privilege. If you do not have to think about a certain topic, e.g., who you kiss in public, whose hand you can hold on the street, or whether or not you can mention your “wife” or “husband,” you are most likely heterosexual and therefore occupy a privileged position in society.

Confronting and discussing intersectionality – as it applies to us and to others – can help us better understand one another and work together to make our organizations more open and accepting.

Power structures result in some groups of people having more **privilege** than other groups who experience **discrimination**. Privilege ensures that a person receives preferential treatment in society. People who, for example, are perceived to be thin, adults, cisgender, white, heterosexual, wealthy, and/or non-disabled benefit from these power structures. People who are perceived to be overweight, children or teenagers, trans, Black, homosexual, poor, and/or disabled are placed at a disadvantage by the same structures. Discrimination and privilege are intimately linked to one another.

Most people belong to multiple groups, and they possess certain types of privilege or disadvantages based on specific power dynamics. If someone is truly interested in combating discrimination, it is absolutely vital for that person to assess the privilege or disadvantages they themselves are granted based on these structures.





Having an open attitude toward anti-discrimination can help you get to know yourself better

Self-reflection is a vital part of anti-discrimination work. In what cases do you benefit from power structures; in what areas are you disadvantaged? How can you use privilege to stop others from being excluded? How can you show solidarity and allyship with people who experience discrimination? This journey of self-reflection is not something you can simply check off a list. It is part of a lifelong learning process.

4. It can be a sound strategy to focus primarily on one characteristic, such as gender

When Julia and Richard introduce the proposal at the board meeting, this sparks a number of discussions. Özcan asks whether it's not a little unfair to spend so much time focused on gender at the organization when all kinds of discrimination are equally important.

This is a very common question. It is important to consider all forms of discrimination and how they relate to one another.



The Charter for Gender Diversity in Sports can serve as a starting point for establishing a fundamental commitment to anti-discrimination at your organization

It is certainly important to consider each individual form of discrimination and privilege on its own, provided you have established a clear understanding of multiple discrimination and intersectionality. Certain factors involved in discrimination and exclusion and legal ramifications are specific to certain types of discrimination (→ EM Legal issues). We hope that the Charter for Gender Diversity in Sports and the learning process involved in implementing this Charter will serve as a stepping stone for your organization to deepen its commitment to anti-discrimination.

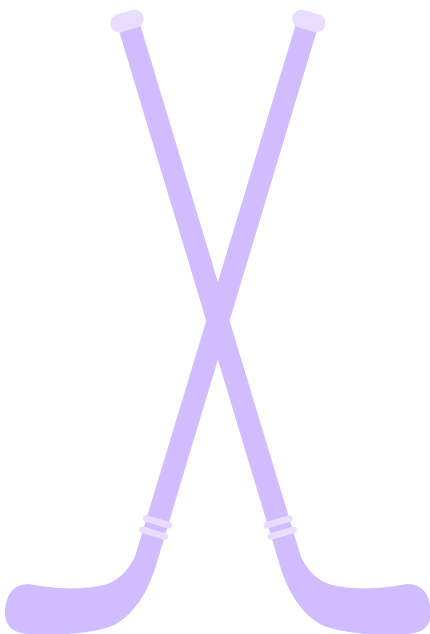


Questions for consideration

- What forms of discrimination are you familiar with? Where might interpersonal discrimination take place in your organization? To what extent might people be prevented from joining your organization in the first place?
- Which forms of discrimination do you discuss at your organization? How do these forms of discrimination relate to discrimination against TIN people?
- How could you apply this critical attitude toward discrimination in your considerations regarding the Charter?
- What framework for self-reflection and individual consideration of privilege could you establish at your organization?
- Does your organization have a dedicated contact person for discrimination or a feedback system? (→ EM 6 Protection))

You can find additional information here:

- LesMiGraS: Multiple Discrimination: lesmigras.de/en/information#what-is-multiple-discrimination
- What Is Intersectionality? | The Advocate | Queer 101 (YouTube video). youtube.com/watch?v=EXJ4Dbdm1ks
- i-Päd Competency Center - Respect Guide: i-paed-berlin.de/de/Downloads/ (German only)



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A project of



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MODULES

1. Recognition
2. Language
3. Visibility
4. Documents
5. Spaces
6. Protection
7. Innovation
8. Intersectionality

9. Kommunikation

Extra: Legal issues

We make a binding commitment to communicate about all the initiatives for gender diversity we establish at our organization, to discuss them openly, and to update our information on an ongoing basis.

What does communication have to do with trans, intersex, and non-binary (TIN) participation in sports?

1. Direct, clear, and transparent communication

Yasmine joined a sports club several months ago. This club announced on its website that their board decided to sign the Charter for Gender Diversity in Sports. Yasmine is trans and was hoping that she had finally found a friendly, inviting club where she could get involved in sports again. She starts by signing up for fencing. The fencing coach is very excited about the Charter, and following the general meeting, she and her practice group began implementing the principles right away. Based on the coach's respectful demeanor, Yasmine can tell that she really knows her stuff when it comes to gender diversity. In spite of the group's friendly attitude, she concludes that fencing is not for her and decides to make an appointment for a trial session in the track and field group. She phones the coach beforehand. When she comes out at a trans woman and mentions the Charter that the club passed at the general meeting, he responds in shock: "So, what are you, a man or a woman? I wasn't at the general meeting, and I don't know anything about any Charter."

It quickly became clear that not all of the club's members received the information that the club had signed the Charter. Perhaps it was only discussed at the general meeting, and it is rare for all members to be present at the event. Perhaps it was frustrating for the

track and field coach to learn about the Charter from a new participant rather than from his club's administrators. His reaction seemed to indicate that he was not motivated to commit to the Charter. Maybe that is because he does not know about the meaning and purpose of the Charter. If it is unclear why a particular change is important, it is easy to understand why members might lack the motivation to make that change.



Establishing organizational structures to communicate changes transparently, clearly, and repeatedly, if needed

Transparent communication by administrators: Changes must be communicated with all members of the organization such that everyone knows what changes have been made. To make sure you reach as many members as possible, you can use an array of information channels, such as the general assembly, working groups, social media, e-mails or newsletters, your website, and in individual cases, phone calls or texts.

Try to make information about gender diversity simple and accessible: People have different levels of prior knowledge about gender diversity. Ideally, before you sign the Charter, you should consider how to communicate the contents of the Charter in an accessible way to different people with diverse roles in the organization. Coaches in particular play a key role in implementation. There are numerous ways to introduce this material to coaches; you might consider special training or a “mentoring program” in which club members who have more experience with the Charter take time to work with members who have less experience. Another option would be to ask club members who know a lot about the Charter to visit individual sports groups and share information about it there. Only by ensuring that everyone understands why your organization has signed the Charter can you expect your members to embrace it and accept the additional work needed to implement it.

Plan concrete steps for implementation in different areas: Members of the board and coaches may have different priorities when it comes to implementing specific aspects of the Charter. When deciding to pass the Charter, take time to plan and commit to concrete steps for implementing the Charter in different areas of your organization. Make each individual step as clear and easy to understand as possible, and link each step with a time-bound goal (e.g., in the first week, everyone should read the Charter, in the first month, we will form working groups in different areas to develop steps for further implementation (see above), etc.).

Transparently communicate the status of changes: Be honest with yourself when reflecting on the status of the changes you are implementing. It takes time and effort to redesign organizations to remove barriers to participation for different groups of people. As an organization, be as transparent as possible in communicating about your current status and what you plan to change so that everyone knows what you are working on.

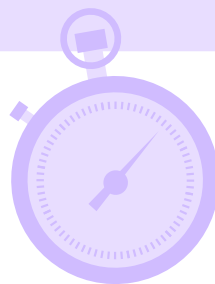
2. Communicating the Charter to new members of the organization

*Rosa is intersex and was very excited about the fact that **their** new organization decided to sign the Charter. Rosa can now join the men's team, although they are frequently mistaken for a woman. They no longer have any problems in the changing room or on the field since their teammates know all about gender diversity. After the winter break, two new members join the team. Rosa notices the two whispering about them when they enter the changing room.*

This example clearly illustrates the consequences of failing to inform new members about the Charter when they join the organization. They are not aware of gender diversity issues affecting people on the team, and this can lead to difficult situations for TIN people.

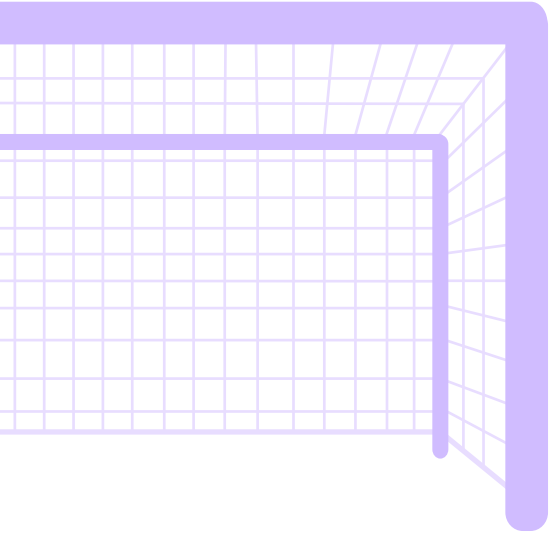
Ensuring that changes continue to be communicated effectively over time

New members should be informed about the Charter when they join the organization, and the organization should communicate the purpose and contents of the Charter. **Regularly inform members about the ways in which the organization is committed to discussing discrimination:** Provide your members with updates on the current status of your organization's anti-discrimination work, both when members join the organization and at regular intervals afterwards. For example, you could devote a section of your newsletter to providing updates on what your organization is doing to make your programs more inclusive.



3. Exercising discretion when communicating about TIN people

Robyn signed up for a soccer club after taking several years off. He has been living as a man for many years, and nobody around him knows he is trans. However, when he signed up for the club, he had to come out to the team manager because his player's passport still contains his old name. The manager has been working to open up their club for trans people for many years now. He is excited that Robyn has joined their club



and immediately posts to his organization's chat group that a trans person has finally joined and that everyone should be kind and sensitive to the new team member. Two weeks later, Robyn has his first practice session at the club. He used to play for an elite team and hasn't lost a step since. He makes two goals in the final game. The team captain invites him out for a beer afterwards and tells him a little about the team: "We don't get new players that often, but we've got a couple of fresh faces at the moment, and it's a nice change of pace. I even heard we are supposed to be getting a trans person on our team. It's pretty crazy. I mean, I don't think he'll be able to keep up with us, but he's certainly welcome to join!"

If you are working to make your organization more TIN-inclusive, you will likely be excited when trans, intersex, and non-binary people begin to sign up for your programs. However, the example shows how sharing information about a person's identity without their knowledge can create uncomfortable situations for TIN people like Robyn.

It is not always immediately obvious when a person is trans, intersex, or non-binary, and every individual should have the right to decide for themselves with whom they choose to share their identity.



Prioritizing the privacy and security of TIN people when sharing information

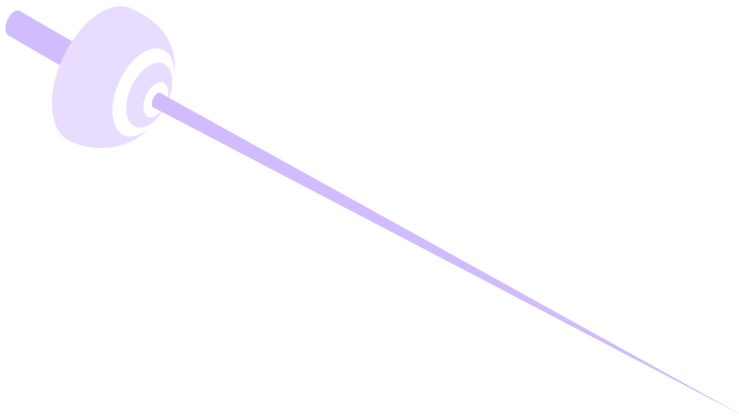
Do not out a person without their consent: If you know information about a person's identity, never share that information without their consent. Because discrimination against TIN people affects all areas of society, it can be important for TIN people to refrain from revealing their identity in certain situations. Respecting this fact protects the people in question!

Avoid using the identity of TIN people as an advertisement for political purposes: It is great that your organization is taking strides to become more TIN-inclusive. But do not forget that TIN people did not join your organization so that your club can appear more TIN-inclusive.



Questions for consideration

- How are changes communicated at your organization? How visible are these changes?
- In which areas do your communication structures support the implementation of the Charter, and where do they stand in your way (e.g., who will sign the Charter, who holds a key position at your organization)?
- How is feedback given and received? Is there a standardized procedure (e.g., feedback form, complaint mechanism, regular evaluations)?
- How do you handle sensitive data internally? How do you deal with situations in which someone is being spoken about behind their back?





MODULES

1. Recognition
2. Language
3. Visibility
4. Documents
5. Spaces
6. Protection
7. Innovation
8. Intersectionality
9. Kommunikation

Extra: Legal issues

Basic legal information and examples from other sports organizations

A person's own body, gender identity, or so-called medical or legal transition are very personal and intimate matters. Only the person involved should be able to choose whether or not to pursue medical procedures (such as hormone replacement therapy or operations on their chest or genitalia) or take legal measures (change of name, change of gender marker in the civil registry) pursuant to their gender identity. The legal situation remains challenging for TIN people in Germany and other countries around the world. In the first section, to broaden your understanding of the legal framework, we provide you with an overview of legal options for TIN people, using Germany as an example.

In the field of recreational sports, a person should be allowed to participate in sports programs based on their self-designated gender. In the second section, we present numerous examples of solutions for approaching gender diversity in sports organizations.

1. Legal framework

Germany has four different gender markers available: "female," "male," not specified, and, as of late 2018, "diverse." As of this writing (August 2021), people who were assigned the incorrect gender marker at birth have two different options for amending their gender marker and first name: either by way of the so-called Transsexual Act (TSG) or using the Civil Status Act (PStG).

The TSG pathway is an extremely complex, lengthy, and expensive process. This option requires the applicant to demonstrate before a court of law that due to their “transsexual” identity, it is highly probable that their affiliation with the opposite gender will not change.

As “proof,” the applicant is obligated to submit two expert opinions. The applicant must cover the costs associated with these assessments on their own. The entire process can take between six months and several years to complete, depending on the court or experts involved in the decision. In addition to the severe, protracted stress associated with this procedure, the applicant can expect costs of between 1,000 and 3,000 euros.

Therefore, it is important to support athletes who have not yet completed this process wherever possible by using their chosen first name and new pronoun or honorific. To provide people with a correct form of identification during the time needed to complete the court procedure, the Deutsche Gesellschaft für Transidentität und Intersexualität (dgti e.V.) enables applicants to apply for a supplemental ID that lists their new first name and gender marker. This form of identification is now so well-established that it is recognized by the police as well as numerous insurance providers and even banks.

Since late 2018, people with “differences of sexual development” have had the opportunity under § 45b PStG to amend their gender marker by submitting an application at the civil registry office. The process is simple, fast, and inexpensive. However, this pathway is currently intended for use by intersex individuals only. According to the Federal Supreme Court, trans people are still required to submit to the lengthy and expensive process required under the TSG.

This unequal treatment, which restricts the right to amend civil records to those who can demonstrate their gender variance based on physical characteristics, contravenes Article 3 of the Basic Law for the Federal Republic of Germany (Grundgesetz), which stipulates that “[a]ll persons shall be equal before the law.” The limitation also contravenes the 2017 ruling of the Federal Constitutional Court (BVerfG) in which the court urged legislators to formulate a constitutional solution addressing these questions of civil status. In an April 2021 ruling, the District Court of Münster denounced this unequal treatment as unconstitutional and handed the case over to the Federal Supreme Court for clarification (District Court of Münster, case number 22 III 34/20). Urteil als verfassungswidrig und verwies den Fall an das Bundesverfassungsgericht zur Klärung (Amtsgericht Münster, Aktenzeichen 22 III 34/20).

People who have the gender marker “diverse” or have not specified a gender are not represented in many areas of life, and in many cases, there are still no regulations in place at all. This is the current situation in most types of sports.

2. Equal treatment of TIN people in sports club rules and regulations

Most individual sports and team sports are largely divided into binary male and female categories. In its essence, this constitutes structural discrimination against TIN people: Trans and intersex people are often hindered in or prohibited from participating if they are not perceived as female or male (whether or not they have changed their gender marker), and for non-binary people who have the gender marker “diverse” or an unspecified gender, there are no state or nationwide regulations and/or suitable competition categories.

Legally speaking, sports fall under the jurisdiction of private law, and organizations have extensive freedoms when it comes to organizing their internal structures and competitions. Some typical justifications that organizations make for failing to provide structures for TIN people include: “Nobody like that has ever joined our organization before” or “We’re open to everyone. Anyone can participate here.”

Clubs and associations who want to develop anti-discrimination structures cannot simply wait for a trans athlete or a person with a “diverse” or unspecified gender marker to apply for membership. Particularly in the field of recreational sports, statutes and competitions should be structured in such a way as to enable participation by anyone who wishes to join without requiring them to compromise their identity in order to do so. Sports and sports facilities should be as inclusive and accessible as possible. This requires a comprehensive analysis of possible barriers (→ EM 2 Language, 4 Documents, 5 Spaces, 6 Protection, 8 Intersectionality).

Examples of good practice

The following examples illustrate gender-inclusive approaches that could serve as inspiration for developing practical solutions at your club or association: We will continue to post additional examples on our project website.

- The **model statutes of the State Sports Association of Berlin** (LSB Berlin) list gender identity and physical characteristics in its article on violence:

"Any form of discrimination based on (...) gender identity and physical characteristics is expressly prohibited." It also provides for the establishment of a complaint commission (→ WB EM Protection). Website:

<https://lsb-berlin.net/angebote/verbands-und-vereinsberatung/gesetze-ordnungen-musterr/mustersatzung-mit-erlaeuterungen-und-hinweisen/> (German only)

- The **model statutes of the State Sports Association of North Rhine-Westphalia (LSB NRW)** use the gender asterisk (*) to draw attention to gender diversity. Website: https://www.vibss.de/fileadmin/Medienablage/Recht_und_Versicherungen/Mustersatzung/VIBSS-Mustersatzung_2021-09-16.pdf (German only)
- The **German Football Association (DFB)** uses the gender asterisk (*) on its website (www.dfb.de) when referring to all genders (→ EM 2 Language).
- As of 2022, the **reporting statute of the Berlin Football Association (BFV) § 3 (2)** includes regulations for self-determined participation by transgender players with the gender markers “diverse” or “not specified.” In addition, the association instated an advisor who is available to be contacted by individuals, associations, or third parties in accordance with this regulation and to whom the specified documentation, medical attestations, and assessments may be presented. (→ WB 7 Innovation). Website: https://berliner-fussball.de/fileadmin/user_upload/der_bfv/Downloads/satzung-und-ordnungen/5_-_MO_-_Meldeordnung_1._Juli_2021.pdf (German only)
- The **EuroGames 2020** in Düsseldorf, which was unfortunately cancelled due to the Covid-19 pandemic, developed an all-gender inclusion policy specific to individual sporting events. At the EuroGames 2021 in Copenhagen, athletes could compete in the categories “female,” “male,” and “non-binary,” and competitions for mixed-gender teams were held in some sports (→ EM 7 Innovation). Website: <https://copenhagen2021.com/eurogames/>

The examples listed here apply primarily to **recreational sports** focused on the goal of making **sports accessible for everyone**. In elite international sports, associations (e.g., IOC, IAAF) have issued special policies governing testosterone levels (for women only). The practice is controversial, as there is still too little research in this area. While these regulations at least specify which people are permitted to participate in which sports (although they force many healthy women athletes to undergo hormone therapy), there are also associations that exclude trans women entirely. We hope that this practice will be reconsidered and changed in the future. However, we cannot and do not intend to expand this discussion to include elite sports, as it would exceed the scope of this document.



MODULE

YOUTH SPORTS



The Charter for Gender Diversity in Sports, a project to improve the ability of trans, intersex, and non-binary (TIN) people to participate in sports, was first introduced in August 2021. To make it easier to implement the Charter in practice, educational modules were created for each of the nine points in the Charter. Each module begins by describing a specific scenario, for example:

Have you ever been to a birthday party where you simply felt out of place? You had really been looking forward to the party, but when you arrive, you notice that you just don't fit in somehow. Everyone else seems to be on the same wavelength, telling inside jokes that you don't understand and sharing a similar taste in clothing. Maybe the people are even nice to you, but that doesn't change your feeling that, on a basic level, you don't fit in, and you don't belong there.

This description is followed by a brief analysis:

Trans, intersex, and non-binary (TIN) individuals experience these types of “birthday parties” in many different situations and contexts – including in sports clubs. This is not because the people there “aren’t nice enough” to them, but because these groups or associations are tailored for specific types of people, generally those who are not TIN themselves. Presumably, this is not planned or intentional. But, as a result, some clubs may draw very few TIN participants or even none at all. The same principle applies to working with TIN children and adolescents in sports clubs. For that reason, all educational modules in the Charter – which you can read here – also apply to children and adolescents. Yet the issues described in these modules impact youth in different ways or to different extents, as their lived experiences are different from those of adults. For example, children and adolescents are often prohibited from participating in decisions that affect them. While it is intended to protect them, this power imbalance can lead adults to disregard young people's valid concerns. This educational module on youth sports addresses these concerns and serves as a supplement to the existing modules while highlighting the specific needs of TIN children and adolescents.

Examples of special situations in youth sports

- Adult caregivers play a major role in youth sports. The work of parents, legal guardians, family members, etc. can therefore be very important. In many ways, children and adolescents are dependent on their caregivers, even when making decisions about their own gender identities and bodies (e.g., name changes, body modification). For this reason, it is very important that you work together with caregivers of (TIN) children and adolescents (e.g., by holding open conversations between the child/adolescent, parent, and coach) when implementing the Charter in your organization.
- When working with youth, coaches and other staff at the organization have different responsibilities (and legal obligations) than they do with adults. For instance, they are obligated to protect children and adolescents from harm, and they are subject to the statutory duty of care. They also assume a different pedagogical role when working with youth, meaning that, e.g., they must take clear and decisive action to counteract discriminatory statements and serve as role models for behavior.



In the following sections, we will revisit the nine points in the Charter and, with the help of practical examples, apply the information from these modules to the specific case of TIN youth. We will start by introducing four fictional characters. For each of them, we will describe characteristics that affect the kinds of discrimination the four young people experience. We will also list characteristics they have that are associated with advantages (privilege) in society.



Privilege is defined as an advantage in society that people do not need to work for. It is generally something people are born with or acquire through their family or through society. In Germany, privilege is associated with being heterosexual, white, male, non-disabled, and socialized as a secular Christian. These privileged characteristics are so self-evident to most people that they are not even used to describe others. They are the "norm." Many of the terms for these characteristics are not widely known. For example, some people have heard the terms "intersex" or "trans," but most do not know the terms "endosex" or "cisgender." "Endosex" describes people who are not intersex, meaning that by medical standards, they possess sex characteristics that meet the criteria for typical "female" or "male" bodies. "Cis" or "cisgender" means that a person identifies with the gender assigned to them at birth (e.g., female or male).

These are the four people who will accompany us throughout this module:

- *Deniz is 13 years old, non-binary, and Muslim. Deniz is non-disabled and has recently joined the FC Schönhauser soccer club. Deniz is not yet out at the club. But Deniz's parents are very supportive of their child's non-binary identity.*
- *Alex is 13 years old, white, non-disabled, was socialized as a Christian, and has been a member of the FC Schönhauser soccer club for six years. Alex plays in the U-13 team, and while she plays together with boys, she has known for two years that she is transfeminine. She hasn't felt comfortable coming out at the club yet. Alex has informed her mother that she is a girl and would like to live as one. But Alex's mother doesn't take her seriously. She hasn't told her father yet.*
- *Ronja is 14 years old, white, and has an ostomy, or artificial opening in her abdomen, meaning that she wears an ostomy pouch. She was socialized as a Christian. Recently, Ronja had some medical tests and found out that she is intersex. She is currently feeling very overwhelmed by the news. The social workers in the shared apartment where she lives have been very supportive.*
- *Marc, 12, is a person of color and lives with his mother, who does not earn much money. He is transmasculine and his mother supports him. Marc was socialized as a Christian and is non-disabled. He hasn't felt comfortable joining the FC Schönhauser soccer club up to now, but he attends a queer youth group together with Deniz.*

1

Charter point 1: Recognition

We make a binding commitment to recognize, include, and support trans, intersex, and non-binary athletes.

This season, Alex will be switching from the U-13 to the U-15 group. Starting in U-15, teams are divided up based on gender ("U-15 boys" and "U-15 girls"). At practice, the U-13 coach tells Alex: "You'll be practicing at a different time – the U-15 boys train on Monday afternoon. The coach is looking forward to having you on her team." Alex is shaken and very unhappy because she wants to play on the girls' team. But she doesn't say anything. The coach notices that Alex has suddenly fallen silent, but he can't figure out why.

TIN people of every age are frequently confronted with situations in which their gender identity is not recognized. This lack of recognition plays a particularly important role for young people. For example, compared with TIN adults, trans and non-binary young people's knowledge and experience of their own gender is more frequently disregarded. Intersex children are still sometimes subjected to genital surgeries shortly after birth, which robs them of the opportunity to make decisions about their own bodies later in life. At the same time, childhood and adolescence are times in which many TIN people first come out, which puts them at an increased risk of being ostracized or excluded, even by their peers. Spaces that are explicitly open to TIN people (e.g., queer sports clubs) are seldom equipped to handle youth athletes, and many of these are not located near to where children and adolescents live. This means that these young people must rely more heavily on their local sports clubs to recognize their identities.

In most sports, teams are divided by gender beginning at a certain age, e.g., U-15 soccer teams or the U-12 age group in tennis. This division takes place "automatically," without any input from the players. TIN youth who wish to change teams – from the boys' to the girls' team or vice-versa – often encounter many barriers that place them in situations in which they must decide between (openly) expressing their identity and continuing to practice the sport of their choice.



What can we do?

- Ensure that your organization has a basic willingness to recognize TIN people, for example, by making it a priority to recognize the genders of TIN children and adolescents.
- Allow children and adolescents to choose their own team.
- If possible, offer opportunities for practice and competition that cater to multiple genders or all genders (e.g., all-gender practice).
- If your organization has gender-specific uniforms, children and adolescents should be allowed to choose which uniform is best for them. You can address and discuss these requirements in your association. Ask yourself: why are they necessary in the first place?

2

Charter point 2: Language

We make a binding commitment at our organization to use inclusive language that addresses all genders (each and every one) and does not promote gender stereotypes.

At the end of the season, the U-13 team of the FC Schönhauser club gets together to chthe European Women's Football Championship. A person on Alex's team says: "I don't like Alex Popp. She's so manly – such a dyke." Most of the team burst out laughing, and the coach chuckles, too. Alex feels terrible. One of the other students at her school also gets called a "dyke," and Alex is worried she won't be able to come out as a girl in this environment. On the way home, the new team member, Deniz, approaches Alex: "Did you think that comment about Alex Popp was weird, too? I thought it was totally uncool."

When people refer to someone else a "dyke," as in the example – or "gay" or "tranny" – the goal is generally to devalue and mock the person in question. There are many insults that target socially marginalized groups directly or indirectly. When adult caregivers (e.g., coaches) do not challenge this behavior, both those targeted by the insults and all other youth team members get the impression that it is okay to deride gay people, girls, women, or TIN people.

Yet discriminatory labels are not the only linguistic barriers to participation for TIN people. In youth sports in particular, movement exercises – such as the game "Princess, Knight, Dragon" – often employ stereotypes.

On the one hand, children learn preconceived ideas about gender (e.g., boys/knights are strong, girls/princesses need saving), and on the other hand, TIN children and adolescents are not included in the game at all. They are rendered invisible.



What can we do?

- Develop an inclusive culture and establish rules that do not allow for insults or denigration of any kind.
- When discriminatory language is used, take your pedagogical responsibilities seriously, and intervene in the situation, e.g., by saying "stop," calling out insults, and taking sides with the targeted group.
- Question discriminatory or problematic terms in games and exercises and redefine them or simply describe what happens in the game instead (e.g., "one group does the chasing, and the other group gets caught.")

3

Charter point 3: Visibility

We make a binding commitment to support and encourage trans, intersex, and non-binary athletes to take on jobs and offices within our organization.

The local sports administration office requests that all sports clubs post something on social media in recognition of International Day Against Homophobia, Biphobia, Lesbophobia, and Transphobia (IDAHOBIT). The social media manager at FC Schönhauser addresses the board briefly and then adds: "yeah, but we don't have any gay or trans people in our club, so we shouldn't have to post anything, right?"

Maybe you've heard the same or similar arguments made at your organization: "we don't have any TIN people here, so we don't have to create any special programs for them." At first glance, this argument seems logical. But from the outside, it's not possible to tell who is TIN and who is not. Coming out at a sports club requires TIN people to trust that they will be accepted. So, you can only make statements about the number of TIN children and adolescents who have come out at your organization. If, for example, your marketing was to target adults only, it would follow that your organization would not have many children or adolescents as members – if any at all – and young people would not feel as comfortable at your club.



What can we do?

- Explicitly address TIN children and adolescents in your marketing by ensuring that your language isn't limited to "boys" and "girls" and by making a point of describing your programs in a gender-neutral or gender-inclusive way.
- Understand that social media is one of the most important sources of information for (TIN) youth, and use it as a platform to highlight the ways in which you challenge discrimination, e.g., by posting on important LGBTIQ events, such as the International Day Against Homophobia, Biphobia, Lesbophobia and Transphobia (IDAHOBIT).

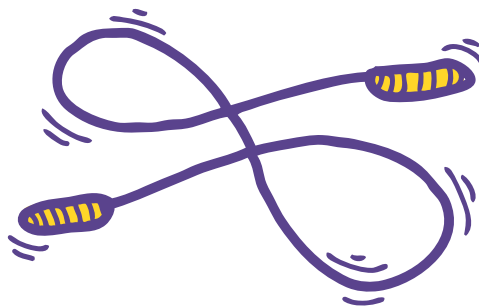
4

Charter point 4: Dokuments

We make a binding commitment to review and adapt our forms, statutes, contracts, correspondence, and other documents so that they are inclusive of all genders.

One year later, Alex has come out as a girl. Together with Deniz, she goes to the head of the youth group to ask him about options for changing her player's passport with the soccer league. She wants her new name to appear on it. Deniz asks how the club plans to handle non-binary players. The head of the youth group has never encountered these issues before and answers: "wow, yeah, I don't know. I don't think we can do that. I'd have no idea where to start. Sorry."

It is not easy for TIN people to obtain documents with their correct names and genders. In Germany, at the time of this publication (2022), trans people who wish to change their names and gender markers are still required to navigate the expensive, time-consuming, and labor-intensive process outlined under the so-called Transsexual Act (TSG). Under the Civil Status Act (PStG), intersex people may apply to make these changes at the civil registry office, provided that they present a medical certificate. This process is more difficult for TIN children and adolescents because they need the consent of their legal guardians to change any official documents. Additionally, sports clubs do not always have clear procedures for how to, for instance, change members' names in their players' passports. Some sports associations, such as the German Football Association (DFB) and the German Hockey Federation (DHB), have adopted specific rules in their regulations and reporting statutes governing the participation of TIN people in the amateur and youth divisions. Hurdles, such as complex legal procedures and lack of experience in sports clubs, often force TIN people to play sports under the wrong name for many years. This is not only an uncomfortable experience; in many cases, it also means that they are required to explain their personal situations to strangers again and again.



What can we do?

- Ask if your association has any regulations governing the participation of TIN people, particularly children and adolescents.
- If there are no regulations in your association, establish simple and straightforward rules for changing documentation in your sports club.
- One option for helping TIN people with their documentation and assisting you as a club is the supplementary ID from the Deutsche Gesellschaft für Transidentität und Intersexualität (dgti e.V.):
dgti.org/2021/09/05/der-ergaenzungsausweis-der-dgti-e-v (German only)

5

Charter point 5: Spaces

We make a binding commitment to examine our spaces and facilities to identify barriers for trans, intersex, and non-binary athletes and develop creative and lasting solutions.

After many discussions, Alex is finally allowed to practice with the U-15 girls' team. She is very happy to be on the team. But Alex still feels extremely uncomfortable about changing in front of the other girls. She is not sure if they would be okay with that. Consequently, she changes into her sports clothing before coming to practice and puts on her soccer shoes by the side of the field. Alex can't shower after practice because there is only a shared shower available. Ronja is also on Alex's team. She has an ostomy, or artificial opening in her abdomen. Over the past few years of puberty, her body has not undergone the same changes as those of her peers. She doesn't want to change in front of the others, so she changes in the bathroom instead. It's not pleasant, but it's better than potentially being laughed at.

The division of changing rooms into two genders exposes TIN people to special challenges; the same applies to showers and bathrooms. Many TIN people have a justified fear of being told that the space they are in is not "meant for them." Alex doesn't know which changing room she is "allowed" to use. When changing and showering, all bodies are exposed and may be judged by other young people. There are many reasons why people could feel uncomfortable changing in front of one another. Beauty standards can put pressure on young people. Many people are dissatisfied with or overwhelmed by their bodies, particularly during puberty. This is more frequently the case with TIN children and adolescents, and they often face more difficult situations. Changing rooms are normally unsupervised spaces, as coaches generally have their own space for changing and showering. This exposes young people to a higher risk of experiencing verbal abuse or physical assault in changing rooms.





What can we do?

- As a responsible party, be sensitive to the fact that changing rooms and showers can present challenging situations for young people.
- As a coach, make sure your team understands that not everyone feels equally comfortable changing in front of others. Encourage young people to speak to you if they would like to discuss how and where they would feel most comfortable changing.
- If a TIN person comes out to you, ask them where they would like to change.
- Check whether there are spaces available that can be used as additional changing rooms. If there are no individual stalls in changing rooms, check whether there may be possible alternatives, such as dividers or curtains for additional privacy.
- Work together to negotiate specific policies for changing rooms and other spaces, e.g., "don't comment on the appearance of other people's bodies."

6

Charter point 6: Protection

We make a binding commitment to develop a protection policy for gender diversity that acknowledges and respects the privacy and increased security needs of all trans, intersex, and non-binary athletes.

Alex and Ronja's team is playing in a tournament against other teams in their region. Their team makes it to the finals, and the game is very close. As Alex sprints past a fan from the opposing team with the ball, the fan shouts: "somebody just tackle the tranny already." Alex's team is shocked, but everyone feels helpless and overwhelmed, and nobody knows how to handle the situation. Ultimately, Deniz's parents confront the fan of the opposing team during the break at halftime.

It is safe to assume that TIN children and adolescents experience more abuse than adults. On the one hand, this is due to transphobia and interphobia, and on the other

hand, it is because young people's boundaries are more frequently disregarded by others. When people who do not conform to gender stereotypes are ostracized, this is often prompted by their peers. Children and adolescents are dependent on adults, such as coaches, and this makes it extremely important to have a protection policy in place to guard against abuse and discrimination.



What can we do?

- Develop a protection policy to guard against sexualized abuse and discrimination, and appoint youth protection representatives in your organization. Here is one example: <https://aalener-sportallianz.de/verein/kinderschutz/kinderschutzkonzept> (German only)
- Provide information for young people about who they can turn to if they have experienced abuse. Everyone benefits.
- Inform everyone in your club about gender diversity. This information can be shared with people of any age, provided that it is communicated in an age-appropriate manner. In the same way, challenging gender stereotypes is beneficial for all young people.
- Talk about how children and adolescents may perceive and communicate their boundaries.
- Initiate campaigns opposing violence and abuse, like the "No to aggressive parents" campaign from the Berliner Fußballverband: <https://berliner-fussball.de/ntap> (German only).

7

Charter point 7: Innovation

We make a binding commitment to develop gender-inclusive sports programs.

It's time for the board meeting at FC Schönhauser. "So, the next topic on the agenda is 'Support for trans, intersex, and non-binary youth.' We've got a new educational module here, and it says we need to develop 'innovative programs.'" The board members exchange puzzled looks. "Well, I can't think of anything at the moment," says the treasurer. "Maybe next month we could establish a working group to handle that issue?"

suggests the deputy chair. Everyone nods in relief, and they move on to the next point on the agenda.

Sometimes, the hurdles to developing gender-inclusive sports programs for TIN youth seem almost insurmountable. When creating gender-inclusive programs tailored to the needs of TIN people, it helps to know more about the actual needs of TIN people, young people, and TIN youth. The individual suggestions in this module are intended to support you in that process.



What can we do?

- One way to create appropriate programs is to establish participative structures for children and adolescents. They know their lives and experiences better than anybody else and can contribute innovative ideas of their own. Ask young people what they want.
- In addition, you can contact experts or queer sports organizations and youth associations to request a consultation.

8

Charter point 8: Intersectionality

We make a binding commitment to recognize and fight multiple discrimination on the basis of intersecting characteristics such as racism, antisemitism, classism, ableism, sexism, and discrimination against LGBTIQ* in equal measure.

One of the innovative ideas proposed was to organize Germany's first nationwide TIN soccer camp. Upon seeing the flyer, Deniz is over the moon. The prospect of practicing multiple times a day and doing sports all day long is very exciting. But then Deniz sees that the camp will be taking place exactly during the month of Ramadan. Two years ago, Deniz began to take part in certain religious traditions during Ramadan. Fasting is important to Deniz. And even if that means Deniz won't always be on top form during practice, soccer is just as important for Deniz. The gym teacher at school always asked

Deniz whether the fasting was really necessary. At the queer youth group Deniz regularly attends, Deniz shows the flyer for the soccer camp to Marc. "My mother will never be able to afford that," thinks Marc, disappointed, when he sees the price.

TIN children and adolescents are exposed to multiple forms of discrimination: first, due to transphobia and interphobia, and second, because, as children and adolescents, their knowledge and capabilities are systematically disregarded due to their age. Examining multiple forms of discrimination highlights people's own specific experiences and needs. The example with the soccer camp shows how people can be excluded when the focus is limited to one specific characteristic, such as gender. When different life situations – such as religious fasting and holidays, or the concerns of children and adolescents with less money and fewer resources – are not taken into account, people might be excluded, just like with other forms of discrimination. In addition, it is important to check whether the training facilities and practice sessions are accessible for children with different physical capabilities and those with disabilities.



What can we do?

- Familiarize yourself with different forms of discrimination and how they are linked, and contact other sports clubs that have more experience and expertise in these areas. Interest groups may also have tips on how to make your sports programs more inclusive.
- This educational module on youth sports is just the beginning. Understanding the needs of TIN youth and those with, for instance, chronic diseases, diverse religious beliefs, or limited financial resources is a long-term and ongoing process.



9

Charter point 9: Communication

We make a binding commitment to communicate about all the initiatives for gender diversity we establish at our organization, to discuss them openly, and to update our information on an ongoing basis.

In the club's lounge, a U-17 player spots the framed copy of the "Charter for Gender Diversity in Sports" that has been signed by the board. He's not heard anything about the Charter and asks the coach what it's for and what "gender diversity" even means. The coach is surprised: "Didn't you know? Alex from U-15 is trans, Deniz is non-binary, and Ronja is intersex. So, we're working together as an organization to pay more attention to that kind of stuff."

In many cases, a child or adolescent may sign up to an organization and tell staff in confidence that they are trans, non-binary, or intersex; but at the same time, they may not want to be outed to the other youth members. There may also be cases in which a child asks to be called a particular name during practice and comes out as TIN to a trusted person at the organization but doesn't want their parents to find out. In this example, the coach outs Alex, Deniz, and Ronja by speaking to another person about their genders or gender identities. That wasn't necessary.

**What can we do?**

- When a person speaks to you in confidence, it is important to ask them – whether that person is a child, an adolescent, or an adult – whether you should or may share the things they have told you with others. It is better to request permission too often rather than fail to ask at all.
- Even when somebody is open about being TIN, it is better to refrain from discussing their situation with others without asking permission.
- Consider how you can share information on the Charter with your youth members and how you can make gender diversity a normal part of your organization.



Extra: Legal

Children and adolescents are also reliant on their legal guardians when it comes to changing their names and gender markers.

Transsexual Act (Transsexuellengesetz – TSG)

§ 3 (1) Judicial proceedings will be conducted by the legal representative on behalf of the legally incapacitated person. The legal representative requires the approval of the Familiengericht (family court) to file an application in accordance with § 1. (Our translation. Original German text available here: <https://www.gesetze-im-internet.de/tsg/BJNR016540980.html>)

Civil Status Act (Personenstandsgesetz – PStG)

§ 45b (2) For a child considered to be legally incapacitated or under 14 years of age, the declaration must be submitted by the child's legal representative. Otherwise, the child must submit the declaration themselves; to do this, the child requires the consent of their legal representative. If the legal representative does not provide consent, the family court may provide consent in place of the legal representative, provided that changes to the child's gender marker or first name do not endanger the child's welfare; the proceedings before the family court are considered parent and child matters in accordance with Book 3, Part 3 of the Act on Proceedings in Family Matters and in Matters of Non-contentious Jurisdiction. (Our translation. Original German text available here: <https://www.gesetze-im-internet.de/pstg/BJNR012210007.html>)

- In accordance with § 104 of the German Civil Code (Bürgerliches Gesetzbuch – BGB), persons younger than seven years of age are considered legally incapacitated.
- A minor who is seven years of age or older is considered to have limited legal capacity under § 106 of the German Civil Code. Declarations of intent submitted by these persons are considered provisionally invalid without the prior consent of the minor's legal representative. To be deemed valid, declarations of intent require the consent of the minor's legal representative.

Because it can be difficult for children and adolescents to change their first names and gender markers in official records, it is even more important for them to be able to use their chosen names in their daily lives and to have their names and genders accepted by those around them.

The following is a list of sports associations that have already modified their regulations and reporting statutes to improve or enable TIN participation in their organizations regardless of official records:

- German Football Association (Deutscher Fußball-Bund – DFB)
<https://dfb.de/news/detail/faq-spielrecht-trans-inter-und-nicht-binaerer-personen-241344> (German only)
- German Hockey Federation (Deutscher Hockey-Bund – DHB), § 20 (5)
<http://whv.hockey.de/VVI-web/Ordnungen/DHB/SPO-DHB.PDF> (German only)
- Roller Derby Germany, Section 4.1
<https://rollerderbygermany.de/wp-content/uploads/2022/03/2022-02-20-Roller-Derby-Deutschland-Sportordnung.pdf> (German only)



Further questions

- How would a young person at your organization be able to switch teams, e.g., from the girls' team to the boys' team or vice versa? What requirements/barriers are associated with switching teams? How would coaches or other club staff supervise this process?
- How could your organization deal with discriminatory language? How could coaches challenge discriminatory language most effectively?
- How can you help TIN children and adolescents get their chosen name and gender (if necessary) recognized on official sports documents?
- How do you handle insults, verbal abuse, or other discriminatory behavior at your organization?
- Who can you contact in order to discuss these questions or request a consultation?





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(alphabetically by first name)



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