



Final Evaluation Report D4.2

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1. Introduction

This report deals with the evaluation of the pilot programme that was built and implemented in the framework of the Erasmus+ project ‘All in & win’. ‘All in & win’ stands for ‘ALLiance for improving lgbt+ INclusion in sports to WIN together’ and aims at contributing to lgbt+ acceptance in sports and creating a safe and inclusive sports climate (with a particular focus on athletes’ wellbeing). A sports-related focus was set on two team sports, football and field hockey. With regard to the target groups, the aim was not only to reach out to (lgbt+) athletes, but to also various stakeholders in organised sports, such as coaches, board members and referees, and also to the wider lgbt+ community and sports fans in general.

The All in & win project lasts for 2,5 years - it started in June 2022 and will end in November 2024. The project consortium consists of 9 organisations from 7 countries. With Netherlands, Germany, Cyprus, Catalonia/Spain, Czech Republic, Romania, and Belgium seven countries are represented in the project. For the project it was important to have different types of organisations in the consortium to handle all the different tasks adequately:

- Sporting organisations for the implementation of the pilot programme: two from football (Belgian Pro League, Romanian Football Federation - FRF) and two from field hockey (Czech Hockey Federation - CZF, Catalan Hockey Federation - CHF)
- Lgbt+ organisations as experts of the topic: John Blankenstein Foundation (JBF, NL),
- Academic organisations for the research part - German Sport University (GSU) - and the e-learning platform - University of Cyprus (UCY).
- Networking organisations for dissemination and communication activities: European Football for Development Network (EFDN) and EuroHockey.



To achieve the main aim of the project the following work plan has been developed. At the beginning several research activities have been conducted, such as a desk study, a needs assessment, an online survey, qualitative focus groups and a best practise report. Based on the research findings an innovative pilot programme with an online educational platform has been designed, which has then been implemented in pilot football and field hockey clubs and accompanied by the partner federations and a benchmarking tour. The following report deals with the evaluation of the pilot programme (Working package 4, green column).



Figure 1: Visualisation of the work packages

2. Evaluation concept

The evaluation concept aimed to achieve two main objectives. Firstly, it focused on monitoring the implementation of the pilot programme within participating sports clubs and as well as the work of the inclusion and wellbeing teams. Hereby the aim was to identify barriers or difficulties that may arise during the implementation process. Secondly, it consisted of evaluating the impact of the pilot programme in improving the inclusion and wellbeing of lgbt+ individuals in sports, with a particular focus on creating a safe and inclusive climate within participating sports clubs and partner organisations.

To achieve these objectives, the evaluation followed a mixed-methods approach, combining both qualitative and quantitative measures. The first step involved a needs assessment, which was conducted before the rollout of the pilot programme (T0) to incorporate the feedback of relevant stakeholders in the evaluation concept. As such, the needs assessment addressed partner federations as well as inclusion and wellbeing teams to collect their wishes, expectations and needs regarding the evaluation of the programme, which were then integrated into the design of the evaluation concept and its respective instruments. The needs assessment was carried out by the GSU and was conducted online during an online partner group meeting.

As another qualitative measure qualitative focus group discussions were planned consisting of different stakeholders from each club, i.e., an athlete, a coach, a board member, and one or two members of the inclusion and wellbeing teams. The aim was to explore any resistance, barriers, unintended consequences or contributions which had been encountered during the implementation process. The focus groups were led by academic partners from the respective countries of the partner federations, following guidelines which were provided by the GSU. The focus group discussions were planned at two time points of the pilot programme: during the mid-term (T1) and at the end of the pilot programme (T2). However, based on the feedback from the partner federations and the delayed start of the pilot programme, it became apparent that two focus group discussions could not be realised due to the capability of the clubs. Thus, it was decided to solely conduct the focus group discussions at the end of the pilot programme.

In addition to the collection of qualitative data, a quantitative online evaluation survey was developed, which was scheduled to be distributed at three timepoints: T0 (baseline), T1 (mid-term), and T2 (at the end of the pilot programme). These questionnaires targeted all individuals from the participating sports clubs, including athletes, coaches, and board members. Hereby the focus was to assess the impact of the pilot programme on the climate towards lgbt+ persons within the organisation, the perceived capability to act in the context of creating an inclusive sports environment and on the wellbeing. The development and data analysis of the questionnaire were managed by the GSU, while the inclusion and wellbeing teams oversaw its distribution. However, based on the feedback of partner federations and due to the fact that the start of the pilot programme was delayed, the overall duration of the pilot programme was shorter than anticipated. Consequently, the midterm data collection (T1) of the quantitative evaluation survey was cancelled, as no measurable impact of the pilot programme could be expected in such a short period of time.

Additionally, to the already described measures, the evaluation concept involved the continuous monitoring of the implementation process. This was done through a reporting system documenting all the pilot activities conducted by the clubs. This involved reporting on information such as the number of participants involved, the duration of the activity, the role of the target group and potential barriers

or difficulties which were encountered in the context of the activity. To ensure a structured documentation process, the GSU provided a template to use as a monitoring sheet while the documentation itself was managed by the partner federations.

In addition to this reporting system, regular online meetings were held to monitor the work of the inclusion and wellbeing teams. These meetings served as a platform to address any challenges or barriers the clubs faced during the implementation process and to provide necessary support if needed. Furthermore, this posed an opportunity for partner federations, the inclusion and wellbeing teams and clubs to talk about their experiences during the process and to support each other. Based on the wish of the participating clubs and partner federations these regular online meetings were combined with the benchmarking tour which took place at three timepoints throughout the pilot programme as more meetings would have posed too much of a burden for the clubs.

Overall, the evaluation concept integrated multiple measures to provide a comprehensive assessment of the pilot programme. By combining the ongoing monitoring with qualitative and quantitative tools for evaluation, this concept offers a nuanced understanding of both the successes and challenges encountered during the implementation process of the pilot programme, as well as its impact on creating an inclusive environment for LGBT+ persons in sports.

3. Needs assessment

After developing the evaluation concept, a needs assessment with the partner federations was conducted in form of a focus group discussion. The objective of this measure was to identify the needs, wishes and expectations of the pilot organisations regarding the monitoring and evaluation process. Especially, their specific knowledge as experts of their organisations was helpful to discuss the evaluation concept regarding its feasibility in sports practise. The aim was then to incorporate the feedback of the project partners in the evaluation concept, adjusting its instruments. In this regard guidelines were developed by the GSU beforehand to guide the focus group discussions.

Although it was foreseen in the grant agreement, that there should have been two separate focus group discussions (one for field hockey and one for football) this was not possible due to time constraints of the project and availabilities of the partner organisations. Thus, it was agreed to attach the needs assessment to a pre-scheduled online meeting with the project partners. During this meeting, the evaluation concept with its aims and measures for evaluation and monitoring were presented to create a solid foundation for the focus group discussion. Then, the guiding questions which had been integrated in the slides of the presentation were given as impulses to discuss the needs and expectations of the project partners. Accordingly, they first answered the questions using an online whiteboard (see Annex 9.1 Needs assessment) before discussing the answers together in the big group. This helped for partners to articulate their needs independently and to document them. This discussion was even prolonged to the next partner group meeting.

The guidelines of the focus group discussion concentrated on the following questions:

1. *What do you wish to be evaluated with regard to the pilot activities?*
2. *Which are key indicators that should be monitored for all the activities and how would you wish to monitor them?*
3. *What do you expect from the regular online meetings?*
4. *In which time intervals should the online meetings be conducted?*

1. What do you wish to be evaluated with regard to the pilot activities?

In general, representatives of the partner federations of the needs assessment emphasised that they would like to evaluate how effective the programme was and what impact it made in improving the inclusion and wellbeing for lgbt+ persons in their sport. As such, they would like to know if participants perceived any changes throughout the programme regarding the social climate towards lgbt+ persons in their sport. In addition, participants of the focus group stated that they would like to get information on the implementation process and how easy it was to implement inclusive measures and to initiate change. In this context, they pointed out that they would like to know which activities and measures have been conducted by the clubs. Moreover, they would like to have insights on potential policy changes as a result of the pilot programme and how many people participated in the programme. Other wishes focused on how social media was involved as a tool to promote the project and the evaluation of the teaching skills of responsible persons involved in the programme.

2. Which are key indicators that should be monitored for all the activities and how would you wish to monitor them?

The participants in the focus group discussion proposed several key indicators for monitoring the pilot programme within their sports organisations. As such, they suggested tracking the participation rates of the participants of the pilot activities, the kind and frequency of implemented activities, and demographic factors of participating persons such as sex and age. Additionally, it was recommended to monitor whether the conducted measures were successful and if any barriers were encountered during the process. Furthermore, some participants emphasised the importance of assessing the levels of wellbeing and awareness throughout the programme. Overall, the participants showed a strong commitment for consistent, regular monitoring throughout the programme. As a tool for monitoring one of the respondents suggested to use excel or upshoot as a software.

3. What do you expect from the regular online meetings?

The participants outlined several expectations for the regular online meetings to support the implementation of the pilot programme. As such, they emphasised their need for guidance and support regarding the implementation process and the importance of sharing struggles or positive experiences as best practises with other federations. They wanted to use the meetings to discuss challenges, get feedback from the other partners and to exchange experiences and tips on successful activities in other countries. In this context one person raised the wish that the programme's authors be presented during these meetings, as challenges and solutions will be closely tied to the original framework. Additionally, another person highlighted the need for tools to help and support federations to work with participating clubs, many of which feel insecure about the unfamiliar aspects of the programme.

4. In which time intervals should the online meetings be conducted?

The participants had different opinions regarding the frequency of the online meetings. Some suggested bi-weekly meetings, while others emphasised that the frequency should depend on the actual need during the implementation process. Consequently, several participants felt that at the start of the pilot programme, meetings should be more frequent, i.e., every two weeks for about one hour. One participant preferred monthly meetings, with already specific time slots while others favoured meetings quarterly or every other month.

4. Online meetings

The regular online meetings were conducted at three time points, based on the wishes of the partner federations and participating clubs. As there were time constraints and clubs were not willing to attend additional meetings, the regular online meetings were combined with the benchmarking, which took place at three points during the pilot programme. During these meetings participating clubs or representatives from the partner federations gave insights on their implementation process and potential difficulties they encountered. As the content of these meetings is comprehensively described in the benchmarking report by EuroHockey – the governing body of field hockey in Europe, we would like to refer to this document. Nevertheless, in the context of the evaluation of the pilot programme, we want to give a brief overview on the barriers reported during these online meetings.

Czech Hockey Federation (CZF)

For the CZF, the primary barrier consisted in the reluctance of coaches and parents towards the topics on sexual and gender diversity. Consequently, it was difficult to address LGBT+ topics effectively and especially coaches were afraid to talk about these topics. Furthermore, they emphasised that they did not find these topics relevant to sports practise. In response, a broader focus was implemented concentrating on wider social themes to increase the responsiveness. As there were problems with anonymity an external person was involved in the counselling to ensure anonymity.

Catalan Hockey Federation (CHF)

During the regular online meetings, the CHF reported about having time constraints, as volunteers from the club did not have a lot of capacities. Consequently, it was challenging to follow the project timeline. In addition, traditional structures in field hockey were perceived as a barrier to promote this project and its aim to increase LGBT+ inclusion.

The Belgian ProLeague

This was in line, with the Belgian ProLeague stating that due to time constraints it was difficult to motivate people to participate in the project. Against the background of pre-existing financial problems, self-censorship, prioritising these topics posed a significant challenge. Additionally, generational gaps and addressing these topics with children and their parents was not easy.

5. Monitoring activities

For monitoring the implementation process an excel template was provided to the partner federations to collect key indicators for all the pilot activities which were carried out by the clubs. It consisted of a spreadsheet where clubs could document all their activities during the pilot programme while the partner federations supervised this process and provided assistance if needed. However, as partners expressed concerns during the needs assessment that asking clubs to fill in the spreadsheet would be too much of a burden, it was agreed that the federations would be responsible for the documentation themselves, as they were in close contact with the clubs and had been involved in all the planning of the pilot activities. The template consisted of a table with columns for relevant parameters such as the name of the club, the date of the activity and the type of activity, e.g., workshops or sharing the link to the e-learning platform. Additionally, the duration of the activity, the role of the person leading the activity and the target group, e.g., athletes, coaches, board members, and the total number of participants were tracked. The last two columns provided space to report any difficulties or barriers encountered in relation to the activity and further important comments.

	A	B	C	D	E	F	G	H	I
	Name of the club	Date of conducting the activity	Name of the activity (e.g. Workshop, sharing link e-learning platform)	Duration of the activity (e.g. ongoing process or 2 hours)	Person(s) conducting the activity (intern / extern)	Target group of the activity (e.g. athletes, coaches, boardmember)	Number of participants	Barriers or difficulties during the activity (e.g. people were not responsive...)	Further remarks
1									
2									
3									

Figure 2: Template to collect key indicators for all pilot activities

The Catalan Hockey Federation (CHF)

At the beginning of the pilot programme, the club working units were formed which was experienced as a challenging process as it was difficult to find persons being available to be involved in the project. The next step consisted in sharing the link for the online survey and introducing the e-learning platform to the clubs. Another measure of the CHF at the beginning of the pilot programme was the dissemination of materials and best practises on how to increase the inclusion of lgbt+ persons in sport. Moreover, an action plan for inclusive measures was developed and subsequently discussed with the clubs.

The CHF concentrated on raising awareness on lgbt+ inclusion in their sport and providing educational measures. As such they organised workshops led by experts on lgbt+ inclusion and promoted the topic during important tournaments and club events. In this regard, tournaments between the participating clubs as well as dinner galas at the end of the season were used as opportunities to raise awareness about the project and its objective of promoting the inclusion of lgbt+ individuals in field hockey. In addition, athletes from the major leagues were recruited as ambassadors and information was disseminated through hanging posters with key messages on lgbt+ inclusion. Later on, the CHF met with stakeholders from the sport political sector such as the Catalan Sports Council to establish a foundation for future collaborations. Furthermore, they started to develop a document outlining the need for further measures, providing best practises, links and references, as well as a guiding protocol taking into account different organisational roles.

In general, the conducted pilot activities were directed towards all members of the club. The level of participation was variable, with for example numbers ranging from seven to 25 individuals engaged in online workshops, 250 attendees at the end-of-season gala hosted by the CHF, and over 1,000 individuals involved in the organisation of the match during the "All in & win day." However, several barriers were encountered during the implementation process. As such there were time constraints among club volunteers, logistical issues on match days, and some clubs were reluctant to share experiences during the regular online meetings. Additionally, the implementation of the action plan was found to be harder than expected, the e-learning platform was described as unintuitive, and there was resistance from club members in participating in the evaluation surveys. Finally, recruiting ambassadors and other volunteers having the time capacity to engage in the project proved to be difficult.

The Czech Hockey Federation (CZF)

The initial phase of the pilot programme consisted of presenting the project and the pilot programme to coaches and board members following a joint debate on how to implement the programme within their organisational structures before introducing the programme to the parents and all the club members. As the target group of the participating clubs consisted of children and adolescents and LGBT+ inclusion still poses a difficult topic in the Czech Republic, the focus of the programme was put on the development of a safe and inclusive sports environment for everybody. Nevertheless, some parents initially expressed reservations and concerns about their children participating in the programme but decided to join after they were assured that the programme would contribute to the safety of their children.

During this occasion the possibility of remodelling locker rooms and shower facilities was discussed. The first measure then consisted of a memorandum signed by the federation on establishing a secure and inclusive sporting environment obligating the clubs to create and provide a secure sporting environment for their members. Following measures involved playful activities promoting an inclusive team climate or other bonding activities from the pilot manual e.g., creating a unifying chant together. Additionally, educational measures were implemented including group discussions focusing on awareness for the situation of LGBT+ persons in sport, inclusive language and LGBT+ terminology, as well as transgender participation in sport. Moreover, exercises were conducted to emphasise the experiences of LGBT+ individuals regarding their coming out process in sport. Despite initial shyness, the children proceeded to engage in open discussions posing many questions.

In addition, a series of online webinars were conducted with the participation of an external sport psychologist and mental coach, addressing the following topics: motivation and emotions, self-esteem and self-confidence, and anxiety, fear and working with fear. The online webinars were conducted on three occasions and the participants were given the additional opportunity to engage in one-on-one discussions. Furthermore, group discussions with LGBT+ persons talking about their experiences in sports were held, emphasising the significance of fostering an environment of acceptance and tolerance for all individuals. As another measure various club events, e.g., the final match of the season, the gladiator race, easter market, and the hockey party, were used as platforms to promote the project and its aim to create a safe sports environment.

Although the content of the activities depended on the age of the participants ranging from six to 16 years, all participants were responsive and open to discuss LGBT+ related topics. In this context, participants stated that they had gained a different perspective and more awareness on the situation of LGBT+ persons in sports. However, despite the positive feedback, several barriers were identified during the implementation process. As such, it was reported that coaches were reluctant to engage and assist in the pilot programme due to time constraints and a perceived lack of capability and confidence in discussing LGBT+ topics in sports. Additionally, they did not consider these topics to be as important as the actual hockey training. In addition, sometimes when conducting the activities from the pilot manual, time constraints, lack of participants and difficulties in understanding the exercises were encountered. In response, games were sometimes simplified. Another barrier was related to the organisation of the hockey party at the end of the pilot programme which proved to be challenging as only few volunteers were willing to assist.

Overall, the number of participants engaged in the activities differed significantly. For example, 14 individuals participated in the online webinar, while four to six persons took part in the group discussions and approximately 80 individuals attended the hockey party.

The Belgian Pro League

The pilot clubs of the Belgian partner federation concentrated on educational measures, such as workshops, with the objective of disseminating knowledge among their members and raising awareness through campaigns on the subject of lgbt+ inclusion and anti-discrimination. In this regard one of the two club hosted three workshops on the topic offering a forum for discussion and exchange. Hereby, each workshop was directed towards a specific target group. Accordingly, the first session was for the non-athletic staff, while the second workshop was designed for professional athletes, and the final workshop was directed towards supporters and fans of the club. The total number of participants ranged from ten to 19 persons.

It was reported that time constraints posed a barrier to participation for some target groups, such as professional players, who have a demanding time schedule. Furthermore, the first club together with its fans created a campaign to raise awareness on the topic which was presented prior to a football match at the stadium site. The presentation was structured as a game aligning with the pre-match atmosphere. However, the number of fans who were able to offer their support to the campaign was relatively limited, as many of them were already engaged with the match itself. Nevertheless, a total of 35 individuals participated in the campaign.

The second club participating in the pilot programme also focused on developing campaigns. As such they implemented anti-discrimination campaigns and established a reporting system, through which discriminatory incidents could be reported using a QR code. As another important measure, an internal committee with a community manager, a liaison officer, and fans were established. Moreover, workshops were conducted directed towards administrative staff and members of the youth academy. Furthermore, a school cup competition was organised with the objective of reaching pupils and raising awareness on the topic of lgbt+ inclusion. Overall, the measures were directed towards several key groups, including players and fans, team managers, coaches and administrative staff of the youth academy and pupils of secondary school. The number of participants ranged from 15 people attending the workshop for the staff to 5,000 people witnessing the awareness raising campaign at the stadium during match day.

The Romanian Football Federation (FRF)

During the initial phase of the pilot programme, the link for the online-survey and the e-learning platform were shared with the two participating clubs of which one is incorporated at a high school. Shortly afterwards, with the support of the FRF, a third club, a grassroots initiative for queer women's football, joined the programme and the programme itself and its objectives were presented to all the clubs. Then during the occasion of UEFA EURO 2024, the new club had a meeting together with the FRF, representatives of the national lgbt+ organisation and the ambassador Thomas Hitzlsperger to promote lgbt+ inclusion. Furthermore, as an ongoing process the FRF supported the club to achieve its official registration in organized sports. This can be regarded as a significant step for the club because their registration will enable them to access more funding opportunities and to operate officially, i.e., to organize trainings for different age groups and to participate in official competitions.

However, in April, the programme could not be continued with the two initial clubs, although there were several attempts to move further, including several discussions with the representatives of the clubs. For the first club the reasons consisted in club internal changes due to which the club could no longer be involved in the programme. For the second club located at a high school, the involvement of students in a project on LGBT+ inclusion was met with reluctance by the students' parents. Thus, the college decided not to go ahead with the implementation of the project even though the representatives of the high school (teachers, principals, etc.) showed their willingness to participate. Consequently, at the end of the pilot programme even though the final survey was shared with these two clubs, no responses were received. Therefore, the pilot programme was presented internally to six employees of the FRF, and the link for the final survey was shared with them afterwards. Additionally, in October, during a meeting with various clubs from Bucharest, the FRF presented the project and the pilot programme to ten persons and a focus group discussion was conducted afterwards to receive feedback on the programme and its proposed measures. The last pilot activity consisted in organising a two days tournament by the third club being supported by the FRF to promote diversity and inclusion. The tournament was successful in raising awareness on the topic and 100 people could be reached. In total, eight teams were registered and the tournament was open to the public.

6. Quantitative evaluation – online surveys

The quantitative evaluation survey was conducted at two points of time – at the beginning (t1) and the end (t2) of the pilot programme. GSU has designed, tested and programmed the online evaluation surveys, while the project partners provided substantial feedback on the questionnaire and translated the questionnaires to their respective languages. At both points of time, the link to the final survey with a selection of 5 languages was sent to the pilot clubs by the partner federations and the clubs sent it to their members by email with a call for participation. Pilot clubs sent at least 2 reminders to their members, in which they ask for participating in the evaluation survey. The recruitment process led to two quite different samples that will be described in the following part, before the findings will be presented in chapter 6.1.

The wishes and requirements for the evaluation expressed by the federations and clubs in the needs assessment were largely taken into account in the questionnaire. Accordingly, the questionnaire at t1 focused mainly on the climate in the respondents' sports clubs / organisations, on their wellbeing and their capability to act. The questionnaire at t2 addressed these topics again in order to identify changes in the three subject areas and expanded the focus with questions about the participation in the All in & win pilot programme and the effectiveness, efficiency and acceptance of the programme.

6.1. Survey samples

Sample t1

At the beginning of the pilot programme, 232 persons filled in the first quantitative evaluation survey. The sample respondents can be characterised as follows:

- The highest share of respondents is from Catalonia (40%), followed by Belgium (29%), Czech Republic (28%) and Romania (3%).
- 46% identify as women, 54% as men and 0.4% as non-binary persons.
- 89% of the persons report being heterosexual, 6% lesbian/gay, 3% bisexual, and 1% each are not sure and have a further sexual orientation.

- 38% of the respondents are from football clubs and 62% from field hockey clubs.
- 42% of the respondents indicated being athletes, 16% coaches, 11% board members and 32% held other roles in their clubs.

Sample t2

The sample of the survey which was conducted at the end of the pilot programme consists of 116 respondents, of which 42% (n=49) participated in any activity of the pilot programme. As only those respondents who have participated in any pilot activity were supposed to evaluate the programme adequately, the respective sample for the t2 analyses consists of 49 respondents. The t2 sample can be described as follows:

- The highest share of respondents is from Catalonia (39%) and Czech Republic (35%), followed by Belgium (20%) and Romania (6%).
- 43% identify as women, 55% as men and 2% as non-binary persons.
- 82% report being heterosexual, 8% lesbian/gay, 6% bisexual, and each 2% are not sure and have a further sexual orientation
- 27% of the respondents are from football clubs and 73% from field hockey clubs.
- 33% of the respondents indicated being athletes, 10% coaches, 18% board member and 39% held other roles in their clubs.

6.2. Findings

Climate in sports clubs

Three aspects were taken into account when assessing the climate in the respondents' sports clubs. At first, respondents were asked if their sports clubs generally have a welcoming culture for lgbt+ persons. While 8% disagreed at t1 to having a welcoming culture in their sports clubs, 29% shared a neutral position, 55% agreed and 8% preferred not to answer. At t2 respondents agreed to a higher extent that their sports clubs have a welcoming culture for lgbt+ persons: 69% agreed to the welcoming culture (+14 pp), while 6% disagreed (-2pp), 22% shared a neutral position (-7pp) and 2% (-6pp) preferred not to answer this question or didn't know.

Respondents were further asked to describe the general mindset of the sports clubs towards specific groups. As figures 3 depict, the general mindset of the sports clubs towards lgb+ and towards transgender, intersex, and non-binary (tin+) persons differ substantially at t1.

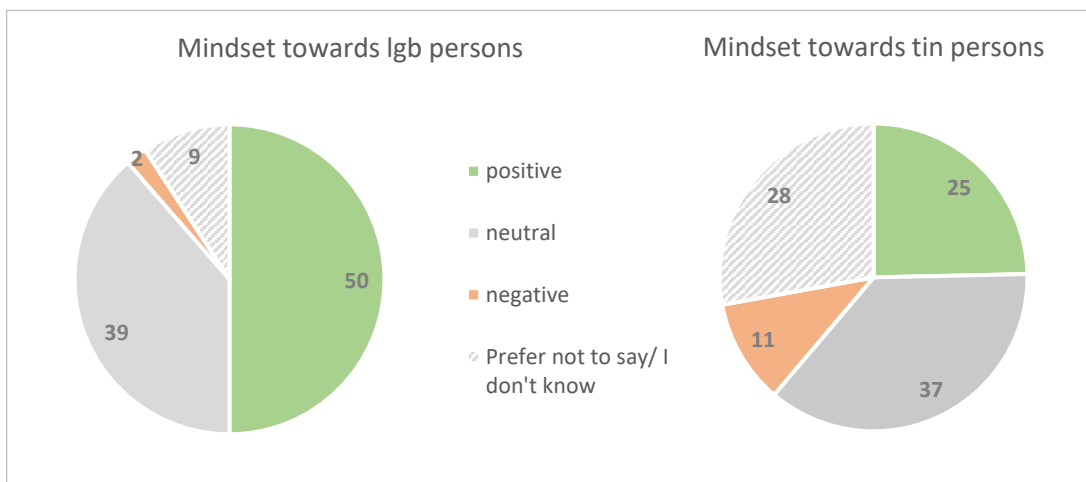


Figure 3: Mindset of sports clubs towards lgb persons (n=228) and tin persons (n=219), in percent, t1

While 50% of the respondents indicate that their sports club have a positive mindset lgb+ persons, this share drops to 25% indicating a positive mindset towards tin+ persons. While the share of respondents who state a neutral mindset is quite similar, the share of those who describe a negative mindset (11%) or prefer not to say (28%) is higher for the group of tin+ persons compared to lgb+ persons (2%; 9%). At t2, respondents described the mindset of their clubs somewhat different, but not consistently in favour of lgbt+ persons:

- Mindset towards lgb+ persons: 55% positive (+5 pp), 38% neutral (-1 pp), 4% negative (+2 pp), 4% preferred not to say/don't know (-5 pp)
- Mindset towards tin+ persons: 25% positive, 39% neutral (+2 pp), 25% negative (+14 pp), 12% preferred not to say/don't know (-16 pp)

The final question in the section on the sports climate was whether respondents felt that their sports club was a place where lgbt+ people could come out openly. At t1, 70% answered yes, while 9% answered no and 20% preferred not to say or didn't know. At t2, more respondents (18%, +9 pp) rejected that their sports club is a place where lgbt+ persons can be openly out, while less persons (65%, -5 pp) agreed to it. 16% of the respondents (-4 pp) preferred not so say / didn't know.

Physical and mental wellbeing

The second topic of the questionnaire dealt with the personal wellbeing of the respondents. They were asked to estimate their mental and physical wellbeing on a scale ranging from 1 very poor to 5 very good or indicate that they prefer not so say / don't know. Figure 4 shows that the respondents were in a fairly good mental and physical condition at both points in time and that the assessments of their mental and physical wellbeing were quite similar. At least 70% of the respondents rate their physical and mental wellbeing (very) good (cat. 4 and 5), while the share of respondents with a (very) poor wellbeing is very small at t1 and at t2.

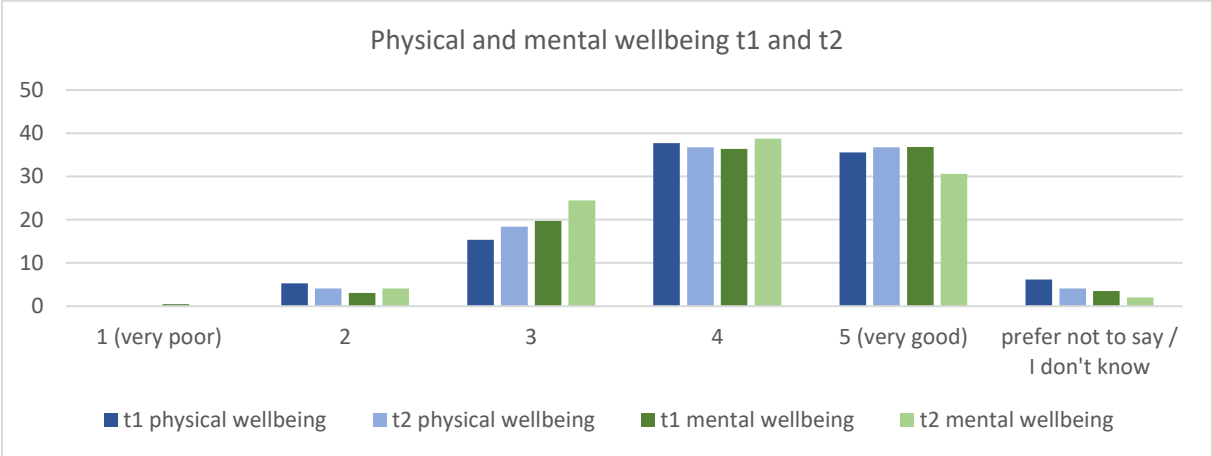


Figure 4: Physical and mental wellbeing of respondents, t1 (n=228) and t2 (n=49), in percent

Capability to act

Besides, sports climate and wellbeing of the respondents, the questionnaire addressed the capability to act by means of three questions.

The first item block touched the respondents' feelings regarding some lgbt+ specific issues, see figure 5 for findings at t1. While 60% report that they feel familiar with lgbt+ topics and issues in general, only 44% report feeling familiar with these topics and issues in the sports sector. 50% agree to feel confident in dealing with these issues in the sports sector, while only a quarter agrees to knowing

where to find information or support about lgbt+ topics and issues in sports. 35% of the respondents agree that their sports organisation proactively considers lgbt+ topics and issues. Quite a big share of respondents (between 28% and 36%) share a neutral position regarding these items.

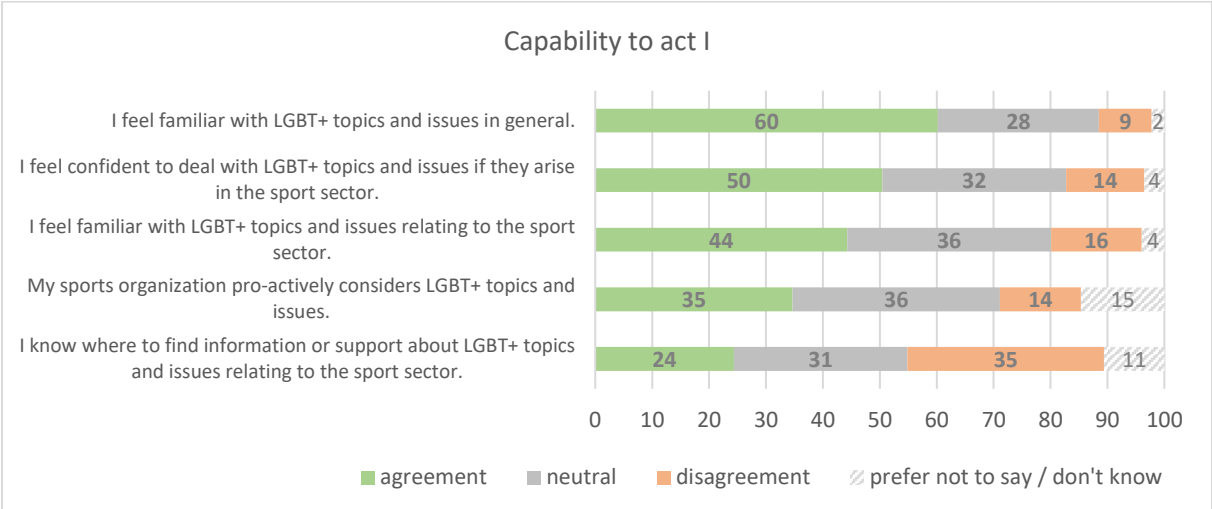


Figure 5: Item block capability to act, t1 (225-226), in percent

At t2 (n=49), agreement with the items related to the capability to act increased for all statements, with the increase varying between 11% (feeling confident) and 36% (finding information or support). Here you can find the shares of agreement to all items at t2:

- 80% agree to feeling familiar with lgbt+ topics and issues in general (+20 pp)
- 61% agree to feeling confident in dealing with lgbt+ topics and issues in sports (+11 pp)
- 71% agree to feeling familiar with lgbt+ topics and issues in the sports sector (+27 pp)
- 47% agree that their sports club pro-actively considers lgbt+ topics and issues (+12 pp)
- 60% agree that they know where to find information or support about lgbt+ topics and issues relating to the sports sector (+36 pp)

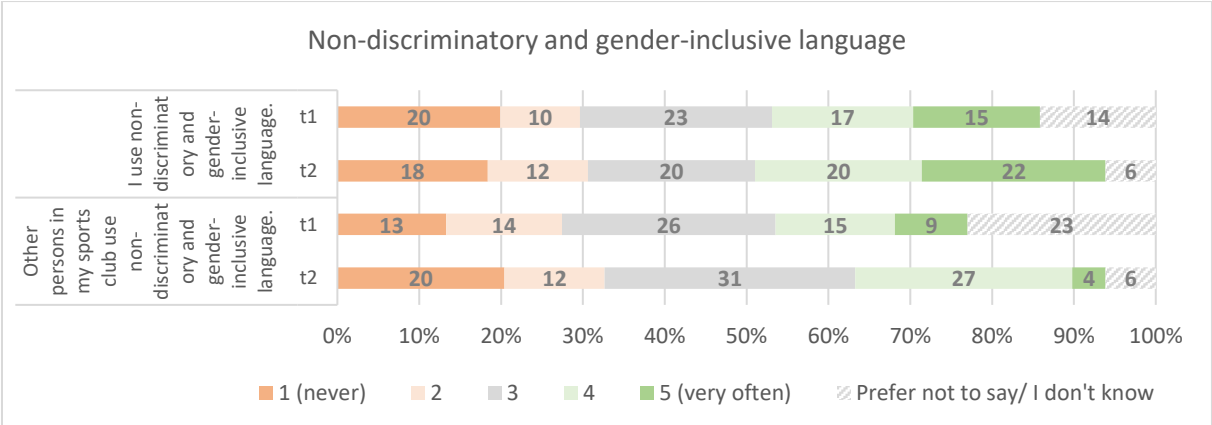


Figure 6: Non-discriminatory and gender-inclusive language, t1 (n=226) and t2 (n=49), in percent

The questionnaire also touched the use of non-discriminatory and gender-inclusive language. As figure 6 shows, at t1 a fifth of the respondents says they never use non-discriminatory and gender-inclusive language and 13% report that other persons in their sports clubs never do that. 15% state that they very often speak in an anti-discriminatory way themselves, while 9% also report that other people do so. Almost a quarter prefers not to say / don't know about the use of anti-discriminatory and gender-

inclusive language of others in their sports club. The changes between t1 and t2 are rather small and ambivalent. It becomes apparent that particularly the category 'prefer not to say / don't know' decreased, as the use of anti-discriminatory and gender-inclusive language has maybe been addressed and discussed within the pilot activities.

The third question related to the capability to act addressed respondents' actions in the last 12 months in case they witnessed or experienced discrimination against lgbt+ persons in their sports club. The items concerned the personal behaviour as well as the behaviour of other member of the sports clubs in cases of discriminatory and gender-non-inclusive language and homo-/trans-hostile incidents.

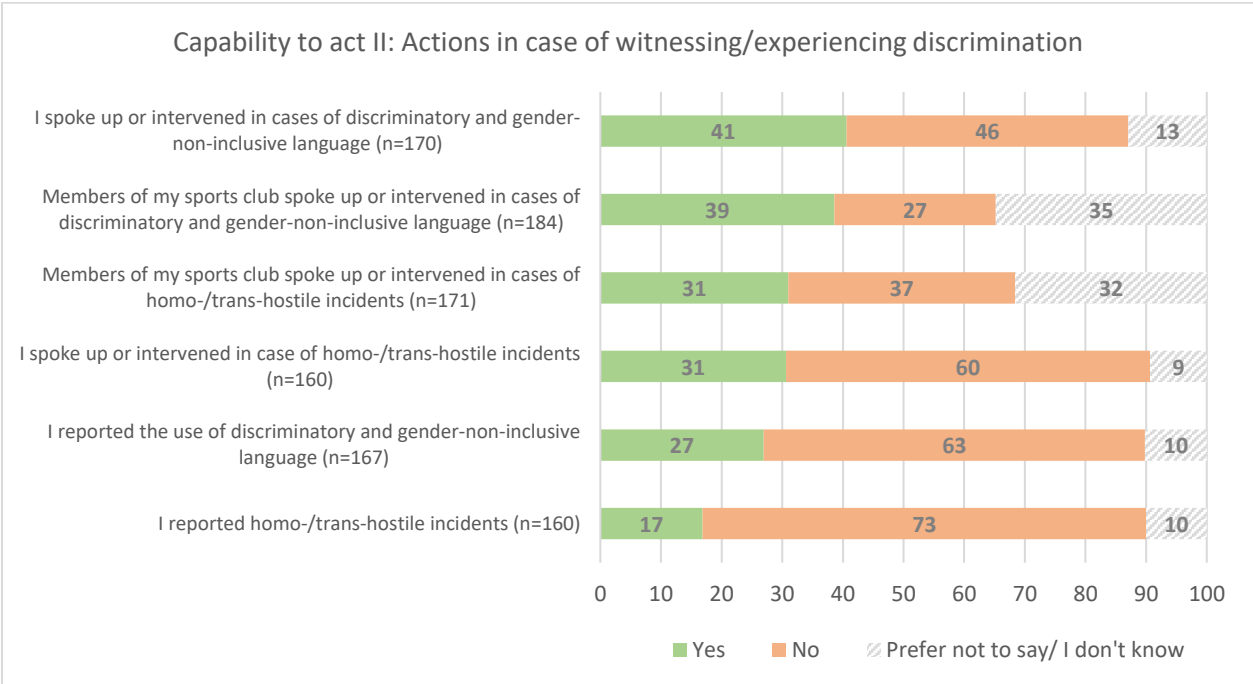


Figure 7: Actions in case of witnessing/experiencing discrimination, t1 (160-184), in percent

Figure 7 shows the proportion of respondents at t1 who state that they personally or club members have taken certain actions when they have witnessed or experienced discrimination in their sports club ('not applicable' not displayed in the figure, ranging between 18% (n=42) and 28% (n=65)). With regard to the respondents' personal actions, the shares range from 41% of respondents, who spoke up or intervened at discriminatory language to 17% who reported homo-/trans-hostile incidents. Between 46% and 73% of respondents do not take any measures themselves, and between 9% and 13% prefer not to provide any information or do not know. With regard to the actions of the other member, respondents indicate that discriminatory language (39%) is more often the subject of interventions compared to homophobic/trans-hostile incidents (31%). About one third of the respondents prefer not to say anything or didn't know about the actions of the other members.

As we aim at assessing the capability to act, for t2 we focus on the share of respondents who have taken the respective action, if they have witnessed or experienced the incidents. Again, the findings only consider those respondents who indicate that the incidents have happened in the last 12 months in their sports club (sample sizes in brackets):

- I spoke up or intervened in cases of discriminatory and gender-non-inclusive language: 61% (+20 pp) (n=41)

- Members of my sports club spoke up or intervened in cases of discriminatory and gender-non-inclusive language: 55% (+16 pp) (n=42)
- Members of my sports club spoke up or intervened in cases of homo-/trans-hostile incidents: 36% (+5 pp) (n=39)
- I spoke up or intervened in case of homo-/trans-hostile incidents: 46 (+15 pp) (n=37)
- I reported the use of discriminatory and gender-non-inclusive language: 38 (+11 pp) (n=40)
- I reported homo-/trans-hostile incidents: 11% (-6 pp) (n=38)

Effectiveness, efficiency and acceptance of the programme (only t2)

The evaluation survey t2 targeted the effectiveness, efficiency and acceptance of the pilot programme. Four different aspects have been evaluated, that will be discussed in the following sections.

Respondents indicated their (dis)agreement to potential differences participating in the All in & win pilot programme has made to them personally (see figure 8). More than 60% agree that they feel more confident about lgbt+ topics and that they have learned something new. The majority also indicate that they feel more confident to speak up and that they have made new contacts or partnerships. 47% say that they also have changed behaviours/ actions, while 29% share a neutral position in this regard and a quarter disagree.

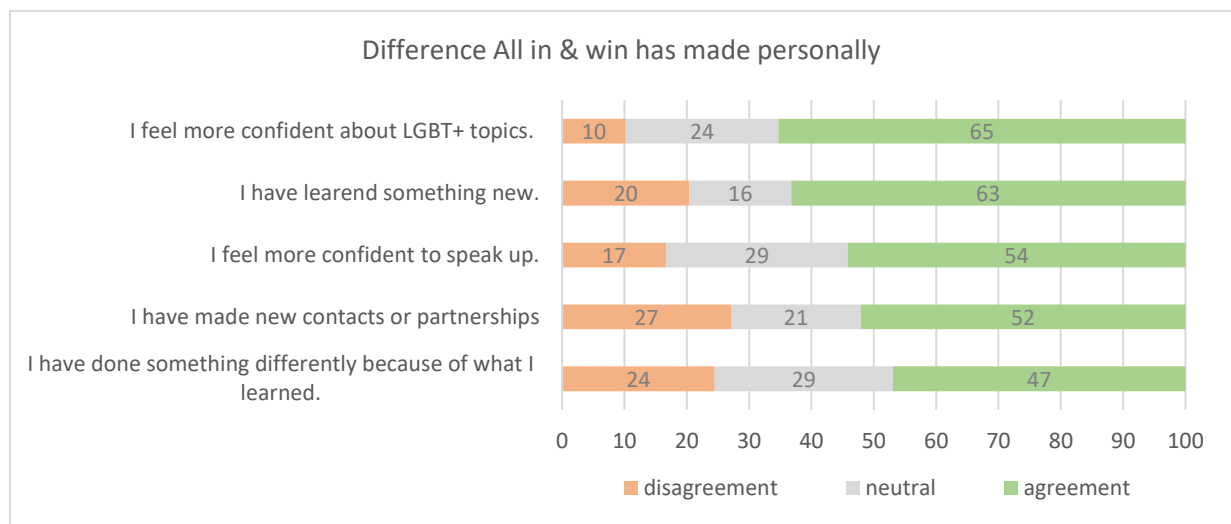


Figure 8: Difference All in & win has made personally, t2 (n=48-49), in percent

The second aspect touched changes the respondents have noticed in their sports clubs since the start of the All in & win pilot programme. The majority of respondents report an increase in the awareness of lgbt+ issues in their clubs, while only between a 24% and 35% indicate that the visibility, inclusion or participation of lgbt+ persons have increased since the clubs participated in the programme. The majority perceive no change in these regards. Between 6 and 18% prefer not to give an answer to this question. Besides the aspects displayed in figure 7, respondents were also asked if they have noticed a change in discrimination against lgbt+ persons in their sports clubs. 27% of the respondents notice decreasing discrimination against lgb+ persons and 14% against tin+ persons. The majority of respondents did not notice a change (57% for lgb persons, 61% for tin persons), while 2% each noticed an increase. 14% prefer not to say anything about the change in discriminatory behaviour against lgb+ people, and 22% against tin+ people in their sports clubs.

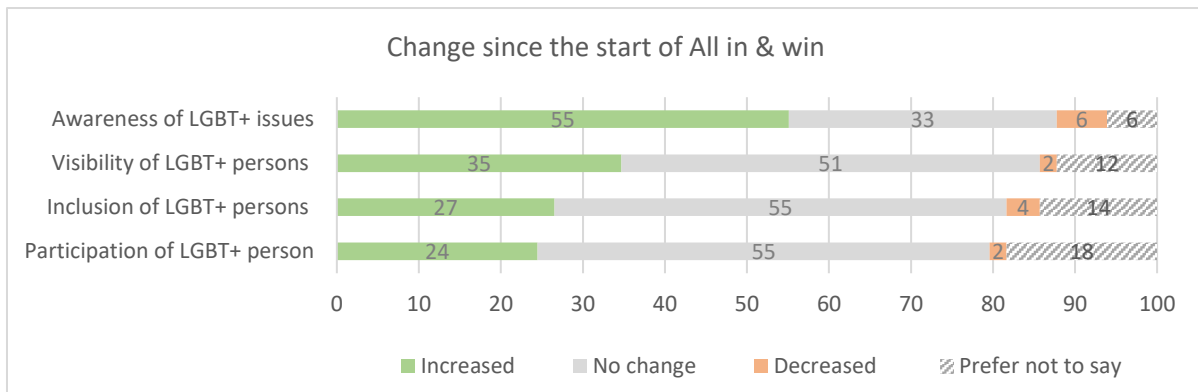


Figure 9: Changes in the respondents' sports clubs since start of All in & win, t2 (n=49)

The evaluation also looked at certain characteristics of the All in & win pilot programme for which respondents were asked to indicate their (dis)agreement. All aspects were agreed with by the majority of respondents, with a range of 70% agreeing with easy approach to the topic to 57% agreeing with the provision of online tools that are easily accessible. Between 23% and 32% expresses neutral positions, while disagreement ranged around 10%.

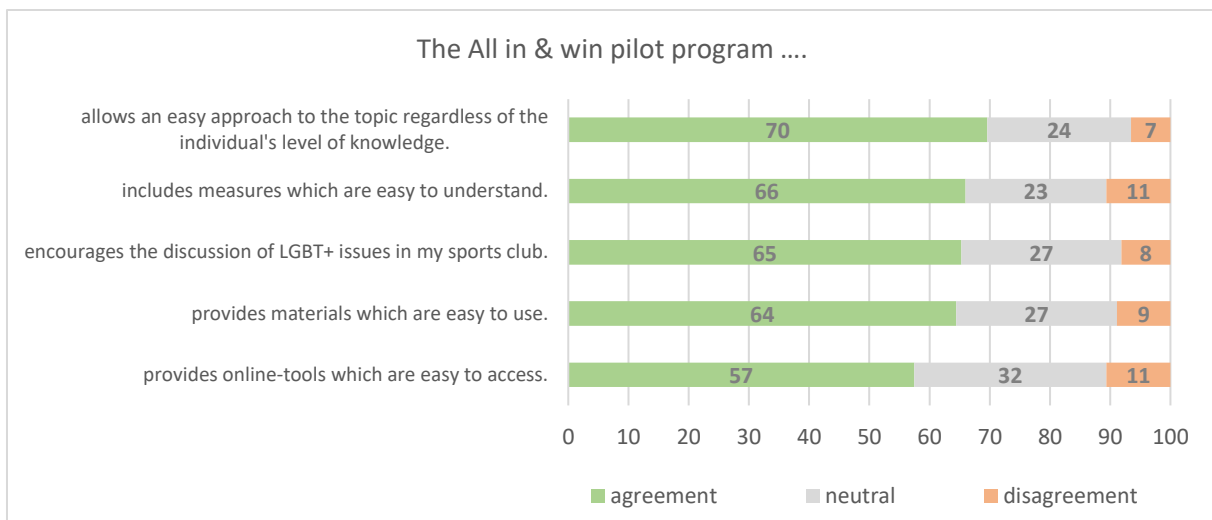


Figure 10: Certain characteristics of the All in & win pilot programme, t2 (n=45-49), in percent

At the end we wanted to know how satisfied the respondents were overall with the All in & win pilot programme. The scale ranged from 1 not at all satisfied to 5 very much satisfied with the programme. In total, 62% indicated being satisfied (cat. 5 and 4), while 22% held a neutral position (cat. 3) and 8% each were not satisfied (cat. 2 and 1) or preferred not to say / didn't know.

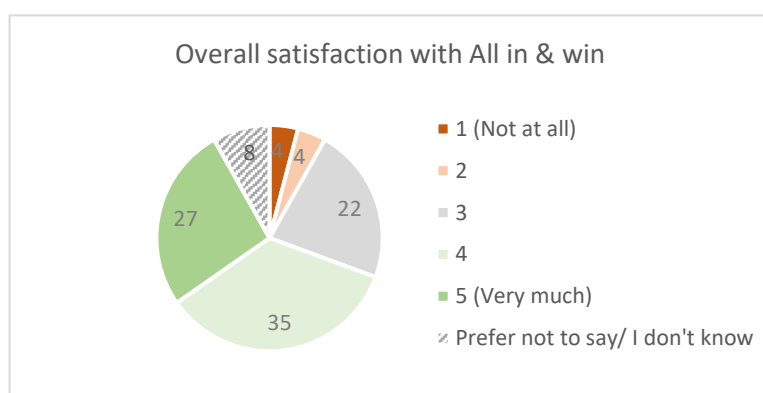


Figure 11: Overall satisfaction with All in & win pilot program, t2 (n=49), in percent

7. Qualitative evaluation – focus group discussions

The aim of the focus group discussions was to evaluate the pilot programme and to identify resistance, barriers, contributions and unintended effects to adapt the programme accordingly and to derive recommendations for future programmes and policy makers to increase the inclusion and wellbeing for lgbt+ persons in sports.

Starting from June 2024, at the end of the pilot programme participants for the focus group discussions were recruited by the partner federations. In each partner country one focus group discussion was conducted and the groups consisted of five to six persons having various roles and often even double functions e.g., athlete, coach, manager, member of the inclusion and wellbeing team. The process was supported by academic partners in the respective countries and the discussions were led by the interview guidelines which had been developed by the GSU and been translated by the partner federations so the discussions could be conducted in the respective language of the partner country (see Annex 9.2 Interview guidelines focus group discussions). However, the transcripts were translated in English for analysis. The focus group discussions were then analysed by the GSU using a content analysis approach (Kuckartz & Rädiker, 2023)¹. Accordingly, a category system was developed deductively from the interview guidelines. The main categories of the category system were: role of the participants, content of the programme, barriers and facilitators, effectiveness, acceptance of the programme, and need for improvement.

Table 1: Category system

Role of participants	Participants describe their organisational role and how they were involved in the pilot programme.
Content of the programme	Participants describe what activities were conducted and what they think about these measures.
Barriers	Participants report about potential barriers or difficulties during the implementation process and weaknesses of the pilot programme.
Facilitators	Participants report about potential facilitators during the implementation process or strengths of the pilot programme.
Effectiveness	Participants describe how effective they perceived single measures but also the overall programme to be.
Acceptance	Participants describe how satisfied they were with the programme and how they perceived the responsiveness and acceptance in their organisation.
Need for improvement	Participants describe what is needed to improve the pilot programme and to make it more effective

The Czech Hockey Federation

Participants: The focus group discussion of the CZF consisted of five persons, four women and one man. Two persons represented the federation and were part of the inclusion and wellbeing team, while

¹ Kuckartz, U., & Rädiker, S. (2023). *Qualitative Content Analysis: Methods, Practice and Software*. SAGE.

two other persons work as coaches. As a member of the management team one of these persons had a double function. The fifth person is involved in the club as a volunteer and a parent.

Results: Participants of the focus group discussion reported that it was difficult to implement the pilot programme, because especially coaches and the management of the clubs did not support the idea to participate in the project.

“(…) From our club and maybe from the committee and even from the coaches there was a rather negative reaction in the sense that everybody laughed, what is this crap, what are we going to do? And they were really negative. (…)” (Czech Republic: 10 - 10)

Some of the coaches were scared and did not feel competent to participate and especially the lack of time and the deviant priorities of the club were perceived as a barrier. Thus, it was difficult to reach individuals who were reluctant to the topic resulting in primarily reaching persons who are already interested in the topic of LGBT+ inclusion.

“(…)it's that there aren't enough of us in the club. We don't have a lot of parents involved, and it's piling up on us. There's too much going on and we don't know what to do. We all go to work, we all go to training. It's just too much things to do.” (Czech Republic: 2)

Beside management and coaches not accepting the programme, participants felt that the programme was kind of imposed on them and they did not support the idea to educate children about LGBT+ inclusion. Regarding the content participants reported that they played games and had bonding activities to raise awareness on the project. Participants perceived that these activities went quite well, however there often was no link to the subject of LGBT+ inclusion which was supported by the most of the participants of the focus group discussion.

“But those coaches said from the beginning that they didn't want to do that and they didn't want to do that theme. And I've got to be honest, I didn't want to do that theme with the little kids either, and I was upfront about it and said we're going to do a physical exercise within the club, we're going to do some sort of like community bonding, which we originally thought like All in & Win is, like just get all the underprivileged involved and actually sort of relate to those communities. Then everybody got frustrated with that and we started actually doing tasks just out of obligation. During the course of that project, we found ourselves somewhere we didn't want to be.” (Czech Republic: 3)

One participant emphasised that children were already used to social and inclusive activities in general, and also to see lesbian couples in the club and so they could not see any beneficial effect regarding the acceptance and inclusion of LGBT+ persons for this group. The seminars with experts were perceived as a valuable measure to educate coaches about various topics; however, it was difficult to motivate this target group to participate, leading to a low participation rate. Thus, participants concluded that as coaches were not responsive the seminars did not fulfil their potential.

“(…) I was excited about the seminars. But on the other hand, I have to say that the participation of the coaches in the seminars was a bit disappointing, But I personally liked the seminars very much and I think the topics were perfect and I talked to two coaches who participated in the seminars and they were also very excited about it. So, the ones that did attend, they liked it, but unfortunately most of them didn't make it to the seminars.” (Czech Republic: 9 - 9)

Regarding the activities in the community, participants reported that they turned out to be very effective in raising awareness for the club which was an unintended but positive side effect of the programme. In conclusion, participants of the focus group stated that it is important for future

measures to raise awareness and sensitivity in coaches and to find a way to motivate them in order for them to participate in inclusive educative measures. However, some participants emphasised that it is important do not force the topic of lgbt+ inclusion on people.

“(...) So I just think the key is more to train the coaches, to talk about it at the adult level. Not to get the kids involved in the beginning by doing some games with them. Or like we had it in there that we're not supposed to use a (...) [gendered language], but more of a neutral one. (...)” (Czech Republic: 6 - 7)

The Belgian ProLeague

Participants: The focus group discussion in Belgium consisted of six participants, five men and one woman. The participants were between 29 and 40 years old and all of them have different roles in their organisation: coordinator foundation union, community and event manager, press and communication manager, stadium officer, coordinator stadium project, and ticketing officer.

Results: Participants reported that overall, the pilot programme was successful and was accepted by the persons involved. However, the duration of the pilot programme was too short and there generally was a lack of time. In this regard, especially the starting point was perceived as not ideal as it was already at the end of the football season. Additionally, they critically emphasised that their involvement in the programme contained many obligations. Moreover, people who were reluctant to the topic of lgbt+ inclusion were difficult to reach. In general, participants of the group activities seemed to be open about the topic of lgbt+ inclusion, however, sometimes there was some resistance including difficult group dynamics due to different opinions on the subject, e.g., participation of transgender athletes in sports, which were difficult to navigate.

“No, I think it was positive. Some may feel that this was imposed on them. “We have to get involved, we have to agree to this”. There are also a few in between. Some things did not come to a solution together. [For example, the] (...) case about sports for trans persons, where you actually place them, we didn't get out of it. So it wasn't always simple, the exercises. If you are with such a large group and it does not come to a solution, it is not easy to discuss these matters and reach a joint solution together. (Belgium: 5)

Another barrier consisted in finding the right timing to launch the campaign and to find people who were willing to be involved in the project but were reluctant because they have a lack of knowledge regarding this topic.

Beside the barriers mentioned there were also facilitators making it easier to implement the pilot programme. As such, participants perceived the campaign to be successful partly due to the fact that it was launched not in reaction to an incident but to raise awareness on the topic in general. Furthermore, the documentation of the project and the provided materials were perceived as a strength of the programme although it also was a little bit frustrating for the participants because there was not enough time to read and use everything. Moreover, the management of the clubs was really committed to the cause and football is perceived as a sport where one can reach many people, making it easier to implement inclusive measures.

“Our CEO at the time was also very clear on that. He says: “We must be a club that speak up, we must not remain silent, we must have a voice.” And only in this way can we make those connections from our society... By keeping quiet, you actually give your consent indirectly. We can speak as a football club, we should make our voice heard.” (Speaker 1: Belgium: 8)

Especially the experts involved in the project were seen as valuable and helpful to increase the knowledge on the topic and to assist if help was needed. Overall, the pilot programme was even more accepted among fans, than the participants of the focus group discussions had anticipated prior to the implementation.

Overall, the participants reported that conducted measures were successful, although some difficult group dynamics were encountered regarding the group activities and the timing of the campaign in the stadium was challenging.

“I think we wanted to transfer things to our young people, especially in the field of communication. Supporters, too, in second place. I think we have succeeded in this. I'm thinking, for example, with the (...) Cup. Then we started the campaign. We showed a video on the screen. Made the children aware. We did broaden it. It wasn't just homophobia. They were also other things, such as racism. Actually, more offensive proverbs we've focused on. So that is also something that we have been considering, and we have succeeded in doing so. In youth, too. In every changing room of the youth there is a poster.” (Belgium: 2 - 3)

Especially the workshops were perceived as an effective educative measure.

“(...) your message was really well received during the workshop. Both with us, with the permanent staff, and also with the trainers and the delegates, the delegates of the youth. All of them have said that we have heard things that we have never heard before. Or we didn't know how... I think that was also the aim of that workshop. To learn that, or to get to know it. And to know what to do with that.” (Belgium: 7)

Contrarily, the regular online meetings with the other partner federations were not perceived as beneficial but rather chaotic.

In conclusion, the participants stated that there is need for improvement. As such more time is needed for effective measures to be implemented and the starting point has to be adapted to the start of the season. The participants further suggest to increase the visibility of the project and to develop measures to reach people who are not open to LGBT+ inclusion.

“(...)I believe that the challenge remains to raise the awareness of the group of people who have the least sense of participating in this type of action. (...)” (Belgium: 11)

The Catalan Hockey Federation

Participants: The focus group discussion in Catalonia consisted of six participants. This included one female and one male athlete playing on an elite level, as well as three board members and one coach.

Results: Overall, the participants of the focus group emphasised that there was a lot of commitment in their organisation to improve the inclusion and wellbeing of LGBT+ persons in sport and that it was successful in raising awareness. However, they criticise that beside the workshop with an expert there was a lack of sustainable measures.

“I think that for it to be really effective we should move from the idea to the fact. Me, for example, from my point of view, we did the training with Judith and it was very good because she showed real examples of actions that had been done or policies that had really been implemented in the clubs but I don't know if the idea that she presented to us has really been carried out...” (Catalonia, Pos. 50)

As such, participants supported the idea of raising awareness for LGBT+ inclusion but some of them stated that this was not enough to create an impact as the experiences were not translated in

sustainable measures. In this context, participants had wished to get more concrete measures and practical advice on how to deal with specific situations, how to support lgbt+ players and to implement protocols and policies accordingly.

“I think it is fantastic but if sometime I have a situation where someone is attempted because they are having doubts about their gender identity or they are in a sensitive age, like teenagers, younger people, and there’s a coach, a collective, a team and a family who don’t know how to manage the situation, my question is: being part of this project for a year has help me in any way? Have given me tools to prevent or manage this situation? My answer is that I don’t think so and what I mean is that we don’t have, we didn’t achieve any impact (...).” (Catalonia, Pos.44).

Especially, the time consumption of the programme in relation to the benefit was regarded critically and led to a lack of motivation.

“if you asked me: do you want to continue? I am not the one that can decide but you understand me, I would say that I don’t know but not because of the purpose, but for what implies in terms of effort, time consumption and benefit for the organisation.” (Catalonia, Pos. 77)

In particular, the distribution of the questionnaire was regarded with criticism, participants had the impression it was imposed on them, and there was a lack of information on how this would contribute to creating a safe environment for lgbt+ persons. Furthermore, the e-learning platform did not allow an intuitive utilisation.

“(...)the e-learning platform it’s not very intuitive, in the end it’s something that maybe you don’t know much about the subject, first there are some information and then some questions but it’s like... It should be easier for people to use it because the majority of them do it out of their own commitment, because they are eager to know more about the topic and because they want to help so it shouldn’t be that difficult to understand.” (Catalonia, Pos. 34)

In general participants of the focus group stated, that people invested a lot of their free time in the project and it was unclear what they get in return. Eventually, they did not see any benefits in participating in the programme beside raising awareness on the topic. Overall, they report that there was a lack of information and communication, and everything went really fast.

The match in the name of the All in & Win project was successful in raising awareness on the topic also outside of the club through social media and TV. Nevertheless, participants perceived that it did not contribute to a safer environment for lgbt+ persons in field hockey. The organisation of the match was difficult and there was a lack of communication.

Beside these barriers, some facilitators were mentioned. As such, participants emphasised that field hockey has a strong community where everybody helps each other out posing a much potential to implement inclusive structures. Furthermore, everybody was committed to raising awareness on the topic.

“I believe that the clubs involvement is crucial and above all that the clubs should also look for people that can be a reference. Sometimes when something is organised the federation it can be hard to reach these people but on the other hand the feeling of belonging in the hockey clubs here in Catalonia is very strong (...). It’s what I believe, that hockey people are always willing to help, we are always signing up for everything in a social and voluntary way and we try to collaborate with everything that we can and that it’s something that needs to be used.” (Catalonia, Pos. 74)

Participants made some suggestions on how to improve the pilot programme. As such a more practical approach is needed to assist on how to deal with difficult situation and how to support lgbt+ players but also to implement tools such an app to report discriminatory behaviour. Furthermore, the approach should be simplified and more adapted to the sports practise and regular educational training sessions should be implemented.

“I believe that all clubs have trainings regularly, whether it's about technical issues, values issues, identity issues, then I think that if as a club we are committed to inclusion, and it is something that we want to add on as one of our values then this training needs to be part of our global strategy. If it continues to be a punctual thing organised by the federation I don't think it has any future.” (Catalonia, Pos. 73)

The Romanian Football Federation (FRF)

Participants: Although the pilot programme in Romania was not successful, a focus group discussion was conducted to discuss the feasibility of the programme, potential barriers and the needs for improvement with different stakeholders with clubs from Bucharest. Therefore, the pilot programme was presented during a meeting of the FRF, before a focus group discussion was conducted afterwards to evaluate a potential implementation process. The focus group discussion consisted of six participants: club representatives, coaches and representatives from the FRF.

Results: In total, the participants stated that theoretically, the programme could be implemented, however this would be very difficult due to different barriers. In order for the programme to be effective, participants emphasised that a solid and careful implementation process would be needed. In this context, one participant suggested to use the already implemented programme about safe sport as an orientation to successfully implement the pilot programme about lgbt+ inclusion in sport. In this sense, other participants emphasised that the programme had to be anchored in solid structures and that the involvement of the clubs had to be obligatory.

“My opinion is that as long as it remains voluntary it will not change. We know very well what society we live in, the context of Romanian society and how it relates to LGBTQ+ issues.” (Romania, Pos. 40-41)

Others stated that a top-down approach should be used for implementation and the participation of clubs had to be rewarded or the reluctance had to be disadvantageous for the clubs. However, others stated that the topic must not be imposed on people because this could lead to an increased rejection. Participants further suggested taking small steps towards and a more practical approach convincing clubs to participate.

“So, we have to be extremely careful! The reality is that we are also talking about a lightness in approach in our case, but we are also talking about a context in which you must have the ability to understand how much you can advance. And if not, isn't it better to move forward with the policy of small steps and stage victories, and I think an important stage victory is the establishment of your club. That's how I see it.” (Romania, Pos. 93)

Moreover, some participants surmised that clubs would only be motivated to join such a programme if they are financially rewarded.

“If it's not going to be, if they're not going to get an advantage or a financial benefit, certainly no club is joining.” (Romania, Pos. 355)

Regarding the measures, participants perceived regular educative workshops for example for coaches, and the implementation of policies to be the most effective to increase the inclusion of lgbt+ persons.

“I think it will be quite difficult to implement. That's my opinion, but once again it's about getting used to it if we hold periodic courses, then I think the world, I don't know, will get used to the idea and we'll more easily cross this limit, this border, let's call it.” (Romania, Pos. 15)

However, many barriers were described. As such participants reported about generational differences regarding the openness to lgbt+ topics, a general homonegative climate in the Romanian society, a right-minded and conservative political landscape and religious representatives propagating heteronormative values posing major barriers for the implementation of an inclusive programme.

“The feeling lately is towards... I don't know, I think it's towards extremism, I think a tolerance of all kinds of factors, not necessarily diversity and towards the LGBT community there are more, more affected minorities included here, but my perception at least is that we're moving in a direction where diversity is less celebrated and more a little encouraged.” (Romania, Pos. 235)

Furthermore, more financial resources and solid partnerships would be needed to implement such a pilot programme. In this regard participants stated that it would be best if the programme would be funded by public money to serve as an example for companies to follow.

“I think that public funds would give a first impulse and send a message if the state allocates funding to this area? At that moment you find companies that would be much more open to go this way....” (Romania, Pos. 121)

But until now, participants perceived that the topic is not regarded as relevant in Romania making the implementation of such a programme very challenging.

8. Conclusion and policy recommendations

This chapter takes a summary look at the distinct components and findings of the different monitoring and evaluation actions of the All in & win pilot programme and attempts to derive some policy recommendations for the implementation of pilot programmes in organised sport in general and for the topic at hand.

The monitoring and evaluation actions of the All in & win pilot programme were comprehensive and based on a consecutive approach, taking into account the perspectives of the partner federations and pilot clubs as well as those of the people participating in the pilot programme (athletes, coaches, board members, officials, etc.). The monitoring of the pilot activities in each club allowed to quantify the activities and to get a detailed picture on the respective activities and identify barriers in the implementation of specific pilot activities. With regard to the perspectives of the federations and clubs, the needs assessment initially identified the wishes and requirements of those stakeholders for the evaluation process, while the online meetings accompanied and supported the process of implementing and running the pilot programme. The perspectives of the participants in the All in & win pilot programme were analysed by means of quantitative evaluation surveys at the beginning and end of the pilot programme and explored in greater depth in the focus group discussions.

8.1. Conclusion

In the needs assessment the partner federations articulated the wish that the evaluation of the All in & win pilot programme addressed the effects of the implemented measures on the social climate

towards lgbt+ persons and the wellbeing of athletes, coaches, board members and other actors within their respective sports organisation. The implementation process as well as the effectiveness and efficiency of the All in & win pilot programme were further aspects the partners wished to be evaluated. Besides, a documentation of the pilot activities was required by the partners. These needs and expectations of the partner federations were incorporated as best as possible into the different instruments for monitoring and evaluation.

Several of these aspects were addressed in the quantitative evaluation survey, while the qualitative focus group discussions centred on the effectiveness and efficiency of the programme, as well as its responsiveness and potential barriers. With regard to the monitoring sheet, the objective was to record the type of activities selected by the clubs and the number of participants, as well as their respective roles. Furthermore, potential barriers were recorded alongside other variables, such as the duration of the activity. Apart from the wished content of the evaluation and monitoring activities, partners also mentioned the need to exchange experiences, discuss the progress and potential barriers and to provide guidance and support, which were acknowledged by establishing regular online meetings alongside the benchmarking tour.

A major finding of these accompanying online meetings was that all the partner federations encountered some challenges in addressing and promoting lgbt+ inclusion in their sport. To varying degrees, concerns were raised about how the project might be perceived by parents, organisational leaders, and the broader public. This was based on the age of the participants as some of them were children, reluctance of various stakeholders, and traditional structures. Furthermore, all partner reported difficulties the time management. In this regard, it was difficult to motivate and recruit volunteers as they had a lack of time capacities to properly engage in the project.

The quantitative evaluation survey was conducted at the beginning (t1) and the end (t2) of the All in & win pilot programme to assess changes in the social climate, the wellbeing and the capability to act of the participants. The survey at t2 was enriched with an evaluation of the effectiveness and efficiency of the All in & win pilot programme. Overall, the findings indicate a rather positive evaluation of the All in & win pilot programme. The social climate in the respondents' sports organisations improved slightly, while the lack of knowledge regarding the organisational position towards gender and sexual diversity decreased – although this was not always in favour of lgbt+ inclusion and diversity. This points to the fact, that the All in & win pilot programme has at least initiated debates and thematization of lgbt+ inclusion in the organisations, which can now be followed by awareness-raising and change processes.

One major finding of the surveys is that the capability to act increased in almost all aspects among the respondents between t1 and t2, while the wellbeing of the athletes did not change significantly indicating that the All in & win pilot programme did not have an impact on the mental and physical status of the respondents. To some extent this could be argued that the wellbeing scores of the participants were quite high at t1. The majority of respondents at t2 indicated that participating in measures and activities of the All in & win pilot programme has had positive effects on them personally. Between a quarter and half of respondents have also noticed positive changes in the way their sports organisations deal with lgbt+ related issues. The t2 respondents were also quite positive about certain features of the All in & win pilot programme, such as an easy approach, understandable measures, kicking off the discussion about lgbt+ issues, and more than half rated the programme as (very) satisfactory.

The focus group discussions challenge the rather positive results of the quantitative evaluation survey to a certain extent or differentiate them. The participants of the focus group discussions emphasise that due to the workload of the stakeholders involved and the reduced duration of the pilot programme there was a lack of time posing a barrier to the implementation of the pilot programme. In general, the activities on raising awareness on the topic were successful, however, especially the educative workshops with experts were perceived as an effective and valuable measure. As such, participants wished for them to be provided regularly by the federation to particularly educate coaches to increase their knowledge on the topic and to provide assistance in how to react in specific situations. Moreover, participants suggested some ideas to improve the programme. Accordingly, the programme should move beyond the idea of raising awareness but to follow a more practical approach in implementing structures such as protocols and inclusive policies to make the programme more effective and more sustainable. Furthermore, the implementation of such a sustainable programme needs time which must be considered when planning. In addition, future programmes need to find a solution on how to particularly reach people who are not yet committed to the cause or who still have a significant lack of awareness regarding the situation of LGBT+ persons in sport, as this was reported as a significant challenge during the pilot programme. Furthermore, it is also important to share enough information with the persons involved in the programme, to assure not only a successful organisation but to prevent a loss of motivation to engage in the programme.

Eventually, the results of the focus group discussions show that the specific situation of each country needs to be taken into account when planning the activities. As such, the results show that while there was reluctance to talk about LGBT+ topics in Czech Republic and Romania, there was more organisational commitment in the other countries and participants wished for more concrete measures which move beyond of the idea of raising awareness. Furthermore, external stakeholders such as parents need to be considered if minors are involved in the programme.

8.2. Policy recommendations

All in all, the different evaluation and monitoring revealed differentiated, but somehow ambivalent findings for the All in & win pilot programme. Derived from these findings, some recommendations for implementing such programmes will now be formulated:

General recommendations:

- **Time:** the implementation of such extensive programmes, that aim at changing a culture in an organisation and deeply rooted individual perspectives and attitudes, needs a lot of time. This targets the guided implementation process itself and also the time span until changes in the organisational culture as well as individual opinion and behaviour become visible.
- **Commitment:** for the success and effectiveness of such programmes, it appears crucial to have a strong commitment of the participating clubs, federations and individuals, particularly the coaches as role models. In case that children are involved, this includes also the commitment of their parents.
- **Communication:** communication with the clubs is key to assure commitment. Intensive communication activities are needed in order to set realistic expectations, to guide the implementation process, to immediately exchange on barriers and problems and finally to improve the programme in participatory efforts.

- **Joint / participatory approaches:** another important key to strengthen the commitment is to acknowledge their needs, wishes, requirements and also doubts or concerns with regard to the programme and its implementation. It seems highly relevant to avoid excessive demands from people who develop such programmes on people who implement them, or at least to respond to them quickly (communication!).

Recommendations for the topic of lgbt+ inclusion

- **Environment:** as the political landscape as well as the legal situation for lgbt+ persons and the general openness towards lgbt+ topics vary to a big extent within European countries it appears crucial to consider these differences in the design and implementation of such programmes. This recommendation is strongly connected to participatory approaches as the needs and requirements for lgbt+ inclusion differ substantially between Western and Eastern European countries. While in many Western European countries the topic of lgbt+ integration has already been addressed in sport and society and concrete measures, strategies and guidelines are needed, many Eastern European countries are still in the process of raising awareness of the topic and gaining visibility.
- **Tailored measures / programmes:** as different needs require different measures and activities, more tailored programmes that consider the current way of dealing with the topic in the respective country are needed. Events and campaigns are effective to raise awareness on the topic, but for sustainable change, measures on establishing inclusive structures, policies, regular educational activities and protocols are necessary.
- **Coaches as role models:** a key factor for establishing inclusive structures, non-discriminatory language and behaviour etc. are coaches, particularly in youth sports. Coaches have a role model function and can have a great influence on the attitude and behaviour of athletes through the way they organise training, their language, behaviour and their interaction with other people. Coaches must therefore be brought on board at an early stage and should be committed to the respective programme and topic in general.

9. Annex

9.1 Needs assessment



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Needs and Expectations

Answers



1. What do you wish to be evaluated with regard to the pilot activities?

14 responses

social climate on team and club level

teaching skills

How have the pilot programme and the other deliverables been used? Were they effective? Easy to use?

how much people were willing to participate

policy changes

impact on clubs

the implementation of the proposed solutions.
Which ones are priority / low hanging fruit / too complicated / adaptable?

social media

The real-actual situation of the LGBTI subject at the clubs, in an objective and measurable manner

Was the pilot programme easy to use?

How many clubs /organisations are using the resources

Progress on LGBT+ inclusion in clubs

How easy it was for the pilot organisations to implement change

Change in perceptions around inclusion LGBTQIA community by members of the club (fans or staff) and by members of the local LGBTQIA community



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Needs and Expectations

Answers



2. Which are key indicators that should be monitored for all the activities and how would you wish to monitor them?
10 responses

sexage

More awareness

Active participation level

Not able to answer in detail...sorry; "key indicators" should be provided by our specialized partners!
Monitoring... in a regulat way with clubs

Level of well being

number of posts regarding the subject on social media

How easy they are to implement and if they were successful or not

participation of the clubs and monitored by number of clubs participating

monitoring of outputs (which activities take place). we are looking to use a software called Upshot, but excel can also do

Participation rate, interval (time) of efforts, absenteeism, social safety, wellbeing/experience



Needs and Expectations

Answers

3. What do you expect from the regular online meetings? 10 responses



advise on how to proceed

at least 1 meeting per month

information about struggles or positive evolution
at other federations and how to learn from it

it seems presence of the authors of the pilot
programme should also be there, as any findings
and challenges will connect with the proposed
solutions

coordination and support if needed

Short report on progress

to discuss challenges in getting the write feedback
from participants.

sharing experiences, tips on activities, themes etc.
that work in other countries

What works, what doesn't?

Progress and tools for the Federations to work
(and assist) with clubs; they feel somehow afraid
to the "unknown"

9.2 Interview guidelines focus group discussions

9.2.1 Interview guidelines English

All in & win

WP 4: Focus groups with athletes, coaches, board members, inclusion and wellbeing team members

Aim: Identification of resistance, barriers, contributions and (unintended) effects during the implementation process.

<p><i>Hello everyone,</i></p> <p><i>Thank you for being here today, to join this focus group discussion, and to share your thoughts and experiences.</i></p> <p><i>Today, we would like to talk with you about your experiences regarding the pilot programme and its implementation to learn about barriers, difficulties, and acceptance during the implementation process but also about effects and contributions of the pilot programme.</i></p> <p><i>Based on our discussion today we aim to evaluate the pilot programme and the implementation process.</i></p> <p><i>Therefore, we need your help and very much appreciate your participation in this focus group discussion. Please tell us about your experiences, thoughts and what modifications you would suggest.</i></p>	
Introductory question	Thematic focus
<p><i>Please try to initiate the discussion among participants by asking the following introductory questions.</i></p>	<p><i>Please make sure the discussion concentrates on the following aspects.</i></p> <p><i>If the participants have difficulties to engage in the discussion you may try to stimulate the conversation by setting impulses mentioning the following aspects/examples.</i></p>
1. Introduction/Icebreaker	
<ul style="list-style-type: none"> • What was your role in the pilot programme and in which activities did you participate in? 	
2. Barriers & Facilitators	
	<ul style="list-style-type: none"> • time

<ul style="list-style-type: none"> • Looking back at the pilot programme from today, did everything work out as you had planned or did you have to adapt at a certain point? • did you experience any barriers or difficulties during the implementation process? • What helped you in these situations/ how did you overcome such barriers? • From your experience, which factors were important and helped you to implement the pilot programme or to participate in the pilot activities? • How would you describe the strengths and weaknesses of the pilot programme? 	<ul style="list-style-type: none"> • finances • responsibilities • responsiveness • acceptance/resistance • communication • organizational structures/ club intern structures • was there Support?
3. Effectiveness	
<ul style="list-style-type: none"> • How would you describe the effectiveness of the pilot programme? • Where there any unintended or unexpected effects of the pilot programme? • Where there any unexpected contributions of the pilot programme? 	<ul style="list-style-type: none"> • Raising awareness/ attention to the topic • LGBT+ inclusion (e.g. structures) • creating a safe environment for LGBT+ persons in your sport/organization • increasing the capability to act / allyship • increasing the knowledge on LGBT+ topics • increasing the acceptance of LGBT+ persons • increasing visibility • increasing the physical and mental wellbeing of LGBT+ persons
4. Efficiency	
<ul style="list-style-type: none"> • How would you rate the efficiency of the pilot programme? 	<ul style="list-style-type: none"> • time • costs

	<ul style="list-style-type: none"> • responsible persons • communication • materials • sustainability
5. Content	
<ul style="list-style-type: none"> • What do you think about the content of the pilot programme? • What do you think about the accessibility of the pilot programme? 	<ul style="list-style-type: none"> • e-learning platform • workshops • campaigns • amount of activities • variability and accessibility for all club members regardless of their level of knowledge on LGBT+ topics • variability: adaption to specific needs of the club • accessibility of materials
6. Acceptance & need for improvement	
<ul style="list-style-type: none"> • How did you experience the responsiveness and acceptance in your organization? • How satisfied are you with the pilot programme? • If you could change something about the pilot programme, what would it be? 	<ul style="list-style-type: none"> • overall concept • activities • communication • responsiveness (participants and involved persons) • Modification of the programme
7. Conclusion	
<i>Our discussion is coming to an end now. Thank you very much for sharing your experiences, suggestions and thoughts.</i>	
<ul style="list-style-type: none"> • Is there anything else we haven't addressed that's important for you to mention? 	
<i>Thank you all for your participation. We are very thankful for your valuable insights and your suggestions. It has been very helpful to us.</i>	

9.2.2 Interview guidelines Catalan

All in & win

WP 4: Grups focals amb atletes, entrenadors, membres de la junta directiva, membres de l'equip d'inclusió i benestar

Objectiu: Identificació de resistències, barreres, contribucions i efectes (no desitjats) durant el procés d'implementació.

<p><i>Hola a tothom,</i></p> <p><i>Gràcies per ser aquí avui, per unir-vos a aquest grup de discussió i per compartir els vostres pensaments i experiències.</i></p> <p><i>Avui ens agradaria parlar amb vosaltres de les vostres experiències pel que fa al programa pilot i la seva implementació per conèixer les barreres, les dificultats i l'acceptació durant el procés d'implementació, però també sobre els efectes i les contribucions del programa pilot.</i></p> <p><i>A partir de la discussió d'avui, pretenem avaluar el programa pilot i el procés d'implementació.</i></p> <p><i>Per tant, necessitem la vostra ajuda i agraiem molt la vostra participació en aquest grup de discussió. Si us plau, expliqueu-nos les vostres experiències, pensaments i quines modificacions suggeriríeu.</i></p>	
<p>Pregunta Introductoria</p>	<p>Enfocament temàtic</p>
<p><i>Si us plau, intenteu iniciar la discussió entre els participants fent les següents preguntes introductories.</i></p>	<p><i>Assegureu-vos que la discussió se centra en els aspectes següents.</i></p> <p><i>Si els participants tenen dificultats per participar en la discussió, podeu intentar estimular la conversa posant impulsos esmentant els aspectes/exemples següents.</i></p>
<p>1. Introducció/Trencar el gel</p>	
<ul style="list-style-type: none"> • Quin ha estat el teu paper en el programa pilot i en quines activitats vau participar? 	
<p>2. Barreres i Facilitadors</p>	
<ul style="list-style-type: none"> • Mirant enrere el programa pilot a partir d'avui, va sortir tot tal com havies previst o t'has hagut d'adaptar en un moment determinat? 	<ul style="list-style-type: none"> • temps • finances • responsabilitats • capacitat de resposta

<ul style="list-style-type: none"> • Vau experimentar barreres o dificultats durant el procés d'implementació? • Què us va ajudar en aquestes situacions/ com vau superar aquestes barreres? • Segons la vostra experiència, quins factors van ser importants i us van ajudar a implementar el programa pilot o a participar en les activitats pilot? • Com descriuriu els punts forts i febles del programa pilot? 	<ul style="list-style-type: none"> • acceptació/resistència • comunicació • estructures organitzatives/estructures internes del club • hi havia suport?
3. Eficàcia	
<ul style="list-style-type: none"> • Com descriuriu l'eficàcia del programa pilot? • Hi va haver efectes no desitjats o inesperats del programa pilot? • Hi va haver aportacions/contribucions inesperades del/al programa pilot? 	<ul style="list-style-type: none"> • Sensibilització/atenció al tema • Inclusió LGBT+ (p. ex., estructures) • Crear un entorn segur per a les persones LGBT+ al vostre esport/organització • augmentar la capacitat d'acció/al·liança • augmentar el coneixement sobre temes LGBT+ • augmentar l'acceptació de les persones LGBT+ • augmentar la visibilitat • augmentar el benestar físic i mental de les persones LGBT+
4. Eficiència	
<ul style="list-style-type: none"> • Com valoraries l'eficiència del programa pilot? 	<ul style="list-style-type: none"> • temps • costos • persones responsables • comunicació • material • sostenibilitat

5. Continguts	
<ul style="list-style-type: none"> • Què opines sobre el contingut del programa pilot? • Què opines de l'accessibilitat del programa pilot? 	<ul style="list-style-type: none"> • Plataforma d'aprenentatge electrònic • tallers • campanyes • quantitat d'activitats • variabilitat i accessibilitat per a tots els socis del club independentment del seu nivell de coneixement sobre temes LGBT+ • variabilitat: adaptació a necessitats específiques del club • accessibilitat dels materials
6. Acceptació & necessitate de millora	
<ul style="list-style-type: none"> • Com vas percebre la capacitat de resposta i l'acceptació de la teva organització? • Què tan satisfet estàs amb el programa pilot? • Si poguéssis canviar alguna cosa del programa pilot, quin seria? 	<ul style="list-style-type: none"> • concepte global (del programa) • activitats • comunicació • capacitat de resposta (participants i persones implicades) • Modificació del programa
7. Conclusions	
<i>El nostre debat està arribant al seu final. Moltes gràcies per compartir les vostres experiències, suggeriments i pensaments.</i>	
<ul style="list-style-type: none"> • Hi ha alguna cosa més que no hem tractat que sigui important per a vostè esmentar? 	
<i>Gràcies a tots per la vostra participació. Estem molt agraïts per les vostres valuoses idees i els vostres suggeriments. Ens ha estat molt útil.</i>	

9.2.3 Interview guidelines Czech

All in & win

WP4: Ohniskové skupiny se sportovci, trenéry, členy představenstva, členy týmu pro inkluzi a wellbeing.

Cíl: Identifikace odporu, překážek, přínosu a (nezamýšlených) účinků během procesu implementace.

<p><i>Dobrý den,</i></p> <p><i>Děkujeme Vám, že se dnes účastníte této diskuse v ohniskové skupině a podělíte se o své myšlenky a zkušenosti.</i></p> <p><i>Dnes bychom s Vámi rádi hovořili o Vašich zkušenostech s pilotním programem a jeho realizací, abychom se dozvěděli o překážkách, obtížích a přijetí během procesu realizace, ale také o účincích a přínosu pilotního programu.</i></p> <p><i>Na základě naší dnešní diskuse chceme zhodnotit pilotní program a proces implementace.</i></p> <p><i>Proto potřebujeme Vaši pomoc a velmi si vážíme Vaší účasti v této diskusi v rámci ohniskové skupiny. Sdělte nám, prosím, své zkušenosti, myšlenky a jaké úpravy byste navrhovali.</i></p>	
Úvodní otázka	Tematické zaměření
Pokuste se zahájit diskusi mezi účastníky položením následujících úvodních otázek.	Ujistěte se, že diskuse se soustředí na následující aspekty. Pokud mají účastníci potíže se zapojením do diskuse, můžete se pokusit podnítit konverzaci zadáním podnětů, v nichž zmíníte následující skutečnosti
1. Úvod /Icebreaker	
<ul style="list-style-type: none">Jaká byla Vaše role v pilotním programu a jakých aktivit jste se zúčastnili?	
2. Překážky & facilitátory	
<ul style="list-style-type: none"><i>Když se dnes ohlédnete za pilotním programem, vyšlo vše podle Vašich představ, nebo jste se museli v určitém bodě přizpůsobit?</i>	<ul style="list-style-type: none">časfinanceodpovědnostirychlost reakcepřijetí / odporkomunikace

<ul style="list-style-type: none"> • <i>Setkali jste se během procesu implementace s nějakými překážkami nebo obtížemi?</i> • <i>Co Vám v těchto situacích pomohlo/jak jste tyto překážky překonali?</i> • <i>Které faktory byly podle Vašich zkušeností důležité a pomohly Vám při realizaci pilotního programu, nebo při účasti na pilotních aktivitách?</i> • <i>Jak byste popsali silné a slabé stránky pilotního programu?</i> 	<ul style="list-style-type: none"> • organizační struktury / klub struktury Stážistů • byla zde podpora?
3. Efektivita / účinnost	
<ul style="list-style-type: none"> • Jak byste popsali účinnost pilotního programu? • Vyskytly se během pilotního programu nějaké nezamýšlené nebo neočekávané účinky? • Vyskytly se během pilotního programu nějaké neočekávané přínosy? 	<ul style="list-style-type: none"> • Zvyšování povědomí / pozornosti o Tématu • Začlenění/inkluze LGBT+ (např.struktury) • vytvoření bezpečného prostředí pro osoby LGBT+ ve Vašem sportu/organizaci • zvyšování schopnosti jednat / spojení • zvyšování znalostí o tématech LGBT+ osob • zvýšení akceptace LGBT+ osob zviditelnění • zvýšení fyzické a duševní pohody LGBT+ osob
4. Efektivita	
<ul style="list-style-type: none"> • Jak hodnotíte účinnost pilotního programu? 	<ul style="list-style-type: none"> • Čas • Náklady • zodpovědné osoby • komunikace • materiály • udržitelnost
5. Obsah	
<ul style="list-style-type: none"> • Co si myslíte o obsahu pilotního programu? • Co si myslíte o dostupnosti pilotního programu? 	<ul style="list-style-type: none"> • e- learningová platforma • workshop • kampaně • množství aktivit • různorodost a přístupnost pro všechny členy klubu bez ohledu na jejich úroveň znalostí v oblasti LGBT+ • variabilita: přizpůsobení specifickým potřebám klubu

	<ul style="list-style-type: none"> dostupnost materiálů
6. Přijetí & potřeba zlepšení	
<ul style="list-style-type: none"> Jak jste prožívali reakce a přijetí ve Vaší organizaci? Jak jste spokojeni s pilotním programem? Kdybyste mohli na pilotním program cokoli změnit, co by to bylo? 	<ul style="list-style-type: none"> celkový koncept aktivity komunikace vstřícnost (účastníci a zapojené osoby) úpravy programu
7. Závěr	
<p><i>Naše diskuse se chýlí ke konci. Děkujeme Vám za sdílení Vašich zkušeností, návrhů a myšlenek.</i></p>	
<ul style="list-style-type: none"> Je ještě něco, čemu jsme se nevěnovali a co je pro Vás důležité zmínit? 	
<p><i>Děkujeme všem za účast. Jsme velmi vděční za Vaše cenné postřehy a podněty. Byly pro nás velmi užitečné.</i></p>	

9.2.4 Interview guidelines Romanian

All in & win

WP4: Focus grupuri cu sportivi, antrenori, membri ai consiliului de administrație, membri ai echipei de incluziune și bunăstare

Scop: Identificarea rezistenței, barierelor, contribuțiilor și efectelor (neintenționate) în timpul procesului de implementare.

Vă mulțumim că sunteți aici astăzi, că v-ați alăturat acestei discuții de grup și pentru a vă împărtăși gândurile și experiențele.

Astăzi, am dori să vorbim cu dumneavoastră despre programul pilot și implementarea acestuia pentru a afla despre bariere, dificultăți și acceptare în timpul procesului de implementare, dar și despre efectele și contribuțiile programului pilot.

Pe baza discuției noastre de astăzi, ne propunem să evaluăm programul pilot și procesul de implementare.

Prin urmare, avem nevoie de ajutorul vostru și apreciem foarte mult participarea ta la această discuție. Vă rugăm să ne spuneți despre experiențele dvs., gândurile și ce modificări ați sugera.

Intrebare introductiva	Focus
Vă rugăm să încercați să inițiați discuția între participanți punând următoarele întrebări introductive.	Vă rugăm să vă asigurați că discuția se concentrează pe următoarele aspecte. Dacă participanții au dificultăți în a se angaja în discuție, puteți încerca să stimulați conversația prin stabilirea de impulsuri menționând următoarele aspecte/exemple.
1. Introducere	
<ul style="list-style-type: none"> Care a fost rolul dumneavoastră în programul pilot și la ce activități ați participat? 	
2. Barriers & Facilitators	
<ul style="list-style-type: none"> Privind înapoi la programul pilot de astăzi, totul a decurs așa cum ați planificat sau a trebuit să vă adaptați la un moment dat? ați întâmpinat bariere sau dificultăți în timpul procesului de implementare? 	<ul style="list-style-type: none"> timp finanțe responsabilități capacitate de răspuns acceptare/rezistența comunicare structuri organizatorice/ structuri de stagieri de club

<ul style="list-style-type: none"> • Ce v-a ajutat în aceste situații/cum ați depășit astfel de bariere? • Din experiența dumneavoastră, care factori au fost importanți și v-au ajutat să implementați programul pilot sau să participați la activitățile pilot? • Cum ați descrie punctele tari și punctele slabe ale programului pilot? 	<ul style="list-style-type: none"> • a existat suport?
3. Eficacitate	
<ul style="list-style-type: none"> • Cum ați descrie eficiența programului pilot? • Unde există efecte nedorite sau neașteptate ale programului pilot? • Unde există contribuții neașteptate ale programului pilot? 	<ul style="list-style-type: none"> • Creșterea gradului de conștientizare/atenție față de subiect • Incluziunea LGBT+ (de exemplu, structuri) • Crearea unui mediu sigur pentru persoanele LGBT+ din sportul/organizația dumneavoastră • creșterea capacității de acțiune/aliere • creșterea cunoștințelor pe teme LGBT+ • creșterea gradului de acceptare a persoanelor LGBT+ • creșterea vizibilității • creșterea bunăstării fizice și psihice a persoanelor LGBT+
4. Eficienta	
<ul style="list-style-type: none"> • Cum ați evalua eficiența programului pilot? 	<ul style="list-style-type: none"> • timp • costuri • persoane responsabile • comunicare • materiale • durabilitate
5. Content	
<ul style="list-style-type: none"> • Ce părere aveți despre conținutul programului pilot? 	<ul style="list-style-type: none"> • platformă e-learning • ateliere • campanii

<ul style="list-style-type: none"> • Ce părere aveți despre accesibilitatea programului pilot? 	<ul style="list-style-type: none"> • cantitatea de activități • variabilitate și accesibilitate pentru toți membrii clubului, indiferent de nivelul lor de cunoștințe pe teme LGBT+ • variabilitate: adaptare la nevoile specifice ale clubului • accesibilitatea materialelor
6. Acceptarea și nevoia de îmbunătățire	
<ul style="list-style-type: none"> • Cum ați experimentat receptivitatea și acceptarea în organizația dumneavoastră? • Cât de mulțumit sunteți de programul pilot? • Dacă ați putea schimba ceva la programul pilot, care ar fi acesta? 	<ul style="list-style-type: none"> • conceptul de ansamblu • activități • comunicare • receptivitate (participanți și persoane implicate)
7. Concluzii	
<p><i>Discuția noastră se apropie acum de sfârșit. Vă mulțumesc foarte mult pentru împărtășirea experiențelor, sugestiilor și gândurilor voastre.</i></p>	
<ul style="list-style-type: none"> • Există altceva pe care nu l-am abordat și care este important pentru dvs. să menționați? 	
<p><i>Vă mulțumim tuturor pentru participare. Suntem foarte recunoscători pentru opiniile dumneavoastră valoroase și sugestiile dumneavoastră. Ne-a fost de mare ajutor.</i></p>	