

### Headline 5.4 Rules anti-racism and anti-discrimination

#### 1. Definition

Racism and discrimination undermine the integrity of sports by creating barriers to participation, talent development, and enjoyment for athletes and stakeholders. Addressing these issues is crucial for ensuring that physical activity is accessible to everyone and that all individuals can participate in sports without facing prejudice. Discrimination in sports can take many forms, including bias based on ethnicity, gender, religion, sexual identity, age, or disabilities. Such biases, whether conscious or unconscious, can result in harmful generalizations about specific communities and may lead professionals to overlook or dismiss concerns about discriminatory practices.

To combat these issues effectively, sport governing bodies and clubs must establish clear rules and protocols that promote a safe and inclusive environment. This involves implementing policies that treat all individuals with dignity and respect, regardless of their personal characteristics. Such measures align with broader societal values aimed at combating discrimination and promoting human rights, including children's rights.

In the European Union, <u>directives</u> prohibit discrimination on various grounds, including gender, race, ethnicity, religion, disability, sexual orientation, and age. These regulations are crucial for ensuring that sport organizations provide equal treatment and opportunities for all participants. By adhering to these standards, sport organizations can foster inclusivity and create an environment where everyone is welcomed and valued, contributing to the overall integrity and fairness of the sport.

#### 2. Ideal Scenario

Sport organisations establish clear and comprehensive policies that explicitly prohibit all forms of racism and discrimination on whatever grounds, be it race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status, across every facet of the organisation's operations, from recruitment to governance. These policies would not only comply with national and international laws but also reflect a commitment to inclusivity, diversity, and equality. The development of such policies involves consultation with a broad variety of stakeholders, ensuring that diverse perspectives are considered and broad stakeholder buy-in is achieved. Mandatory and regular training programs are provided to all stakeholders to enhance awareness, foster understanding of diversity and inclusion, and equip individuals with the necessary skills to address and prevent discriminatory behaviour. Additionally, the organisation establishes accessible reporting mechanisms for incidents of racism and discrimination, ensuring confidentiality and prompt investigation.

To uphold accountability, the organisation implements robust disciplinary measures and sanctions for individuals found guilty of racist or discriminatory conduct, demonstrating its unwavering commitment to enforcing anti-racism and anti-discrimination policies. Continuous monitoring and evaluation is conducted to assess the effectiveness of these measures and identify areas for improvement, while collaboration with external partners and advocacy groups would facilitate the sharing of best practices and resources in combating racism and discrimination.



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Eventually, this creates a genuinely inclusive culture that welcomes and values all staff and volunteers, regardless of their background, gender, ethnicity, sexuality, or abilities. It encourages them to collaborate effectively and celebrates their diverse experiences, backgrounds, and perspectives. This fosters a sense of belonging and community, leading to stronger commitments and positive experiences for those working with or for the organization.

- 3. Risks
- Lack of diversity may be off-putting people from Black, Asian and minoritized ethnic communities who therefore don't want to engage or be associated with the organization.
- Give the impression of a culture of exclusion and inequality within the sport/ the organisation.
- Marginalised groups face barriers to participation, advancement, and leadership within the organisation and it can contribute to a culture of prejudice, bias, and intolerance, creating an unwelcoming and hostile environment for affected individuals.
- Harm the sports organisation's reputation and credibility and can trigger public outcry and media scrutiny.
- Incidents of racism and discrimination may erode trust and support from sponsors, partners, fans, and the wider community, thereby jeopardising the organisation's financial sustainability and long-term viability.
- Racism and discrimination can impact the mental health, well-being and performance of athletes, coaches, officials, and staff.
- Failure to address racism and discrimination undermines the fundamental values of fairness, respect and equality, potentially affecting the organisation's culture, cohesion, and sense of community, fostering divisions, conflicts and a loss of solidarity among members.

| Instruments                             | Key elements   |
|---|--|
| Awareness-raising<br>programmes         | <ul> <li>Robust prevention and education programmes shall be mandatory for the athletes, their entourages and all sports officials, including judges and referees.</li> <li>Create safe, welcoming spaces for all individuals, and promote an environment of open communication, mutual respect, and continuous learning.</li> <li>Provide regular unconscious bias training for all staff and volunteers to promote awareness, reduce biases.</li> </ul>  |
| Anti-discrimination<br>framework/Policy | <ul> <li>Identify a range of protected characteristics, including but not<br/>limited to ethnicity, sex, sexual identity, gender identity, age,<br/>disability, language, religion, political or other opinions,<br/>national or social origin, property, birth, or other statuses.</li> <li>Monitor and regularly review to ensure effectiveness.</li> <li>Consider: recruiting diverse staff, promoting diversity and<br/>inclusion in job openings, zero-tolerance approach to racism.</li> </ul> |

#### 4. Instruments and key elements



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| Monitoring                                      | <ul> <li>Monitor the effectiveness of policies/framework.</li> <li>Data collection, survey, and feedback mechanisms.</li> </ul>  |  |  |  |  |
|---|--|--|--|--|--|
| Reporting Mechanisms                            | <ul> <li>Easily accessible, confidential, and secure reporting channels<br/>for individuals to report any breaches of the organisation's<br/>regulations.</li> <li>Ensuring protection from retaliation, and prompt<br/>investigation and action.</li> </ul>   |  |  |  |  |
| Inclusion and Diversity<br>Commission/Committee | <ul> <li>Responsible for overseeing anti-discrimination efforts within the organisation.</li> <li>Ensure that the organisation's committees and working groups are composed of individuals from diverse backgrounds, reflecting the broader community and bringing varied perspectives to decision-making processes.</li> <li>Connected also to human resource management</li> </ul> |  |  |  |  |

#### 5. Good practice examples

Example "Framework"

Organisation: United States Olympic & Paralympic Committee

**Description:** The United States Olympic & Paralympic Committee (USOPC) and National Governing Bodies (NGBs) must ensure that all members are treated fairly and can participate without discrimination based on race, color, religion, sex, age, or national origin. Both the USOPC and NGBs are required to have and enforce non-discrimination policies and procedures equitably and consistently. These requirements are established under the Ted Stevens Olympic and Amateur Sports Act and the USOPC Bylaws.

#### Further information: USOPC | Equity And Diversity

### Example "Awareness raising", "Education"

#### Organisation: Kick it out

**Description:** Founded in 1993 with the primary aim of addressing racism within football, the organization expanded its scope in 1997 to tackle all forms of discrimination. Driven by a deep passion for the sport, the organization is dedicated to ensuring that football is inclusive and accessible to all. Over the years, it has made substantial progress, spearheading initiatives that raise awareness, confront discrimination, and enhance the overall quality of the sport. The organization now operates comprehensive education programs targeting academy players, parents, and fans, and actively campaigns to maintain an inclusive environment within football. It also supports individuals from under-represented and minority communities in pursuing careers within the sport. Furthermore, the organization is committed to addressing discrimination across all levels, from local parks to the Premier League and social media platforms. Despite its aspiration for a future where its services are no longer necessary, the organization remains resolutely focused on eradicating discrimination in all its forms.

Further information: About Us | Kick It Out



#### Example "Sanctions system"

Organisation: Fédération Internationale de Gymnastique (FIG)

**Description:** The FIG implemented a sanctions system with transparent communication. It makes the organisation accountable towards their claims. Disciplinary decisions are published on the FIG website. It improves the investigation scheme and sanctions system of the organisation by providing evidence of decision-making.

Further information: Diciplinary Decision Webpage

#### Example "Educational Course"

**Organisation:** Union Cycliste Internationale (UCI)

**Description:** After posting videos on Instagram making racist and discriminatory gesture, two riders violated the UCI Regulations and have been sanctioned. They were immediately withdrawn from the Tour they were participating in and required to attend an educational course on anti-discrimination. The sanctions were ratified by the UCI Disciplinary Commission and the proceedings were concluded with an Acceptance of Consequences, in line the UCI Regulations. The UCI code of Ethics includes non-discrimination in the integrity standards

#### Further information:

Press release

#### UCI Code of Ethics

#### Example "GEDI Policy and Strategy", "Commission"

#### Organisation: World Rowing

**Description**: The federation developed a Gender Equality, Diversity and Inclusion (GEDI) strategy with a GEDI Cross Commission, a GEDI Management Group and a GEDI Advisory Group working together to develop a GEDI strategy. The Cross- Commission oversee and drive delivery of the GEDI Policy and Strategy as it applies to the Commissions. The management group is responsible for proposing GEDI Policy and Strategy for agreement and for the implementation of the GEDI Policy and Strategy, and Action Plan. The Advisory group provide advice to World Rowing on GEDI strategy implementation and on specific GEDI matter.

In its statement on GEDI, World Rowing highlight its dedication in promoting diversity and inclusion. The organization rejects all forms of discrimination and aims to provide equal opportunities, welcoming individuals of all races, genders, sexual orientations, abilities, ethnicities, religions, nationalities, ages, and socio-economic statuses. World Rowing strives to create an environment where everyone feels welcome, represented, included in decision-making, able to participate, safe and free from discrimination and harassment.

#### Further information: GEDI Strategy and World Rowing Statement



#### Example "Framework", "Education"

Organisation: German Olympic Sports Confederation; Department German Sports Youth (DSJ)

**Description**: The '(Anti-)racism in organised sport' project consists of four project pillars. 1. a blendedlearning educational module is to be created; 2. club competitions are to be organised; 3. a network is to be created for exchange and empowerment and anti-racism officers are to be established in associations; 4. a research project is to be carried out. The project involves those affected by racism, listens to them and gives them a say, for example in the network and through the research project. Volunteers are also empowered and valued. Figures and data are collected, as this is still a gap.

Further information: dsj.de: (Anti-) Rassismus im organisierten Sport

|   | 6. Steps to the next level |                     |   |                     |   |                     |
|---|----------------------------|---------------------|---|---------------------|---|---------------------|
|   | To level 2                 | To level 3          |   | To level 4          |   | To level 5          |
|   | **                         | ***                 |   | ****                |   | ****                |
|   | "Emerging"                 | "Developing"        |   | "Established"       |   | "Embedded"          |
| • | Actively foster an         | • Develop and       | • | Establish, monitor, | • | Establish and       |
|   | inclusive culture          | enforce a           |   | and regularly       |   | enforce policies    |
|   | that values and            | comprehensive       |   | review the          |   | and practices that  |
|   | respects diversity         | policy, framework,  |   | organisation's      |   | actively promote    |
|   | by implementing            | or program that     |   | anti-               |   | diversity and       |
|   | comprehensive              | upholds the         |   | discrimination      |   | inclusion within    |
|   | education and              | principle of anti-  |   | policy, framework,  |   | leadership roles.   |
|   | awareness                  | discrimination.     |   | or program to       |   | This includes       |
|   | training programs.         | This policy should  |   | ensure its          |   | setting clear goals |
|   | Create safe,               | identify a range of |   | effectiveness and   |   | for diverse         |
|   | welcoming spaces           | protected           |   | alignment with      |   | representation      |
|   | for all individuals,       | characteristics,    |   | current best        |   | and ensuring that   |
|   | and promote an             | including but not   |   | practices. Update   |   | leadership          |
|   | environment of             | limited to          |   | the policy as       |   | pathways are        |
|   | open                       | ethnicity, sex,     |   | needed to address   |   | accessible to       |
|   | communication,             | sexual identity,    |   | emerging            |   | individuals from    |
|   | mutual respect,            | gender identity,    |   | challenges and      |   | all backgrounds.    |
|   | and continuous             | age, disability,    |   | improve its         | • | Develop and         |
|   | learning.                  | language, religion, |   | impact.             |   | implement           |
| • | Embed a robust             | political or other  | • | Provide easily      |   | inclusive hiring    |
|   | anti-                      | opinions, national  |   | accessible,         |   | practices, provide  |
|   | discrimination             | or social origin,   |   | confidential, and   |   | targeted            |
|   | clause in the              | property, birth, or |   | secure reporting    |   | leadership          |
|   | organisation's             | other statuses.     |   | channels for        |   | training, and       |
|   | official                   | • Implement an      |   | individuals to      |   | foster a culture of |
|   | documents,                 | equity policy that  |   | report any          |   | belonging to        |
|   | including the              | ensures event       |   | breaches of the     |   | create a more       |
|   | Statutes and Code          | organisers actively |   | organisation's      |   | equitable           |

#### 6. Steps to the next level





| of Ethics. Ensure   | consider and                          | regulations.                    | workplace. These                    |
|---------------------|---------------------------------------|---------------------------------|-------------------------------------|
| that the language   | address the needs                     | Implement                       | initiatives should                  |
| used in all other   | of                                    | measures to                     | be designed to                      |
| organisational      | underrepresented                      | minimise the risk               | enhance diversity                   |
| documents is        | and systematically                    | of retaliation and              | in leadership and                   |
| consistent with     | disadvantaged                         | ensure that                     | contribute to the                   |
| this clause,        | populations,                          | reports are taken               | success of all                      |
| reflecting a strong | including                             | seriously and                   | employees.                          |
| commitment to       | participants,                         | acted upon                      | • Conduct a                         |
| equality and        | volunteers, and                       | promptly.                       | comprehensive                       |
| inclusion.          | spectators.                           | <ul> <li>Uphold and</li> </ul>  | review of all                       |
|                     | <ul> <li>Designate a</li> </ul>       | ,<br>promote equal              | human resources                     |
|                     | knowledgeable                         | opportunities for               | policies to ensure                  |
|                     | staff member,                         | everyone in line                | ,<br>they are gender-               |
|                     | preferably with                       | ,<br>with the                   | neutral and                         |
|                     | relevant expertise                    | organisation's                  | promote gender                      |
|                     | or personal                           | anti-                           | equality. This                      |
|                     | experience, or                        | discrimination                  | review should                       |
|                     | establish a                           | policy. This                    | cover all aspects                   |
|                     | dedicated                             | includes educating              | of HR, including                    |
|                     | Commission                            | hiring managers                 | hiring, promotion,                  |
|                     | responsible for                       | on fair and                     | compensation,                       |
|                     | overseeing anti-                      | inclusive                       | benefits, and                       |
|                     | discrimination                        | practices,                      | workplace culture,                  |
|                     | efforts within the                    | ensuring equitable              | to create an                        |
|                     | organisation.                         | treatment in                    | environment that                    |
|                     | <ul> <li>Ensure leadership</li> </ul> | recruitment,                    | supports equality.                  |
|                     | makes a public                        | hiring, promotion,              | <ul> <li>Actively ensure</li> </ul> |
|                     | statement                             | and compensation                | that the                            |
|                     | affirming the                         | processes.                      | organisation's                      |
|                     | organisation's                        | <ul> <li>Develop and</li> </ul> | committees and                      |
|                     | commitment to                         | enforce                         | working groups                      |
|                     | social                                | recruitment                     | are composed of                     |
|                     | responsibility and                    | procedures that                 | individuals from                    |
|                     | anti-discrimination                   | actively encourage              | diverse                             |
|                     | principles.                           | diversity and                   | backgrounds,                        |
|                     | <ul> <li>Provide regular</li> </ul>   | prevent                         | reflecting the                      |
|                     | unconscious bias                      | discrimination                  | broader                             |
|                     | training for all staff                | against applicants              | community and                       |
|                     | and volunteers to                     | with career breaks              | bringing varied                     |
|                     | promote                               | or non-traditional              | perspectives to                     |
|                     | awareness, reduce                     | career paths. Use               | decision-making                     |
|                     | biases, and foster a                  | gender-neutral                  | processes.                          |
|                     | more inclusive                        | language in job                 | • Pursue                            |
|                     | environment.                          | postings and focus              | investigations and                  |
|                     |                                       | on essential                    | take disciplinary                   |
|                     |                                       |                                 |                                     |





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#### qualifications and action in response • Establish and skills to avoid to allegations of enforce rules that inadvertently discrimination. guarantee excluding certain Ensure that these athletes, sporting delegations, groups. processes and supporters can Offer conducted confidentially, participate in competencyprotect individuals events free from based antifrom retaliation, discrimination. discrimination training for and maintain the Modify facilities, all • integrity of the members of the equipment, and organisation, organisation's programming as including athletes, commitment needed to ensure coaches, and staff. equality. they are accessible and welcoming to This training Publicly • should cover individuals of all communicate the abilities, genders, cultural organisation's awareness, efforts to combat ages, and sexual orientations. This implicit bias, and discrimination, strategies may include for including providing fostering an steps taken accommodations inclusive and address incidents respectful and tailoring and enforce programs environment that policies. Ensure to diverse groups. celebrates that communications Take proactive diversity. steps to remove Clearly articulate comply applicable privacy the learning barriers to objectives for the participation for rules, antidemonstrating underrepresented discrimination the organisation's groups bv training programs, engaging with local commitment specifying community groups the maintaining essential understand inclusive to their interests and knowledge and environment. challenges. skills that Use this feedback to participants make should acquire. necessary Focus adjustments. on understanding • Offer active and respect, ongoing support recognising for individuals who respectful and experience discrimination, disrespectful behaviours, ensuring they have and developing





| access to the     | actionable        |  |
|-------------------|-------------------|--|
| resources and     | strategies to     |  |
| assistance needed | promote respect   |  |
| to address and    | and inclusion in  |  |
| overcome these    | various settings. |  |
| challenges.       |                   |  |