



**Sport has the Power to Change the Europe!  
European Sport Volunteers as a  
Social Leader and Social Innovator**

**603555-EPP-1-2018-1-TR-SPO-SCP**

**Module-4: Social equality in sport projects**



Co-funded by the  
Erasmus+ Programme  
of the European Union

<p><b>Module Description</b></p>	<p>This module addresses the issue of social and specifically gender equality in sport projects. It consists of the introduction of basic concepts to draw the framework. It will also introduce strategies to ensure an environment, in which all of the participants will feel equal. It emphasizes the role and involving process of volunteers in sport-related projects.</p>
<p><b>Learning Outcomes</b></p>	<p>At the end of this module, sport volunteers will be able to:</p> <ul style="list-style-type: none"> <li>• understand the topic of social equality;</li> <li>• awareness of good practices in Turkey, Italy, Greece, Bulgaria and Spain;</li> <li>• explain the existing strategies for the creation of an inclusive, gender-sensitive sport initiative;</li> <li>• define the points to be considered in the selection process of volunteers;</li> <li>• explain the role of volunteers in sport-related projects, based on the concept of equality.</li> </ul>
<p><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>• To watch 1 introduction video</li> <li>• To watch 1 video tutorial</li> <li>• To complete 3 game-like interactive tasks mentioned in the video tutorial</li> <li>• To read the article related to social inclusion</li> <li>• To read the good examples/case study</li> <li>• To watch the expert video</li> <li>• To get a minimum score of 80% from the quiz</li> </ul>
<p><b>Estimated duration</b></p>	<p>Total workload is 2 hours including:</p> <ul style="list-style-type: none"> <li>• 20 minutes for watching videos</li> <li>• 60 minutes for exploring the required reading material</li> <li>• 30 minutes for exercises</li> </ul>
<p><b>Video Transcript</b></p>	<p><b>Introduction video:</b></p> <p>Hi! Welcome to Module 4.</p> <p>During the past years, gender has become an important category of analysis of sport projects' inclusiveness. Research shows that sports activities and their social contexts are much more encouraging and inclusive for boys and men. Evidence also shows that more males than females participate in organized competitive sports, and that male dominance characterizes the administration and coaching of sports.</p>

Starting in the 1970s, a consequence of the feminist movement was to raise public awareness about the need for increased opportunities for girls and women in sports. Furthermore, emerging knowledge about the health benefits of physical activity provided a foundation for the promotion of physical activity for girls and women. Opportunities for girls and women in sports have improved and participation rates among females have increased significantly, however, they are still not equal to those of boys and men.

In this unit, you will learn about gender equality in sport projects. It will help you to develop a perspective on female participation in sport and give you some useful guidelines to help you develop your own project. Now it's time, get ready to learn!

**Video tutorial:**

There are two different perspectives on 'sport' that are currently considered at the EU level: professional and amateur sport, seen as a leisure activity. In both cases, sport plays a big part in the life of every society and can be a powerful tool of social change.

Traditionally, sport has been dominated by men, both in terms of participation and governance, and is traditionally associated with 'masculinity' and its attributes - physical strength, speed, confrontation, and competitiveness. Hence, in many societies, women who engage in sports are perceived as 'masculine', while men who are not interested in sports are considered 'unmanly' and 'feminine'.

It's not surprising that worldwide, female participation in sport activities and projects is lower than male, even though the last 20 years have witnessed a drastic change in terms of sport participation and the line between genders in sport became much narrower.

However, sport can be used as a means to achieve gender equality through the establishment of general values such as fair play, non-discrimination and teamwork.

It can also be used to:

- increase opportunities for girls (through addressing local contexts and gender relations).

- give women and girls access to public spaces where they can develop new skills, gain support from others and enjoy freedom of expression and movement.
- promote education, communication, negotiation skills and leadership – essential elements of female empowerment.
- improve women's and girls' self-esteem and enable them to make choices about their lives.
- provide a channel to inform girls and women about reproductive health and other health issues.
- introduce healthy lifestyle and wellbeing principals into women and girls lives.

Nevertheless, a number of practical barriers to women's participation in sport still exist. In order to promote gender equality in sports and sport policies following conditions need to be addressed:

- Increase of female participation in sports activities;
- Equal pay for women's professional sports and addressing the wage gap between woman and men in sport;
- Equal representation and gender sensitivity both in sport projects and in decision-making;
- Promotion of gender equality in sports coaching and teaching;
- Gender-based violence in sport;
- Elimination of gender stereotypes in sport and in media coverage of sport.

European Union is making gender equality in sport one of its top priorities. At the EU level there are three core policy areas regarding sport:

**The integrity of sport** – a commitment to fight doping in sport, match fixing and corruption, lack of protection of minors that results in overtraining, missed education, doping and sexual abuse. In order to support and encourage good governance, the EU has set out a series of principles (87) for sporting bodies at local, national and European levels that include the need for financial transparency, management expertise, stakeholder communications and ethical practices.

**The economic dimension of sport** - in the areas of sustainable financing, the legacy of major events and economic benefits the EU's priority is to provide guidance on state aid, VAT and structural funds within a framework of sustainable finances. Priority is also given to guidance on commercial property rights and other mechanisms which can protect and encourage grass-roots sport.

**Sport and society** – the policy priorities are the health-enhancing physical activity (HEPA), development of guidelines on dual careers for athletes to prepare them for life after sport, as well as raising awareness, rewarding and recognising sport volunteering.

Within each area are ongoing and new priorities, all of which are at different stages of planning, activity and evaluation.

Here are a few general guidelines that can be considered in order to foster the promotion of gender equality through sport:

**Designated space.** Designating spaces for sport activities for women and girls is both practical and symbolic, especially if these areas are public. In general, access to community sport areas is primarily granted to men and boys. In some cases, women and girls can frequent these community spaces only under specific conditions (e.g. while being accompanied by a male family member or for an event). Practice shows that when women and girls are claiming public spaces, the community slowly becomes accustomed to seeing women and girls sharing public space used for sport with men and boys.

**Active leadership.** Besides infrastructure, sports programmes for women and girls require special attention and organisational structure. Sports programmes that really aim at producing lasting change in self-confidence and inclusion of female participants in sport should assure women and girls active board membership in leading positions, equality, financial means, participation in decision-making and strategic planning.

**Choice of sport.** Successful sport programmes for women and girls pay additional attention to the categories of sports, such as: sport vs. games; contact vs. low-contact vs. non-contact sports; mixed vs. single-sex sports activities; team vs. double vs. single sports; etc. Careful consideration of these aspects can help to develop sustainable sport projects and secure female participation. For e.g., research conducted on perceptions of sport in the US has shown that basketball is seen as a ‘rough’ sport, while similar research in Senegal shows that basketball is

considered a ‘feminine’ sport, hence, it is crucial to understand the perception of different types of sport in the community.

**Traditional games.** Traditional games have shown to be useful in promoting gender equality as they can help to avoid potential issues with promoting competitive sports. Of course, some traditional games and activities derive from male-dominated activities, such as hunting or war practices and might not only be counterproductive in reaching gender equality objectives, but even reinforce existing patriarchal structures and gender norms. However, experience shows that modifying existing games, changing certain rules and focusing on participation and fun rather than on competition and performance, is more effective in achieving an inclusive approach to promoting gender equality.

**Didactical considerations.** Sport activities can be a great platform for addressing gender roles among children and adults. A significant learning experience can derive from witnessing a female referee at a sports tournament or training with a female coach. Research on such programmes has shown that male participants and stakeholders tend to experience an ‘eye-opening effect’ when witnessing and learning from female experts in sport.

**Holistic approach.** Sports programmes, effective in promoting gender equality, are usually well-integrated into the local community and context. Programmes implemented with resistance from the community are less likely to be sustainable once the programme ends. The programmes that have used available input, knowledge and resources from the community tend to be more effective in maintaining longer-term impact of the initiative.

Following these guidelines, you can increase the success level of your sport project and make it more attractive for women and girls.

Task-1: Read the European Commission’s statement of gender equality in sport, which you can find at the link below,

[https://ec.europa.eu/sport/policy/society/gender\\_en](https://ec.europa.eu/sport/policy/society/gender_en)

Was the position on the European Commission on gender equality in sport clear? If yes, describe it:

<p><b>Gamification-Based Interactive Tasks</b></p>	<p>Task – 2: watch the video on “Lead like a woman” programme and explain which skills it promotes and why it is important?</p> <p><a href="https://vimeo.com/359476890">https://vimeo.com/359476890</a></p> <div style="border: 1px solid black; border-radius: 15px; height: 60px; width: 100%;"></div>
<p><b>Reading</b></p>	<p>Braund, C. (2014), Gender Balance in Global Sports Report. Women on Boards, London.  <a href="https://www.sportsthinktank.com/uploads/women-on-boards-gender-balance-in-sport-report-july-2014-3.pdf">https://www.sportsthinktank.com/uploads/women-on-boards-gender-balance-in-sport-report-july-2014-3.pdf</a></p> <p>European Women and Sport Group (EWS)  <a href="http://www.ews-online.org">http://www.ews-online.org</a></p> <p>CIO — Women in Sport Commission  <a href="http://www.olympic.org/women-in-sport-commission">http://www.olympic.org/women-in-sport-commission</a></p> <p>Pfister, G., Mapping Gender Equality in European Sport, Olympia Project, 2011.  <a href="https://www.coe.int/t/dg4/epas/resources/texts/INF25%20Gender%20equality%20and%20elite%20sport.pdf">https://www.coe.int/t/dg4/epas/resources/texts/INF25%20Gender%20equality%20and%20elite%20sport.pdf</a></p>
<p><b>Reading Good Examples/Case Study</b></p>	<p>Girls on the itch Academy (Turkey)  <a href="https://imece.com/proje/kizlar-sahada-akademi">https://imece.com/proje/kizlar-sahada-akademi</a></p> <p>Italy’s female soccer players aim to change law limiting pay (Italy)  <a href="https://apnews.com/8cc232e7147944a786a2386b6c902092">https://apnews.com/8cc232e7147944a786a2386b6c902092</a></p> <p>Hellenic Federation of Football (Greece)  <a href="https://www.epo.gr/Default.aspx?a_id=48231">https://www.epo.gr/Default.aspx?a_id=48231</a></p> <p>Run a kilometre in her shoes (Bulgaria)  <a href="https://tinyurl.com/y28zetgp">https://tinyurl.com/y28zetgp</a></p> <p>Olympic Heroes (Spain)  <a href="https://www.yosoynoticia.es/yotengofer/el-proyecto-fer-y-heroes-olimpicos-llevan-la-ilusion-y-los-valores-deportivos-a-los-ninos-de-la-residencia-san-juan-bautista">https://www.yosoynoticia.es/yotengofer/el-proyecto-fer-y-heroes-olimpicos-llevan-la-ilusion-y-los-valores-deportivos-a-los-ninos-de-la-residencia-san-juan-bautista</a></p>

	<p>Women in football</p> <p><a href="https://www.womeninfootball.co.uk/">https://www.womeninfootball.co.uk/</a></p>
<b>Expert Video</b>	<a href="https://we.tl/t-JDilzo4dsM">https://we.tl/t-JDilzo4dsM</a>
<b>Quiz (for MOOC)</b>	<ol style="list-style-type: none"> <li>1. Which one is <b>not</b> one of core policy areas regarding sport at the EU level:       <ol style="list-style-type: none"> <li>a. integrity of sport;</li> <li>b. economic dimension of sport;</li> <li><b>c. promotion of science communication;</b></li> <li>d. sport and society.</li> </ol> </li>   <li>2. Which one/ones are the perspectives on 'sport' that are currently considered at the EU level definition of social inclusion?       <ol style="list-style-type: none"> <li><b>a. professional sport;</b></li> <li>b. semi-professional sport;</li> <li><b>c. amateur sport;</b></li> <li>d. semi-professional sport.</li> </ol> </li>   <li>3. Sport can be used as a means for:       <ol style="list-style-type: none"> <li>a. increasing opportunities for girls;</li> <li>b. giving women and girls access to public spaces;</li> <li>c. promoting education, communication, negotiation skills and leadership;</li> <li>d. improving women's and girls' self-esteem and enable them to make choices about their lives;</li> <li><b>e. all of the above</b></li> </ol> </li>   <li>4. Some traditional games and activities can derive from:       <ol style="list-style-type: none"> <li><b>a. traditional crafts;</b></li> <li>b. hunting;</li> <li>c. war practices;</li> <li><b>d. all of the above.</b></li> </ol> </li>   <li>5. In order to promote gender equality in sports which conditions need to be addressed:       <ol style="list-style-type: none"> <li>a. increase of female participation in sports activities;</li> <li>b. equal pay for women's professional sports;</li> <li>c. addressing the wage gap between woman and men in sport;</li> <li>d. equal representation and gender sensitivity both in sport projects and in decision-making;</li> <li><b>e. all of the above.</b></li> </ol> </li> </ol>



**Questions  
(for  
Gamification)**

2 easy questions:

1. Female participation in sport projects is:
  - a. **Lower than males;**
  - b. Same as males;
  - c. Higher than males.
2. Choose one of the conditions that doesn't need to be addressed in order to promote gender equality in sports:
  - a. Increase of female participation in sports activities;
  - b. Equal representation and gender sensitivity both in sport projects and in decision-making;
  - c. **Promotion of gender stereotypes in sport and in media;**
  - d. Promotion of gender equality in sports coaching and teaching.

2 medium questions:

3. The integrity of sport includes (choose all the correct answers):
  - a. **a commitment to fight doping in sport, match fixing and corruption;**
  - b. climate action and green initiatives;
  - c. relationship of science communication and public relations;
  - d. **actions against lack of protection of minors (overtraining, missed education, doping and sexual abuse).**
4. HEPA stands for:
  - a. healthy eccentric photo action;
  - b. happy eclectic physical accomplishment;
  - c. **health-enhancing physical activity;**
  - d. harmoniously effective parallel acquisition.

1 difficult question:

5. Which of the following strategies suggests a better understanding of a community perception of sport?
  - a. **choice of sport;**
  - b. traditional games;
  - c. didactical considerations;
  - d. holistic approach.