

GUIDELINES FOR GENDER-RESPONSIVE SPORTS ORGANIZATIONS



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Preface

In 2020, the international community marked the twenty-fifth anniversary of the landmark Beijing Declaration and Platform for Action – the most visionary agenda for the empowerment of women and girls. Since 1995, progress has been made in the 12 critical areas of concern of the Beijing Platform for Action, yet it has been slow and uneven. This was the case even before the COVID-19 pandemic, which has exacerbated pre-existing inequalities and has had particularly severe impacts on women and girls.

2020 also ushered in the Decade of Action to deliver the Sustainable Development Goals (SDGs) by 2030. Gender equality is both a stand-alone goal and a prerequisite for the achievement of all SDGs. With less than 10 years left to achieve the ambitious, universal and inclusive 2030 Agenda for Sustainable Development, and given the backdrop of a global pandemic, it is more important than ever to accelerate bold actions and stronger partnerships among different stakeholders towards lasting and transformative change.

The sports community has an important role to play to tear down gender barriers and discrimination and to empower women and girls, both in the world of sport and beyond. In 2020, UN Women initiated the global Sports for Generation Equality initiative, which invites the sports ecosystem to be part of a powerful multistakeholder coalition, and suggests a six-step framework to make gender equality a lived reality in and through sports. The Sports for Generation Equality principles are designed to facilitate women's empowerment in sports, as well as social responsibility efforts by sports organizations, regardless of their scale.

In Turkey, UN Women has cooperated with Fenerbahçe Sports Club under the framework of the HeForShe movement since 2018. This collaboration represents a first and unique undertaking in Turkey, aimed at making a sports club more inclusive and egalitarian through a holistic framework of analysis, capacity building and measurable actions. Fenerbahçe Sports Club has committed to the implementation of the Sports for Generation Equality principles to advance gender equality internally and externally.

The Guidelines for Gender-responsive Sports Organizations have been developed on the basis of the Sports for Generation Equality principles, taking into account the experience of Fenerbahçe Sports Club over the past years. The Guidelines aim to support sports organizations to transform their intentions to empower women and girls and advance gender equality in practice, based on a comprehensive set of measurable and concrete actions and indicators against each of the six global Principles. I hope that they will serve as an inspirational roadmap for members of the sports ecosystem to follow a transformational journey towards gender equality and the empowerment of women and girls, and in this way, to make a substantive contribution to our shared vision of a world free from inequalities and discrimination.

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The author of the Guidelines is Professor Canan Koca and the co-author is Professor Rosa López de D'Amico. Significant contributions were made by Advisory Group members: Gizem Girişmen (national athlete, Paralympic and world champion archer), Lilamani de Soysa (Global Executive Member of the International Working Group on Women and Sport), Dr. Neşe Gündoğan (General Secretary, Turkish National Olympic Committee, and member of the Olympic Programme Commission, International Olympic Committee), Philipp Müller-Wirth (Executive Officer for Sport and Youth Section Sector for Social and Human Sciences, UNESCO), Dr. Pınar Öztürk (Research Associate, Faculty of Sports Sciences, Hacettepe University) and Sarai Bareman (Head of the Women's Football Division, FIFA).

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AGREE TO MONITOR AND PUBLICLY REPORT ON PROGRESS ON AN ANNUAL BASIS

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Acronyms



| | |
|----------|--|
| CEDAW | Convention on the Elimination of All Forms of Discrimination against Women |
| IOC | International Olympic Committee |
| IPC | International Paralympic Committee |
| NGO | Non-governmental organization |
| SDG | Sustainable Development Goal |
| TFF | Turkish Football Federation |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UN WOMEN | United Nations Entity for Gender Equality and the Empowerment of Women |
| WHO | World Health Organization |

Introduction

Sports has enormous value and capacity to propel women's and girls' empowerment. It has a unifying power across national and cultural boundaries, and can convey important messages to mass audiences. Many national and international sports governing bodies across the world have pursued innovations to advance gender equality. Yet significant gaps exist; gender equality in sports has not yet been achieved. Women and girls have the right to equally participate in and benefit from sports. Further, gender equality improves diversity in sports organizations, and encourages more people in general to get involved.

In 2020, the world marked the twenty-fifth anniversary of the most visionary international agenda for the empowerment of women and girls – the Beijing Declaration and Platform for Action, which was adopted in 1995 by 189 governments. It offers a comprehensive roadmap for removing systematic barriers that hold women and girls back, and informs the Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) adopted in 2015,

including Goal 5 on achieving gender equality and empowering all women and girls. Sports organizations can make significant contributions to achieving SDG 5 as well as other SDGs such as those related to good health and well-being (SDG 3), reduced inequalities (SDG 10) and revitalizing global partnership for sustainable development (SDG 17). All members of the sports ecosystem,¹ regardless of size or geography, have opportunities to take actions resulting in progress towards gender equality and sustainable development.

UN Women initiated the global Sports for Generation Equality Initiative to accelerate progress on common principles and objectives that harness the power of sports for making gender equality a reality. Six principles were developed with reference to the Kazan Action² Plan aims (Action 4) and the Beijing Declaration and Platform for Action critical areas of concern. The principles constitute an overarching framework for leadership in advancing gender equality and the empowerment of women and girls, in all their diversity, in and through sports.

The principles are:

| | | |
|---|---|---|
| <p>Principle</p> <p>01</p>  <p>UNDERTAKE EFFORTS TO PROMOTE WOMEN'S LEADERSHIP AND GENDER EQUALITY IN GOVERNANCE MODELS</p> | <p>Principle</p> <p>02</p>  <p>UNDERTAKE EFFORTS TO PREVENT AND RESPOND TO VIOLENCE AGAINST WOMEN AND GIRLS IN AND THROUGH SPORTS</p> | <p>Principle</p> <p>03</p>  <p>UNDERTAKE TO CLOSE THE GAP IN INVESTMENT IN WOMEN'S SPORT AND PROMOTE EQUAL ECONOMIC OPPORTUNITIES FOR WOMEN AND GIRLS</p> |
| <p>Principle</p> <p>04</p>  <p>UNDERTAKE EFFORTS TO PROMOTE WOMEN'S EQUAL PARTICIPATION AND BIAS-FREE REPRESENTATION IN SPORTS MEDIA, INCLUDING COMMUNICATIONS TO ELIMINATE HARMFUL GENDER STEREOTYPES AND PROMOTE POSITIVE ROLE MODELS</p> | <p>Principle</p> <p>05</p>  <p>UNDERTAKE EFFORTS TO SUPPORT EQUAL OPPORTUNITIES FOR GIRLS IN SPORTS, PHYSICAL ACTIVITY AND PHYSICAL EDUCATION</p> | <p>Principle</p> <p>06</p>  <p>AGREE TO MONITOR AND PUBLICLY REPORT ON PROGRESS ON AN ANNUAL BASIS</p> |

¹ The sports ecosystem may include public institutions managing sports within a country, sports federations, non-governmental organizations (NGOs) related to sports, sports clubs, sports education schools, school and community-based sports and physical activity programmes, sports media and all sectors of the sports industry.

² For more information, see: UNESCO, 2018.

The following Guidelines for Gender-Responsive Sports Organizations contribute to the operationalization of these principles and to the strengthening of gender equality efforts by sports organizations. It is based on universal normative frameworks on gender equality, and sports and scientific evidence from both global and local contexts.

It is intended to be of value for all sports organizations interested in strengthening their performance on gender equality, and in developing and implementing plans, policies and measures to overcome gender gaps in various areas.

The Guidelines suggest a systematic, comprehensive way for sports organizations to evaluate where they are on gender equality, covering people, practices, policies, programmes and procedures. Sports organizations can then develop and implement measures that address gaps and barriers, and monitor and report their progress.

The Guidelines are designed for use by various sports organizations, such as international/national sports federations, national Olympic committees, national Paralympic committees, governmental sports bodies, sports clubs, non-governmental sports organizations and others. They help to select specific actions that are meaningful and useful to diverse organizations, and to effectively chart a path towards change. Since many social, cultural and organizational factors can affect sports organizations' capacities to develop and implement sustainable gender equality policies, the Guidelines offer a menu of options, and outline specific implementation areas, measures, actions and indicators that can be readily adapted to diverse contexts.

The framework presented in the Guidelines offers more clarity on what constitutes a gender-responsive sports organization that effectively fosters women's empowerment in sport and society. To be considered "gender-responsive", organizations need to examine and assess gender inequalities in organizational models and practices, both internally and externally, and take measures to actively and effectively address them, as well as to continuously monitor progress and perform corrective actions. As reflected under each of the principles, actions need to go beyond increasing awareness, and be measurable, ambitious and substantive.

The Guidelines are informed by [collaboration between UN Women and the Fenerbahçe Sports Club](#) in Turkey over the past three years.³ As a HeForShe Sports Club since 2018, Fenerbahçe has committed to becoming gender-responsive and to being a strong public advocate for gender equality, combating stereotypes in and through sports, and backing efforts to end violence against women. A gender analysis and roadmap created under this partnership provided important insights that have been taken into account in developing the Guidelines.

³ In 2018, UN Women Turkey and [Fenerbahçe Sports Club](#) joined forces under the framework of [the HeForShe Movement](#) with the support of Tüpraş, one of the companies of Koç Holding, an Impact Champion of HeForShe. The main areas of achievement have entailed: carrying out a gender analysis of Fenerbahçe Sports Club and affiliated companies; developing a road map for becoming a gender-responsive sports club; capacity building and mobilization of male and female allies with gender equality trainings by UN Women's education partner [Eşitliğe Değer \(Equality Matters\)](#) within [AÇEV \(the Mother Child Education Foundation\)](#); inclusion of girls in male-dominated sports; and advocacy on gender equality and ending violence against women and girls at the global level. Within this unique collaboration, Fenerbahçe Sports Club has set an example nationally and internationally, becoming the first sports club in Turkey and Europe to endorse the [Women's Empowerment Principles](#) and the first sports club in Turkey to sign on to [Sports for Generation Equality](#).

HOW TO READ THE GUIDELINES?

To support sports organizations in creating a roadmap for realizing the six principles, the Guidelines define the scope of each principle, problems entailed in it, a suggested monitoring framework with recommended indicators, and policies/procedures to follow in implementation. Sports organizations can adopt these steps based on organizational capacities.

Chapters of the Guidelines



WHY GENDER EQUALITY IN AND THROUGH SPORTS?

This chapter elaborates the reasons for pursuing gender equality in and through sports.



FIGURES ON SPORTS AND GENDER EQUALITY, AROUND THE WORLD AND IN TURKEY

After presenting global figures on gender equality in sports, this chapter also offers details on Turkey as a case study.



INTERNATIONAL INSTRUMENTS

Normative frameworks include international policies to promote gender equality in sports and international policies on human rights and women rights with sport as a thematic area.



BASIC CONCEPTS

This chapter explains basic concepts of gender equality and the empowerment of women in sports.



SELF-ASSESSMENT FORM

This form helps sports organizations determine how far they have come already in applying the six principles.



PRINCIPLES

The principles include the following elements:

SCOPE: Content/dimensions covered by the principle.

CONCEPTS: Key words necessary to understanding the principle.

KEY OBJECTIVES: Determined in line with the scope of the principle to help sports organizations set their own goals.

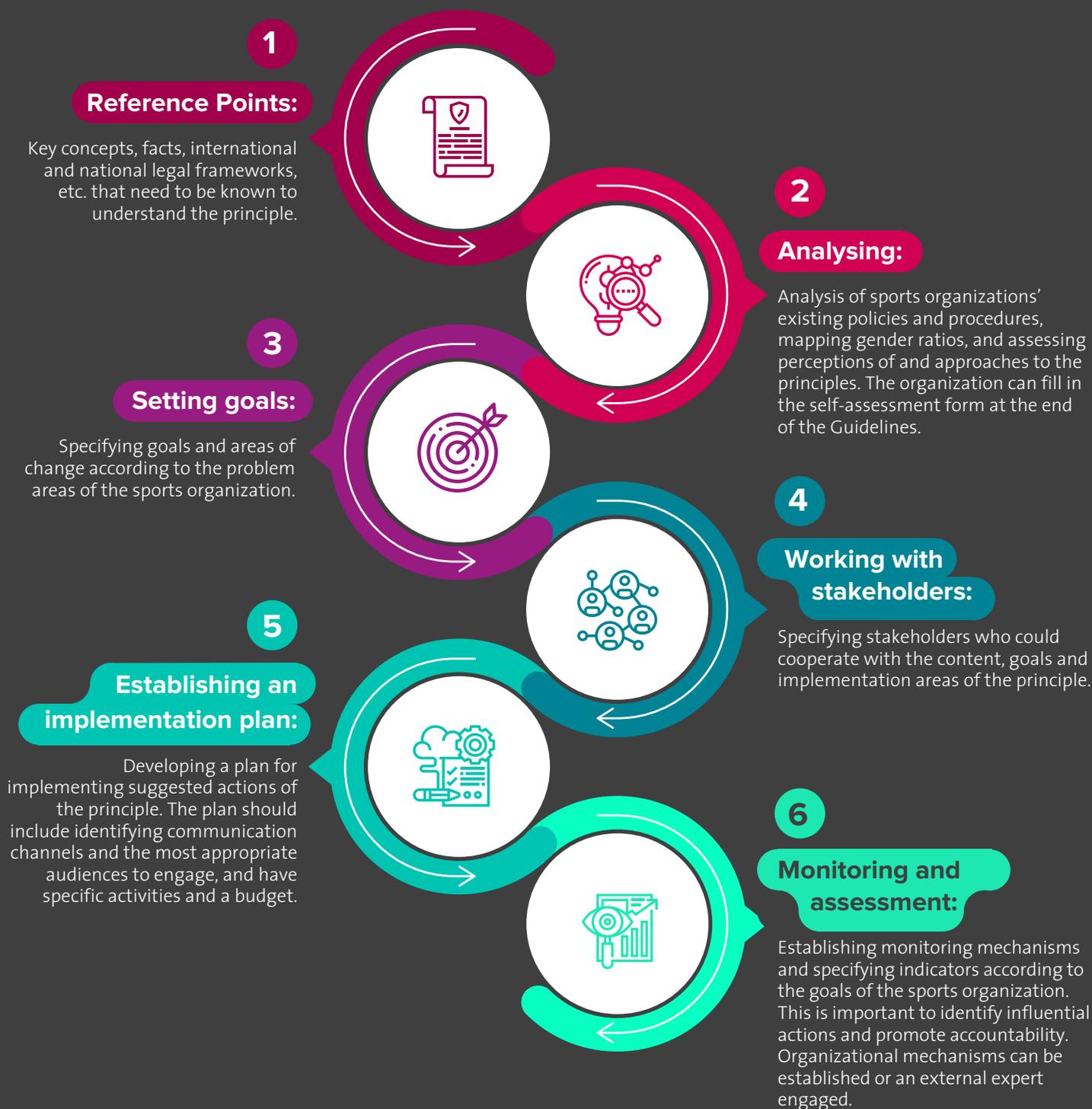
AREAS OF IMPLEMENTATION: Suggestions for applying each principle through a problem assessment to determine implementation areas, and proposed policies and management approaches to respond to the problems.

INDICATORS: Potential indicators that can be used in the analysing and monitoring and assessment steps of the principle.

ROADMAP: Six steps that sports organizations can follow in applying the principles.

Roadmap:

Six steps that sports organizations can follow in applying the principles.



Indicators of Gender Equality In Sports

The Guidelines provide indicators for each principle. These are tools for collecting comparable data on gender equality in the policies and programmes of sports organizations. Regular monitoring and assessment to keep progress on track must rely on realistic and accurate indicators that are based on internationally adopted norms and standards as well as current information collected on the indicators.

While developing the indicators presented in the Guidelines, gender equality norms and standards in international sports policy documents⁴ and indicators in selected global indices were analysed. These latter include the European Institute for Gender Equality Index (European Institute for Gender Equality, 2015) and the Council of Europe Eurostat Sport Statistics (Eurostat Sport Statistics, 2016).

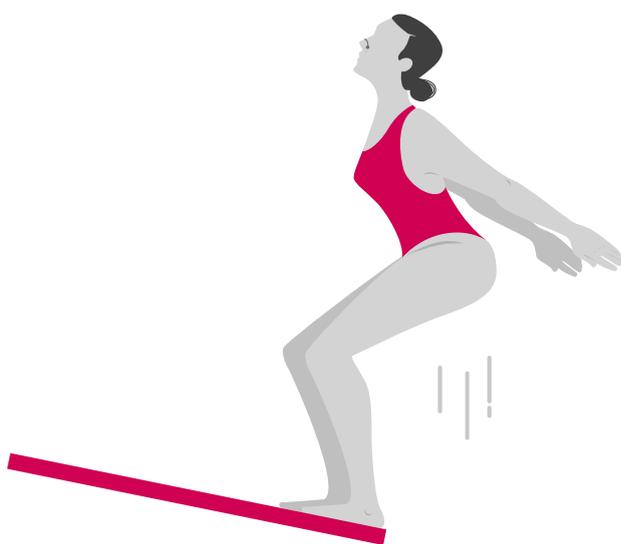
The indicators encompass some used in the Fenerbahçe Sports Club Gender Analysis study. UN Women's HeForShe movement and Fenerbahçe Sports Club collaborated to conduct the analysis based on indicators in five strategic areas defined by the European Commission (2016). The areas include: participation in sports and gender equality, leadership and gender equality, coaching and gender equality, gender-based violence and gender equality, and media and gender equality.

⁴ Including UNESCO, 2013, 2015a, 2018; European Commission, 2014, 2015, 2016; IOC, 2007; Council of Europe, 2000.



WHY GENDER EQUALITY IN AND THROUGH SPORTS?





Sports is an important strategic instrument in women’s social and economic empowerment

Sports contributes to achieving the global goals in the 2030 Agenda for Sustainable Development. It promotes tolerance and respect; development and peace; the empowerment of women and youth as well as communities; and health, education and social inclusion targets. Across the world, sports is a strategic instrument in official policies and civil initiatives aimed at empowering women and girls. The physical, psychological, intellectual, social and economic benefits provided by sports make a major contribution to improving the social status of women and girls and development overall.

Sports has the power to influence societies and plays a role in achieving gender equality

Including performance sports, recreational sports/physical activity and physical education in “sports” as an umbrella concept shows its potential to influence a considerable part of the population, including all ages and genders. Sports is an industry of significant size, including national and international sports organizations, sporting schools, sports organizations, commercial fitness centres, sports media, different professions in sports-related industries and a large mass of spectators/fans. Sports thus has the power and capacity to contribute to achieving many core elements of gender equality, including ending discrimination against women and girls, eliminating violence against women and girls as well as harmful practices such as child marriage, and providing women with equal opportunities to participate in decision-making.

Female athletes and sports leaders are strong role models for society

Female athletes and sports leaders (managers, coaches, referees/judges) are strong role models for society. Professional women in areas of sports dominated numerically and culturally by men contribute to changing gender stereotypes and improving positive attitudes towards women leaders.

Participation in sports is a fundamental human right

The practice of physical education, physical activity and sports was recognized as a human right in the International Charter of Physical Education, Physical Activity and Sport. The first article of the charter states that sports is a fundamental right for all: *“Every human being must have the freedom to develop and maintain physical, psychological and social well-being and capabilities and opportunities to participate in physical education and sport must be available to all human beings”* (UNESCO, 2015a).

Sports promotes complete development for individuals and contributes to community health

Regular participation in sports make a great contribution to women’s and girls’ complete development and health (Table 1). Physical inactivity is one of the key risk factors for death and non-communicable chronic diseases worldwide (WHO, 2020a). Estimates from 2012 suggest that more than 5 million death each year are attributable to insufficient physical activity (WHO, 2019).

TABLE 1.

THE BENEFITS OF PARTICIPATION IN SPORTS FOR WOMEN AND GIRLS



Physical

- Protection of physical health
- Reduce risk of contracting chronic diseases
- Adopt a healthy diet
- Develop physical ability and competence
- Develop healthy weight control
- Develop physical fitness / wellness



Psychological

- Protection of mental health and well-being
- Increase in self-confidence and self-esteem
- Develop ways to cope with stress and anxiety
- Develop sense of independence
- Develop positive sense of self
- Develop physical self-competences



Social

- Build positive social relations
- Develop a social network
- Existence in public sphere
- Develop social skills
- Develop basic life skills
- Be aware of gender stereotypes and combat them

Sources: Biddle and others, 2005; Brown, Mielke and Kolbe-Alexander, 2016; Coleman, Cox and Roker, 2008; Harrington and others, 2018; Schmid and others, 2015; WHO, 2020b.



Sustainable Development Goal 5 on achieving gender equality and empowering all women and girls requires promoting the empowerment of women at all levels and eliminating all forms of violence against women (Table 2).⁵

TABLE 2.

THE ROLE OF SPORTS IN THE EMPOWERMENT OF WOMEN

Sports participation is an important empowerment tool for women.

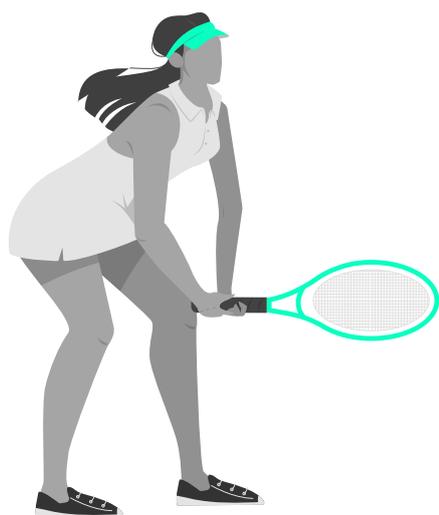
PERSONAL LEVEL:

attain self-confidence and self-sufficiency, have a sense of value as a human being, have control of one's own life and decision-making, have resources to address problems, realize skills and take actions to improve them, realize rights to access opportunities and resources, etc..

SOCIAL LEVEL:

play an active role in understanding the social and cultural structure resulting in women's subordination, transform restrictive cultural norms and gender relations, make organizations gender-responsive, provide co-movement among women to foster social change, etc..

Sources: European Institute for Gender Equality, 2017; IOC, 2018a; UN Sustainable Development Goals Fund, 2018; UN Women, 2020b; Women in Sport, 2017.



⁵ See: <https://www.kureselamaclar.org/en/global-goals/gender-equality/>

SPORTS AND GENDER EQUALITY WORLDWIDE

Despite progress, there is still a far to go on gender equality in sports (Pfister, 2019).



Women in Sports Leadership

The lower representation of women in different leadership positions is one of the key manifestations of gender inequality in sports and a barrier for strengthening overall gender equality efforts (Fasting and others, 2014). Despite progress in recent years, women’s leadership in sports is still low. Tables 3 and 4 include the latest available public data on women’s participation in managerial positions in the International Olympic Committee (IOC), International Paralympic Committee (IPC) and international sports federations. The IOC in December 2016 decided to advise members of the Olympic movement to set a minimum target of 30 per cent for women’s representation in their governing bodies by 2020.



Photo: Ryan Brown/UN Women

TABLE 3.

GENDER RATIO OF MANAGERIAL POSITIONS IN THE IOC AND IPC BY 2021

| IOC & IPC MANAGERIAL POSITIONS | WOMEN (NUMBER) | WOMEN (PERCENTAGE) | MEN (NUMBER) | MEN (PERCENTAGE) |
|--------------------------------|----------------|--------------------|--------------|------------------|
| IOC MEMBERS | 37 | 35.9 | 66 | 64.1 |
| IOC EXECUTIVE BOARD | 4 | 26.7 | 11 | 73.3 |
| IPC BOARD | 4 | 28.6 | 10 | 71.4 |

Sources: International Paralympic Committee, 2019, 2020; Women’s Sport Foundation, 2017, 2018.

TABLE 4.

GENDER RATIO OF MANAGERIAL POSITIONS IN INTERNATIONAL SPORTS FEDERATIONS BY 2016

| INTERNATIONAL SPORTS FEDERATION MANAGERIAL POSITIONS | WOMEN (NUMBER) | WOMEN (PERCENTAGE) | MEN (NUMBER) | MEN (PERCENTAGE) |
|--|----------------|--------------------|--------------|------------------|
| PRESIDENTS | 2 | 5.7 | 33 | 94.3 |
| VICE PRESIDENTS | 17 | 12.2 | 122 | 87.8 |
| EXECUTIVE COMMITTEE MEMBERS | 51 | 13.1 | 337 | 86.9 |

Source: Lapchick and others, 2016.

Women in Sports Participation

Girls and women do not participate on equal terms in sports, physical activity for a healthy life style or physical education.⁶ **In almost all countries and cultures, girls and women participate in fewer sports and less physical activity than boys and men.** As an indicative example, Tables 5 and 6 present gender ratios in the Olympic and Paralympic Games.

TABLE 5.

GENDER RATIO OF ATHLETES IN SUMMER AND WINTER

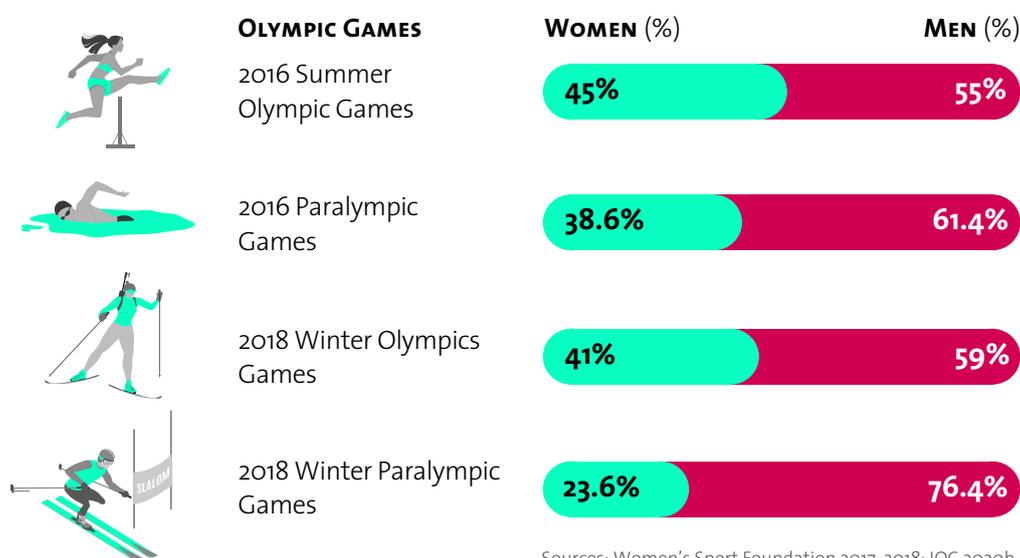


TABLE 6.

WOMEN'S PARTICIPATION IN THE OLYMPIC AND PARALYMPIC GAMES

| WOMEN'S PARTICIPATION IN THE SUMMER GAMES OF THE OLYMPIAD, 2016 | | | | | | |
|---|--------|-----------------|--------------|------------------------------|--------------------|----------------------------------|
| GAMES | SPORTS | WOMEN'S EVENTS* | TOTAL EVENTS | PERCENTAGE OF WOMEN'S EVENTS | WOMEN PARTICIPANTS | PERCENTAGE OF WOMEN PARTICIPANTS |
| OLYMPIC | 28 | 145 | 306 | 47.4 | 5,059 | 45 |
| PARALYMPIC | 22 | 263 | 528 | 49.8 | 1,670 | 38.6 |
| WOMEN'S PARTICIPATION IN THE WINTER GAMES OF THE OLYMPIAD, 2018 | | | | | | |
| GAMES | SPORTS | WOMEN'S EVENTS* | TOTAL EVENTS | PERCENTAGE OF WOMEN'S EVENTS | WOMEN PARTICIPANTS | PERCENTAGE OF WOMEN PARTICIPANTS |
| OLYMPIC | 7 | 53 | 102 | 52 | 1,159 | 41 |
| PARALYMPIC | 6 | 41 | 80 | 51.25 | 133 | 23.6 |

Sources: IOC, 2020b; Women's Sport Foundation, 2017, 2018.

*Including mixed events.

6 Ho and others, 2017; López de D'Amico, Benn and Pfister, 2016; Ming-Kai and Edginton, eds., 2014; Volkwein-Caplan and McConatha, 2018.

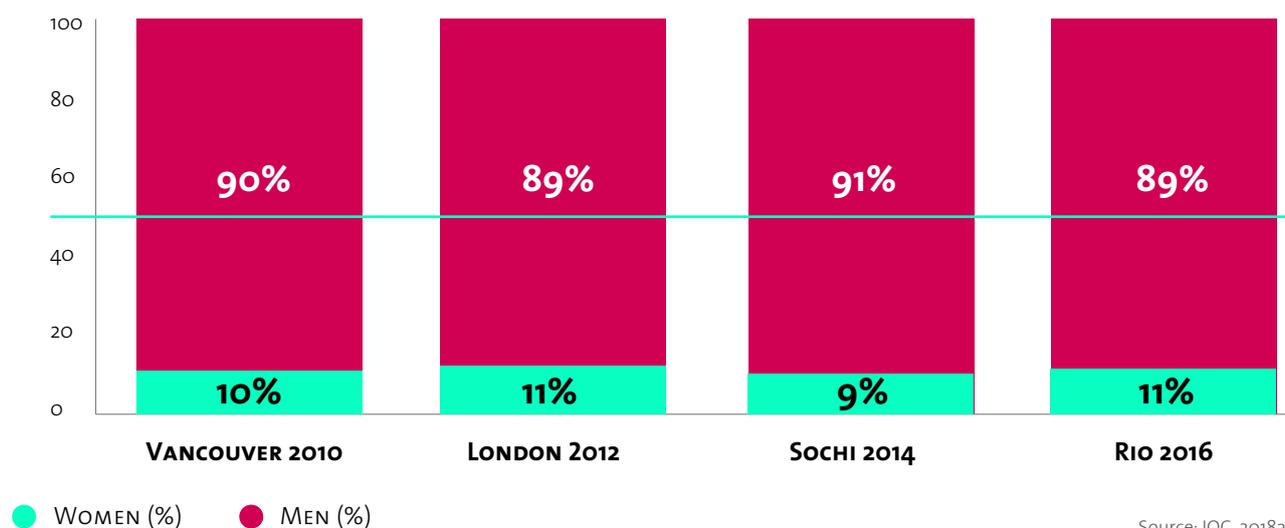
Women In Coaching

Special emphasis has been given in recent years to low number of female coaches (Reade, Rodgers and Norman, 2009). The limited number of women physical education teachers is also a concern as many girls might start playing sports in a physical education class. This shortfall was raised in 2017 at the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI).

At the Summer and Winter Olympic Games, the number of female coaches is much lower than the number of male coaches (Figure 1).

FIGURE 1.

ACCREDITED COACHES AT THE OLYMPIC GAMES



Source: IOC, 2018a.

At the 2019 FIFA Women's World Cup, only 9 of the 24 nations had female coaches (37.5 per cent) (Fare network, 2019). In England, France, Germany, the Netherlands and Spain, women's share of A licence coaching qualifications is less than 2 per cent of the total. In Spain, fewer than 0.5 per cent of all A licence holders are women. In England, only 41 women possessed an UEFA A coaching licence in 2017, compared to 1,672 male coaches. There are some exceptional cases of female coaches (Noriega, 2019), yet the numbers are still very low.

SPORTS AND GENDER EQUALITY IN TURKEY



Women in Sports Leadership

Gender ratio of managerial positions in the Turkish Olympic Committee and the National Paralympic Committee of Turkey

Table 7 include the latest available public data on women’s participation in managerial positions in the Turkish Olympic Committee and the National Paralympic Committee of Turkey

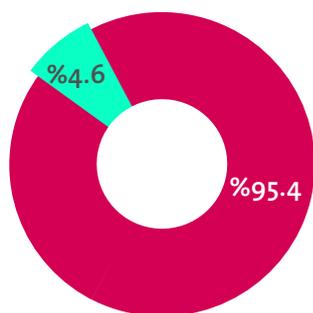
TABLE 7. GENDER RATIO OF MANAGERIAL POSITIONS IN THE TURKISH OLYMPIC COMMITTEE AND NATIONAL PARALYMPIC COMMITTEE OF TURKEY IN 2021

| MANAGERIAL POSITIONS | WOMEN (NUMBER) | WOMEN (PERCENTAGE) | MEN (NUMBER) | MEN (PERCENTAGE) |
|---|----------------|--------------------|--------------|------------------|
| TURKISH OLYMPIC COMMITTEE EXECUTIVE BOARD | 4 | 23.5 | 13 | 76.5 |
| NATIONAL PARALYMPIC COMMITTEE OF TURKEY EXECUTIVE BOARD | 1 | 7.1 | 13 | 92.9 |

Sources: See data from the Turkish Olympic Committee at: <https://olimpiyatkomitesi.org.tr/Detail/About-Us/Executive-Board/10/1/1>. Data from the National Paralympic Committee of Turkey are at: <http://www.tmpk.org.tr/kisiler/yonetim-kurulu/>.

GENDER RATIO OF PRESIDENTS IN SPORTS FEDERATIONS

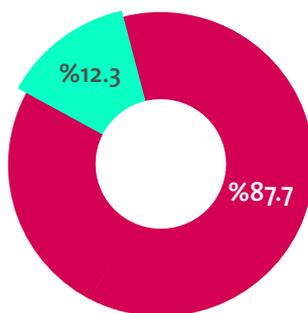
FIGURE 2.



In 2020, 3 of 65 sport federations had women presidents (4.6 per cent). Presidents of sailing, chess and orienteering federations are women (Figure 2).

GENDER RATIO OF SECRETARIES-GENERAL IN SPORTS FEDERATIONS

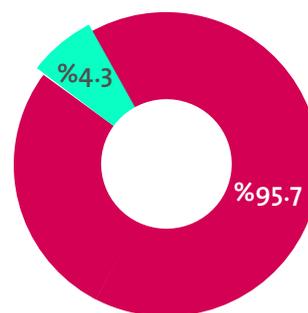
FIGURE 3.



In 2020, 8 women (12.3 per cent) served as secretaries-general of 65 federations for billiards, ice skating, dance, school sports, automobile, motorcycle, taekwondo and volleyball (Figure 3).

GENDER RATIO IN THE EXECUTIVE BOARDS OF SPORTS FEDERATIONS

FIGURE 4.



● WOMEN (%) ● MEN (%)

Forty-nine women serve on the executive boards of the 65 sports federations (4.3 per cent) compared to 1,082 men (95.7 per cent) (Figure 4).

TABLE 8.

**REASONS FOR LOW
NUMBERS OF FEMALE
MANAGERS**

Research suggests several barriers for women to achieve leadership positions (Table 8).

| |
|--|
| NUMERICAL AND CULTURAL MASCULINE DOMINATION IN SPORTS ORGANIZATIONS |
| SCARCITY OF FEMALE MANAGER ROLE MODELS IN SPORTS ORGANIZATIONS |
| ASSOCIATION BETWEEN MASCULINITY AND SPORTS MANAGEMENT SKILLS |
| LACK OF CAREER PLANNING FOR WOMEN IN SPORTS ORGANIZATIONS |
| LACK OF SUPPORT FOR POTENTIAL FEMALE MANAGERS IN SPORTS ORGANIZATIONS |
| TRADITIONAL GENDER STEREOTYPES FOR WOMEN IN SOCIETY |
| BURDEN OF WOMEN'S DOMESTIC RESPONSIBILITIES |
| WOMEN'S LIMITED SOCIAL AND ECONOMIC CAPITAL |

Sources: Henry and Robinson, 2010; Kluka, Goslin and Steyn, 2012; Kluka and others, 2013; Koca and Öztürk, 2015.

Women in Sports Participation

TABLE 9. GENDER RATIO OF TURKISH ATHLETES IN THE SUMMER AND WINTER OLYMPICS AND PARALYMPIC GAMES

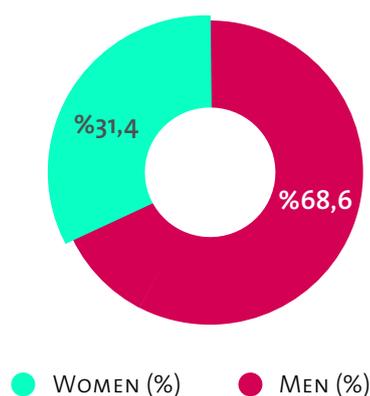
| OLYMPIC GAMES | WOMEN (NUMBER) | WOMEN (PERCENTAGE) | MEN (NUMBER) | MEN (PERCENTAGE) |
|------------------------------|----------------|--------------------|--------------|------------------|
| 2016 SUMMER OLYMPIC GAMES | 48 | 46.6 | 55 | 53.4 |
| 2016 PARALYMPIC GAMES | 33 | 41.8 | 46 | 58.2 |
| 2018 WINTER OLYMPICS GAMES | 3 | 37.5 | 5 | 62.5 |
| 2018 WINTER PARALYMPIC GAMES | 0 | 0 | 1 | 100 |

Sources: For data on the Summer and Winter Olympics, see: <https://olimpiyatkomitesi.org.tr/Olympic-Games/1> and <https://olimpiyatkomitesi.org.tr/Olympic-Games/3>. For data on the Summer and Winter Paralympic Games, see: <http://www.tmpk.org.tr/donemler/yaz-oyunlari/>; <http://www.tmpk.org.tr/donemler/kis-oyunlari/>; and Girişmen, 2017.

GENDER RATIO OF ATHLETES

In 2020, the number of female athletes in 63 sports federations was 1,910,167 (31.4 per cent); the number of male athletes was 4,178,051 (68.6 per cent) (Figure 5).⁸

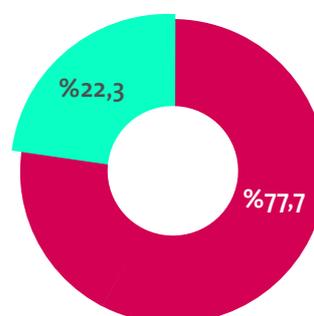
FIGURE 5.



GENDER RATIO OF ATHLETES WITH DISABILITIES

In Turkey, athletes with disabilities are registered with the Turkish Sports Federation for the Physically Disabled, the Turkish Blind Sports Federation, the Turkish Deaf Sports Federation and the Turkish Special Athletes Sports Federation. In 2020, female athletes comprised 22.3 per cent of the members of these federations, and male athletes 77.7 per cent (Figure 6).

FIGURE 6.



⁸ Data were obtained from the official website of the Turkish Republic Ministry of Youth and Sport, General Directory of Sport Services <https://shgm.gsb.gov.tr/Federasyonlar>

TABLE 10. REASONS FOR LOW NUMBERS OF FEMALE ATHLETES

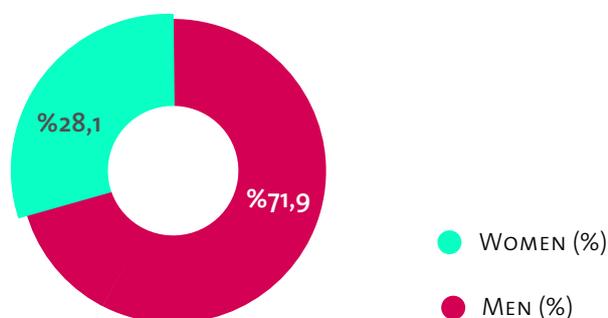
| |
|---|
| REGARD SPORTS AS A MALE ACTIVITY |
| NUMERICAL AND CULTURAL MALE DOMINATION IN SPORTS |
| UNDERREPRESENTATION OF WOMEN IN MANAGEMENT AND COACHING POSITIONS |
| LACK OF WOMEN ROLE MODELS IN SPORTS |
| LACK OF SOCIAL APPROVAL FOR WOMEN'S PARTICIPATION IN SPORTS |
| LIMITED OPPORTUNITIES FOR GIRLS TO PARTICIPATE IN SPORTS DUE TO HOUSEHOLD RESPONSIBILITIES |
| ECONOMIC INADEQUACY AND ECONOMIC DEPENDENCE |
| DRESS CODES IN SOME SPORTS |
| SAFETY CONCERNS |
| LIMITED ACCESS TO SPORTS FACILITIES |
| WOMEN'S NEGATIVE BODY IMAGE (ESPECIALLY TEENAGE GIRLS) |
| LOW PHYSICAL LITERACY OF WOMEN |
| SPORTS FACILITIES/PROGRAMMES THAT ARE NOT WOMEN-FRIENDLY |
| INEFFICACY OF POLICIES AND INITIATIVES TO ENHANCE WOMEN'S PARTICIPATION IN SPORTS |
| UNDERREPRESENTATION OF FEMALE ATHLETES IN MEDIA |

Sources: Elsey and Nadel, 2016; Benn, Pfister and Jawad, eds., 2010; López de D'Amico, 2019; López de D'Amico and González, 2018; Öztürk and Koca, 2019; UN Women, 2020a; UN Women, 2007; UNESCO, 2015b.

Women In Coaching

As is the case with athletes, there is a gap between the number of female and male coaches affiliated with 59 sports federations. In 2020, the number of female coaches was 79,310 (28.1 per cent) whereas the number of male coaches was 203,261 (71.9 per cent) (Figure 7).

FIGURE 7. GENDER RATIO OF COACHES

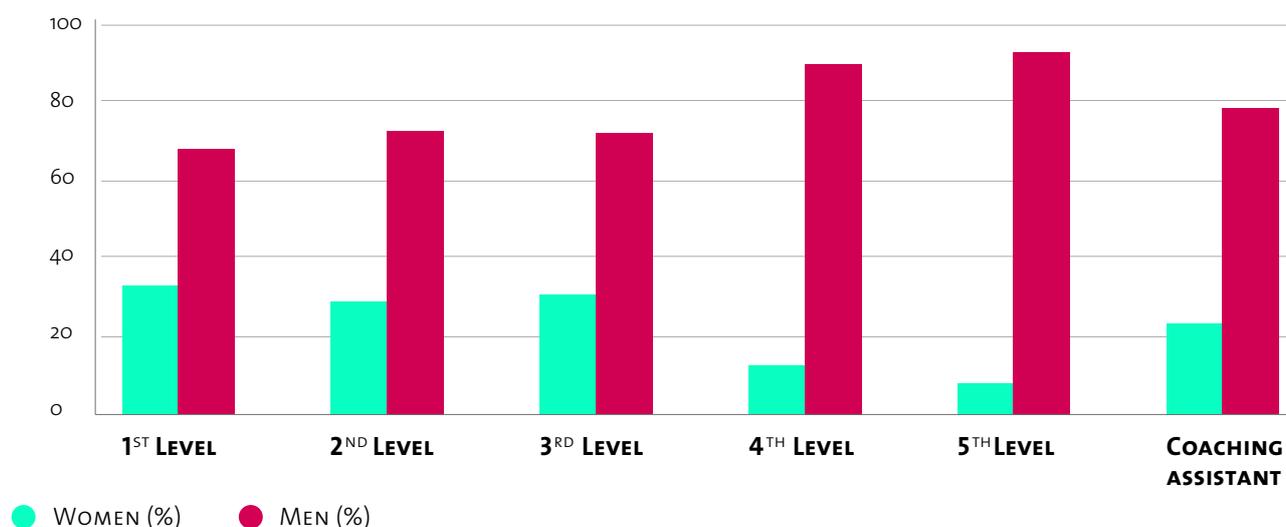


Source: Data were obtained from Turkish Ministry of Youth and Sports Directorate General of Sports Services and the TFF.

Data from FIFA Women Football Research 2019 was used with data from the Turkish Football Federation (TFF).⁹ In 2018, no female coaches had a UEFA PRO license while 548 male coaches did (Özbay Özen, 2019). Only six female coaches had a UEFA A license (0.3 per cent) compared to 1,953 male coaches (99.7 per cent). The number of female coaches with a UEFA B license was 65 (1.7 per cent) compared to 3,672 male coaches (98.3 per cent). While 149 female coaches had a TFF C license (1.3 per cent), 11,113 male coaches had these (98.7 per cent). Among football coaches affiliated with the TFF in 2018, women comprised only 1.3 per cent compared to men at 98.7 per cent.

Shares of female coaches by level were 32.5 per cent in the first level, 28.4 per cent in the second level, 29 per cent in the third level, 11.3 per cent in the fourth level and 7.5 per cent in the fifth level. The portion of female coaching assistants (monitors) was 21.9 per cent. Female coaches mostly work with children and are not assigned to high-level coaching positions (Figure 8).

FIGURE 8. SHARES OF FEMALE AND MALE COACHES BY LEVEL



⁹ See: <https://img.fifa.com/image/upload/nq3ensohyxpuxovcovjo.pdf>.

TABLE 11. REASONS FOR LOW NUMBERS OF FEMALE COACHES

| |
|--|
| LIMITED ACCESS TO COACHING EDUCATION |
| REGARD COACHING AS AN INAPPROPRIATE JOB FOR WOMEN |
| OBSCURITY OF THE FUTURE OF THE COACHING PROFESSION FOR WOMEN |
| LACK OF FLEXIBLE WORK CONDITIONS |
| LIMITED PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FEMALE COACHES |
| GENDER ROLE STEREOTYPES ABOUT WOMEN |
| SCARCITY OF SEPARATE QUOTAS FOR WOMEN IN UNIVERSITY COACHING EDUCATION PROGRAMMES |
| SEXIST PRACTICES IN THE SEGREGATION OF DUTIES IN SPORTS ORGANIZATIONS |
| GENDER-BASED VIOLENCE IN SPORTS |
| WOMEN'S LOW SELF-CONFIDENCE IN THE KNOWLEDGE AND SKILLS THAT COACHING REQUIRES |

Sources: LaVoi, McGarry and Fisher, 2019; Leberman and Hurst, 2019; Özen and Koca, 2017; Özbay Özen, 2019.

PRINCIPLE

01

UNDERTAKE EFFORTS TO
PROMOTE WOMEN'S LEADERSHIP
AND GENDER EQUALITY IN
GOVERNANCE MODELS





Marta Vieira da Silva, UN Women Good Will Ambassador Photo: Ryan Brown, UN Women

PRINCIPLE

01 UNDERTAKE EFFORTS TO PROMOTE WOMEN'S LEADERSHIP AND GENDER EQUALITY IN GOVERNANCE MODELS

● **SCOPE**

Establishing high-level corporate leadership for gender equality is fundamental for guiding a gender-responsive sports organization to implement all of its principles successfully. Leaders are expected to shape consensus about the importance of gender equality, and demonstrate strong and consistent leadership on the issue to the entire organization. The commitment to gender equality should be conveyed to all individuals and stakeholders.

Providing gender balance in leadership positions is one important indicator of a gender-responsive sports organization. Women can make distinctive contributions to organizations by having crucial roles in management (IOC, 2018a).

● **KEY OBJECTIVES**

- Establish a high-level organizational commitment to gender equality.
- Develop an organizational gender equality policy/action plan.
- Apply a gender mainstreaming approach to organizational policies and programmes.
- Establish gender balance in leadership positions.
- Establish gender balance in all positions.

● **CONCEPTS**



● AREAS OF IMPLEMENTATION

Problem assessment

Lack of gender equality in the policies and procedures of sports organizations

- Analysis of organizational policies and procedures in terms of gender equality

Underrepresentation of women in decision-making

- Map the gender ratio on the executive board.
- Map the gender ratio in committees at various levels.
- Identify barriers that prevent women from participating in decision-making.
- Identify the attitudes of executives towards female managers.
- Identify the organization's culture in relation to diversity (gender, religion, language, disability, sexual orientation, etc..).

Lack of access to opportunities for professional development

- Identify professional development opportunities for women.
- Map the gender ratio in access to professional development opportunities.
- Identify barriers that prevent women from participating in professional development opportunities.

Identify discriminatory practices

- Identify gender discriminatory practices in the organization (policies and procedures related to executive board election, recruitment, promotions, pay and benefits, etc..).

Policies and management

Increase the number of women in decision-making

- Ensure gender balance in all decision-making positions.
- Ensure gender balance on the executive board.
- Establish measures to increase the number of women on the board, like a gender quota.
- Establish a mentorship mechanism for women nominees in decision-making positions.
- Build a pipeline of women candidates for governance roles.
- Develop policies and procedures that will enable women to progress in leadership.
- Develop and implement gender equality training for executives.

Provide access to opportunities for professional development

- Provide equal access for women and men to professional development programmes.
- Foster women's participation in leadership development programmes.
- Support women executives as role models and establish platforms for them to share knowledge and experience with women candidates.

Promote positive practices

- Ensure the career advancement process is equal for all genders.
- Ensure gender balance in recruitment committees.
- Proactively communicate with all members of underrepresented genders during recruitment.
- Provide opportunities to access childcare services (build a lactation area, provide a shuttle bus for breastfeeding leave, etc..).
- Provide family-oriented policies (flexible working hours, part-time work, home-based work, etc..).

1.1. REFERENCE POINTS



International and national normative frameworks.¹⁰

Human rights, women's rights, prevention of discrimination, equal pay for work of equal value, gender-responsive policies and procedures.

Equal access to professional development, women in senior management, women in decision-making, women role models and mentorship mechanisms.

1.2. ANALYSING



• Gender analysis of current policies and procedures

Recruitment/election criteria and process in management positions.

Candidate nomination and election criteria of the executive board and committees.

Policies and procedures of professional development and career advancement.

• Map gender ratio

Map the gender ratio on the executive board.

Map the gender ratio in committees.

Map the gender ratio of employees with different tenures/levels/positions.

Map the gender ratio in recruitment, promotion, job applications, etc..

Map the gender ratio in professional development opportunities.

• Assess perceptions and approach

Perceptions of executives, board members, athletes, coaches and stakeholders about female managers in the sports organization.

Perceptions of executives, board members, athletes, coaches and stakeholders about diversity (gender, religion, language, disability, sexual orientation) in the sports organization.

¹⁰ The leading conventions, declarations and commitments that constitute the legal framework are the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); Beijing Declaration and Platform for Action; UN Sustainable Development Goals; International Labour Organization conventions; UN International Charter of Physical Education, Physical Activity and Sport; Kazan Action Plan and IOC Olympic Charter.

1.3. SETTING GOALS



• Establish a high-level organizational commitment to gender equality

Develop and implement a gender equality policy for the sports organization.

Establish a gender equality committee for the sports organization.

Develop and implement gender equality training for executives.

• Increase the number of women in decision-making

Develop and implement policies for increasing the number of women on the executive board (e.g., establish 50/50 gender distribution at the board level).

Develop and implement policies for increasing the number of women in committees (e.g., establish 50/50 gender distribution for committees).

Develop and implement a leadership programme for women executive candidates.

Provide opportunities to access childcare services.

Provide family-oriented policies.

• Provide equal access to professional development opportunities

Provide equal access for women and men to professional development opportunities.

Provide professional development opportunities for women executive candidates.

1.4. WORKING WITH STAKEHOLDERS



Specify stakeholders and identify their involvement in the gender equality work of the sports organization. Internal stakeholders comprise athletes, coaches, referees/judges, medical staff, technical staff, office clerks, etc.. External stakeholders include governing sports bodies, international/national sports federations, national Olympic committees, national Paralympic committees, sports clubs, media, sponsors, facility security agencies, sports NGOs, women's NGOs, families, fans, universities, etc..

1.5. ESTABLISHING AN IMPLEMENTATION PLAN



Establish a gender equality committee in the sports organization and ensure the involvement of female managers in the committee.

Develop an action plan for implementing gender equality initiatives in the organization.

Develop and implement a gender equality policy for the organization.

Develop and implement mentorship and leadership programmes for women executive candidates.

Develop and implement a recruitment policy for women executive candidates.

Develop and implement gender equality training for executives.

Establish a communications plan on gender equality in sports leadership, the value of women's leadership, etc..

Establish a budgeted plan covering gender analysis, mentorship and leadership programmes, gender equality trainings, etc..

1.6. MONITORING AND ASSESSMENT



Establish monitoring mechanisms.

Identify indicators for monitoring gender equality efforts under this principle.

Report to the organizational gender equality committee.

INDICATORS

- Potential indicators for analysing/monitoring and assessment

- ✓ Presence of a high-level organizational commitment to gender equality
- ✓ Presence of an organizational gender equality policy
- ✓ Acknowledgement of the gender equality policy by stakeholders
- ✓ Presence of an organizational gender equality committee/working group
- ✓ Gender of sports organization's leader (president)
- ✓ Gender of secretary-general
- ✓ Gender ratio on the executive board
- ✓ Gender ratio in committees
- ✓ Gender ratio of people with disabilities in decision-making positions
- ✓ Gender ratio in recruitment committees
- ✓ Proportion of executives who have received training on equality
- ✓ Share of women among people invited to job interviews, share of female managers conducting job interviews
- ✓ Proportion of women executive candidates who have received mentorship
- ✓ Proportion of women who benefit from professional development opportunities
- ✓ Number of collaborations with stakeholders working on women's empowerment and gender equality

PRINCIPLE

02

UNDERTAKE EFFORTS TO
PREVENT AND RESPOND TO
VIOLENCE AGAINST WOMEN AND
GIRLS IN AND THROUGH SPORTS





Photo: Gonzalo Bell/UN Women

PRINCIPLE

02 UNDERTAKE EFFORTS TO PREVENT AND RESPOND TO VIOLENCE AGAINST WOMEN AND GIRLS IN AND THROUGH SPORTS

● **SCOPE**

Enabling all individuals in a sports organization to work in a safe and violence-free environment constitutes a core part of gender equality initiatives. Combatting gender-based violence in sports and safeguarding athletes are considered important strategic areas in the fight for gender equality in international sports policies (European Commission, 2016; Council of Europe, 2000; IOC, 2017) and sports organizations (for instance, the IOC).

Sports organization should combat gender-based violence in sports. Gender-based violence is committed against any person due to their gender or affecting a specific gender disproportionately (European Commission, 2014). A 2016 European Commission study of 38 countries, however, showed that women and girls are exposed to gender-based violence more than men in sports, and harassers are generally men with power (coach/manager/health staff) (Mergaert and others, 2016). Forms of gender-based violence in sports cover verbal harassment, sexual harassment, sexual assault, rape, sexual exploitation, physical violence, emotional-psychological violence, economic violence and cyber violence, bullying, peer harassment, and LGBTQI homophobia. Sports organization should develop preventive (e.g., training) and protective mechanisms (e.g. survivor centered support).

Athletes should enjoy their rights to participate in safe and inclusive sports. All athletes have the right to participate in a safe, violence-free sports environment, and to be surrounded by respect and equality without being exposed to any form of discrimination or ill treatment.

Sports organization should strive to prevent violence against women and girls in society through sports. Sports is a crucial instrument in prevention as it empowers women and girls.

● **CONCEPTS**



● **KEY OBJECTIVES**

- Enable a safe and inclusive sports environment for all individuals.
- Enable all athletes to participate in violence-free, safe and inclusive sports.
- Prevent violence against women and girls in society through sports.

● AREAS OF IMPLEMENTATION

Problem assessment

Existence of gender-based violence in sports

- Identify all forms of gender-based violence (physical, psychological, sexual, economic, cyber, etc..) in sports.

Lack of policies and procedures for preventing gender-based violence in sports

- Analysis of organizational policies and procedures in terms of safeguarding all individuals (athletes, coaches, etc..) from gender-based violence
- Analysis of sports facilities from the perspective of safe sports

Policies and management

For preventing and eliminating gender-based violence in sports

- Develop and implement an organizational policy for preventing gender-based violence. All sports organizations have different capacities, priorities and activities based on the local, national and international context. Under this principle, an organizational policy might focus on prevention of violence and be aligned with terms used in the IOC policies (IOC, 2017).
- Developing preventive mechanisms can begin with creating educational materials related to prevention, conducting training, and developing and implementing a code of ethics for coaches, athletes and managers. It could entail criminal records checks as part of recruitment procedures.
- Developing protective mechanisms might comprise establishing reporting procedures, investigation procedures, a confidentiality policy related to reports of gender-based violence and supporting mechanisms for survivors, etc..

For building a safe and inclusive sports environment

- Make sports facilities accessible and safe for everyone. This might encompass easy access, sufficient lighting inside and outside the facility, and avoiding facilities in deserted places.
 - Develop policies about the use of locker rooms in sports facilities. Create separate locker rooms for athletes/coaches and for women/men. If this is not possible, establish separate hours of use. Share ethical codes on preventing gender-based violence in facilities.
 - Encourage fan groups to use non-sexist and inclusive cheers. Develop a corporate policy to prevent sexist chants and sharing with fan groups.
-

2.1. REFERENCE POINTS



National and international normative frameworks related to gender-based violence and safeguarding athletes.

Preventive and protective mechanisms in sports organizations.

Safe sports and inclusive sports.

2.2. ANALYSING



• Determine the frequency of gender-based violence in sports

Determine frequency in accordance with branches of sports, levels of teams and gender.

Determine gender-based violence committed in social media (cyber violence).

• Analysis of current policies and procedures for preventing gender-based violence and protecting survivors

Analysis of organizational policies in terms of gender-based violence in sports.

Analysis of current organizational preventive mechanisms.

Analysis of current organizational protective mechanisms.

Analysis of sports facilities from the perspective of inclusive and safe sports.

• Assess perception and approach

Perceptions of managers/athletes/coaches/technical staff/parents/stakeholders towards gender-based violence in sports and related policies.

Perceptions of managers/athletes/coaches towards violence against women and girls in society, and their thoughts on how violence against women can be prevented through sports.

Perceptions of spectators/fan groups towards gender-based violence in sports and sexist cheers.

2.3. SETTING GOALS



Develop and implement policies and procedures for gender-based violence in sports.

Develop and implement preventive mechanisms in a sports organization.

Develop and implement protective mechanisms in a sports organization.

Make sports facilities inclusive and safe.

Take responsibility for preventing violence against women in society.

2.4. WORKING WITH STAKEHOLDERS



Collaboration with stakeholders from various areas such as the public, civil society and academia in developing policies and trainings to prevent gender-based violence (IOC, international/national sports federations, national Olympic committee, national Paralympic committees, related NGOs, etc..)

Collaboration with national and international sports federations in developing ethical codes for athletes and coaches.

Collaboration with stakeholders in campaigns/ activities aimed at preventing violence against women in society.

Collaboration with outstanding figures (athletes, coaches, leaders, artists, politicians, etc..) in preventing gender-based violence in and out of sports.

Collaboration with fan groups to prevent sexist cheers in sports competitions.

2.5. ESTABLISHING AN IMPLEMENTATION PLAN



Establish a working group to combat gender-based violence in the sports organization.

Develop and implement policies and procedures to prevent gender-based violence in sports.

Ensure female athlete's participate in the development of policies for preventing gender-based violence in sports.

Establish organizational preventive mechanisms.

Establish organizational protective mechanisms.

Improve sports facilities to make them inclusive and safe.

Receive support from outstanding figures (athletes/coaches/leaders/fans) in the sports organization.

Establish a communications plan backing zero tolerance of gender-based violence, women-friendly sports facilities, safe sports facilities, non-sexist sports facilities, zero tolerance of violence against women in society.

Establish a budgeted plan for research on gender-based violence in sports, preventive and protective mechanisms, design and management of inclusive and safe sports facilities, and social responsibility activities for preventing violence against women in society.

2.6. MONITORING AND ASSESSMENT



Identify indicators for monitoring gender equality work under this principle.

Report to the organizational gender equality committee.

INDICATORS

- Potential indicators for analysing/monitoring and assessment



Presence of an organizational policy to prevent gender-based violence in sports



Whether organizational policy covers all forms of gender-based violence in sports



Presence of preventive mechanisms for gender-based violence in sports



Number of preventive measures (training for prevention of gender-based violence, code of ethics, criminal records checks, etc..) in the sports organization



Presence of protective mechanism for gender-based violence in sports



Number of protective measures (reporting procedures, investigation procedures, confidentiality policy, survivor support mechanisms, etc.) in the sports organization



Number of cases of gender-based violence reported



Presence of support mechanisms for survivors of gender-based violence



Proportion of athletes/coaches/managers/technical staff who have received training on the prevention of gender-based violence in sports



Presence of safeguarding policies and procedures for athletes



Presence of ethical codes for athletes, coaches, technical staff and managers



Number of projects/activities/campaigns that the sports organization conducted to combat violence against women and girls in society through sports



Presence of a committee/working group to combat gender-based violence in sports



Presence of organizational rejection of sexist cheers

PRINCIPLE



03

UNDERTAKE TO CLOSE THE GAP
IN INVESTMENT IN WOMEN'S
SPORT AND PROMOTE EQUAL
ECONOMIC OPPORTUNITIES FOR
WOMEN AND GIRLS



Photo: Caitlin Clifford/UN Women

PRINCIPLE

03 UNDERTAKE TO CLOSE THE GAP IN INVESTMENT IN WOMEN'S SPORT AND PROMOTE EQUAL ECONOMIC OPPORTUNITIES FOR WOMEN AND GIRLS

● **SCOPE**

Sports organizations increasingly include gender equality in participation in sports and respect for every individual's right to participate in their organizational strategies.

Sports organizations should provide female and male athletes with equal rights and opportunities. While there has been a dramatic increase in the number of female athletes and their international success, a gender gap nevertheless exists in favour of men in sports across the world. Sports organizations are expected to consider mechanisms to guarantee women's equal access to opportunities.

Sports organizations should provide female athletes with professional development opportunities. Ensuring that female athletes benefit equally and fairly from opportunities for training, competition, safety and professional development is an important policy both for athletes' personal development and for the sports organization itself to grow.

Sports organizations should provide female and male coaches, referees/judges and technical officials/support professionals with equal rights and opportunities. Coaching and refereeing positions are significant strategic areas to close the gap in investment in women's sports. Female coaches play significant roles in removing gender role stereotypes in sports, and have a positive impact on families agreeing that girls can participate in sports. Women technical officials and support professionals (such as sports physicians, psychologists and dieticians) should also have equal and fair opportunities.

● **CONCEPTS**

- PREVENTING DISCRIMINATION
- FAIR TRAINING/COMPETITION ATMOSPHERE
- EQUAL PLAY FOR EQUAL PAY WORK-LIFE BALANCE
- EQUAL ACCESS TO SPORTS OPPORTUNITIES
- FEMALE ATHLETE ROLE MODELS
- PROFESSIONAL DEVELOPMENT FOR FEMALE ATHLETES
- MENTORSHIP FOR FEMALE ATHLETES

● **KEY OBJECTIVES**

- Increase investments in the development of women's sports.
- Increase the number of female athletes.
- Increase the number of female coaches.
- Increase the number of female referees/judges.
- Increase the number of technical officials/support professionals.
- Enable female and male athletes, coaches, referees/judges and technical officials/support professionals to participate in an equal, fair and safe environment.

● AREAS OF IMPLEMENTATION

Problem assessment

Underrepresentation of female athletes in all sports branches and at all levels of sports

- Map the gender ratio of athletes in all sports branches.
- Map the gender ratio of athletes at all levels of sports branches.

Lack of female coaches and referees/judges in all sports branches and levels of sports

- Map the gender ratio of coaches in all sports branches.
- Map the gender ratio of coaches at all levels of sports branches.
- Map the gender ratio of referees/judges in all sports branches.
- Map the gender ratio of referees/judges at all levels of sports branches.

Lack of female technical officials/support professionals in sports organizations

- Map the gender ratio of technical officials.
- Map the gender ratio of support professionals.

Barriers for women's participation in sports

- Identify barriers preventing women from participating in sports. Studies show that there are personal, social, cultural and organizational barriers. Personal barriers include a lack of time/interest, family/peer influence, low self-confidence, low perception of athletic competence, negative body image, etc. Cultural barriers comprise gender stereotypes, the misconception that sports are male activities, sports organizations not having an inclusive culture, etc. Organizational barriers encompass activities not responsive to women's needs and interests, a lack of female coaches, training at late hours, sports facilities that are not responsive to women's needs, the accessibility of facilities for people with disability, etc..
- Identify barriers that prevent women from taking coaching positions.
- Identify barriers that prevent women from taking refereeing positions.
- Identify the attitudes of executives, athletes, coaches, referees/judges and technical officials/support professionals towards female athletes.
- Identify the attitudes of executives, athletes, coaches, referees/judges and technical officials/support professionals towards female coaches.

- Identify the attitudes of executives, athletes, coaches, referees/judges and technical officials/support professionals towards female referees/judges.

Analysis of current policies/procedures and discriminatory practices regarding women's sports

- Analyse organizational policies and procedures in terms of athletes' rights and opportunities (recruitment, salaries, playing conditions, prizes, sponsorships, etc..).
- Analyse sports facilities, the quantity and quality of sports equipment, training hours, technical and health services, the number of tournaments/competitions/matches, the qualification/experience of coaches, etc.. in terms of gender equality, and identify discriminatory practices against women.
- Analyse organizational policies and procedures in terms of coaches' rights and opportunities (recruitment, salaries, playing conditions, prizes, sponsorships, etc..).
- Analyse organizational policies and procedures in terms of rights and opportunities for referees/judges (recruitment, salaries, playing conditions, prizes, sponsorships, etc..).
- Analyse organizational policies and procedures in terms of rights and opportunities for technical officials and support professionals (recruitment, salaries, playing conditions, prizes, etc..).

Policies and management

Increase the number of female athletes

- Develop and implement policies and procedures that will pave the way for women to participate in all sports branches and at all levels.
- Develop strategies/a roadmap for young female athletes to pursue professional sports careers.

Increase the number of female coaches and referees/judges

- Develop programmes and policies that will pave the way for women coaches in every branch of sports, including those traditionally considered masculine.
- Develop strategies to prepare young female athletes for coaching positions.
- Ensure gender balance in coaching and refereeing positions in all sports branches and at all levels.

● AREAS OF IMPLEMENTATION

Increase the number of female technical officials/support professionals

- Develop strategies for increasing the number of female technical officials.
- Develop strategies for increasing the number of female support professionals.

Remove barriers to women's participation in sports

- Encourage support from key people (family, friends) to ensure young female athletes participate in sports.
- Seek support from female athletes/coaches/referees/judges who can be role models for women and girls.
- Provide childcare at sports facilities or opportunities to access those services.
- Provide flexible working hours for female athletes/coaches/referees/judges to transition after the return from maternity leave.
- Develop and implement family-oriented policies to sustain the participation of women and girls.
- Develop innovative initiatives that will make sports branches traditionally considered appropriate for men attractive for women and girls.
- Develop and implement training programmes that will meet the needs and interests of girls and women taking into account their abilities and/or disabilities (wheelchair, language and accessibility).
- Provide professional development opportunities/mentorship for female athletes, coaches, referees/judges and technical officials/support professionals.
- Expand post-competition career opportunities through mentorship and support to support career transitions for female athletes.
- Develop and implement gender equality training for female and male athletes, coaches, referees/judges and technical officials/support professionals.

Promote positive practices

- Ensure an equal living wage/salary for female and male athletes, coaches, referees/judges and technical officials/support professionals.
 - Ensure equal mechanisms for prizes and awards for female and male athletes.
 - Ensure equal playing/training conditions for female and male athletes.
 - Ensure equal technical and health services for female and male athletes.
 - Ensure equal transportation and accommodation for female and male athletes.
 - Provide opportunities for female athletes to benefit from sponsorships.
 - Provide equally qualified/experienced coaches for women's and men's sports.
-

3.1. REFERENCE POINTS



International and national normative framework on women's rights and sports.

Women-friendly sports programmes and sports facilities.

Professional development and career advancement opportunities for female athletes/coaches, role models and mentorship mechanisms for female athletes/coaches, equal working conditions for coaches/referees/judges.

Prevention of discrimination, equal pay for work of equal value, equal practices, work-life balance.

3.2. ANALYSING



• Gender analysis of current policy and procedures

Recruitment policies and process for athletes, coaches, referees/judges and technical officials/support professionals.

Policies and procedures regarding payment/prizes/benefits.

Gender analysis of sport facilities.

Policies and procedures for working (training/competition) conditions, opportunities/resources (equipment, facility, transportation, accommodation, nutrition, etc.) offered to athletes and coaches.

• Map the gender ratio

Map the gender ratio of athletes in all sports branches and at all levels.

Map the gender ratio of coaches in all sports branches and at all levels.

Map the gender ratio of referees/judges in all sports branches and at all levels.

Map the gender ratio of technical officials/support professionals.

Map the gender ratio in professional development and career advancement opportunities for athletes, coaches, referees/judges and technical officials/support professionals.

• Assess perceptions and approach

Perceptions of executives, athletes, coaches, referees/judges, technical officials/support professionals and stakeholders about women's sports, particularly about female athletes and coaches.

Perceptions of executives, athletes, coaches, referees/judges, technical officials/support professionals and stakeholders about diversity (gender, religion, language, disability, sexual orientation) in athlete, coach, referee/judge positions.



3.3. SETTING GOALS

• Increase the number of female athletes

Establish gender balance in all branches and at all levels of sports.

Develop and implement policies for increasing the number of female athletes (e.g., establish a 50/50 gender distribution in athletic positions).

• Increase the number of female coaches and referees/judges

Establish gender balance in coaching and refereeing positions.

Develop and implement policies for increasing the number of female coaches/referees/judges (e.g., establish a 50/50 gender distribution in coaching and refereeing positions).

• Increase the number of female technical officials/support professionals

Establish gender balance in technical official positions.

Establish gender balance in support professional positions.

• Remove barriers to women's participation in sports

Develop and implement family-oriented policies to sustain women's participation.

Develop and implement women-friendly training programmes.

Develop and implement gender equality training for female and male athletes, coaches, referees/judges and technical officials/support professionals.

Design sports facilities responsive to all women's needs (childcare, lactation facility, shuttle bus for breastfeeding leave, accessible for persons with disabilities, etc.).

• Provide access to professional development opportunities for women

Develop and implement a professional development programme for female athletes.

Develop and implement a professional development programme for female coaches, referees/judges and technical officials/support professionals.

Provide mentorship mechanisms for female athletes, coaches, referees/judges and technical officials/support professionals.

• Promote positive practices

Ensure equal salaries for female and male athletes, coaches, referees/judges and technical officials/support professionals.

Ensure equal mechanisms for prizes and awards for female and male athletes.

Ensure equal playing/training conditions for female and male athletes.

Provide opportunities for female athletes to benefit from sponsorships.

3.4. WORKING WITH STAKEHOLDERS



Collaborate with stakeholders working on sports, women's empowerment and gender equality (international sports federations, IOC, women and sports NGOs, etc.).

Encourage female athletes and coaches to participate in national and international networks advocating women's empowerment in sports.

Establish platforms that will enable women role models to share their experiences with young female athletes/coaches/referees/judges.

3.5. ESTABLISHING AN IMPLEMENTATION PLAN



Develop and implement policies and procedures to increase the number of female athletes, coaches, referees/judges and technical officials/support professionals.

Develop and implement professional development opportunities for female athletes, coaches, referees/judges and technical officials/support professionals.

Develop and implement mentorship mechanisms for female athletes, coaches, referees/judges and technical officials/support professionals.

Develop strategies for equal and fair distribution of opportunities and resources to female and male athletes.

Improve sports facilities to make them accessible for women and girls.

Develop and implement gender equality training for female and male athletes, coaches, referees/judges and technical officials/support professionals.

Seek support from women leaders in sports organization to contribute to the career advancement of female athletes, coaches, referees/judges and technical officials/support professionals.

Establish a communications plan promoting the value of women in sports; equal opportunities for female athletes, coaches, referees/judges and technical officials/support professionals; equal play for equal pay; equal playing/training opportunities; and women-friendly/gender-sensitive sports facilities.

Establish a budgeted plan to provide professional development opportunities, mentorship mechanisms for women, gender equality trainings, women-friendly sports facilities, and improved resources and opportunities for women.

3.6. MONITORING AND ASSESSMENT



Identify indicators for monitoring gender equality work under this principle.

Report to the organizational gender equality committee.

INDICATORS

• Potential indicators for analysing/monitoring and assessment

- ✓ Gender ratio of athletes and coaches (by sports branches and levels)
- ✓ Gender ratio of referees/judges (by sports branches and levels)
- ✓ Gender ratio of technical officials/support professionals
- ✓ Proportion of female athletes and coaches who have received professional development/mentorship
- ✓ Proportion of female referees/judges who have received professional development/mentorship
- ✓ Proportion of female technical officials/support professionals who have received professional development/mentorship
- ✓ Gender ratio of female and male athletes and coaches who have received gender equality training
- ✓ Gender ratio of female and male referees/judges who have received gender equality training
- ✓ Gender ratio of female and male technical officials/support professionals who have received gender equality training
- ✓ Contract price ratio of female and male athletes, coaches, referees/judges and technical officials/support professionals
- ✓ Salary (regular income) ratio of female and male athletes, coaches, referees/judges and technical officials/support professionals
- ✓ Prize money ratio of female and male athletes and coaches
- ✓ Sponsor support ratio of female and male athletes
- ✓ Competition participation ratio of female and male athletes
- ✓ Quality of transportation vehicles for female and male athletes
- ✓ Quality of accommodation for female and male athletes
- ✓ Medical staff support for female and male athletes
- ✓ Technical staff support for female and male athletes
- ✓ Presence of women-friendly and accessible facilities

PRINCIPLE



04

UNDERTAKE EFFORTS TO PROMOTE WOMEN'S EQUAL PARTICIPATION AND BIAS-FREE REPRESENTATION IN SPORTS MEDIA, INCLUDING COMMUNICATIONS TO ELIMINATE HARMFUL GENDER STEREOTYPES AND PROMOTE POSITIVE ROLE MODELS



Photo: Courtesy of Fenerbahçe Sports Club

PRINCIPLE

04 UNDERTAKE EFFORTS TO PROMOTE WOMEN'S EQUAL PARTICIPATION AND BIAS-FREE REPRESENTATION IN SPORTS MEDIA, INCLUDING COMMUNICATIONS TO ELIMINATE HARMFUL GENDER STEREOTYPES AND PROMOTE POSITIVE ROLE MODELS

● SCOPE

Media offer significant scope to push for gender equality in sports. Sports coverage is very influential in shaping gender norms and stereotypes of women/girls and men/boys (IOC, 2018b). The media visibility of female athletes, without any discrimination based on their ethnicity, religion or disability, positively contributes to the participation of women and girls in sports and society.

Sports organizations should increase the number of women employees in corporate media. Gender balance should be ensured in corporate media organs and communications units.

Sports organizations should increase the gender-responsive representation of female and male athletes/sports in media and all forms of communication. Avoiding prejudice and stereotypes in the portrayal of women and men is crucial (ibid.). Equal time and coverage should be allocated for all women and men, without discrimination, in organizational broadcasting activities – sports events, interviews, athletes' profiles and comments, etc..

Sports organizations should combat gender-stereotyped portrayals of women in and through media. Managers, athletes, coaches and referees/judges should use gender-responsive language and bias-free content in media communications and organizational platforms.

● CONCEPTS

GENDER-RESPONSIVE LANGUAGE

EQUAL REPRESENTATION IN MEDIA

INCLUSIVE MEDIA

VISIBILITY OF FEMALE ATHLETES

EMPHASIS OF GENDER EQUALITY IN CORPORATE COMMUNICATIONS

● KEY OBJECTIVES

- Increase the number of women in all positions of the media.
- Increase the percentage of women's sports reporting in the media.
- Eliminate the gender-stereotyped portrayal of female athletes in the media.

● AREAS OF IMPLEMENTATION

Problem assessment

Underrepresentation of women employees in corporate media

- Identify the gender ratio in all positions in corporate media (manager, editor, news reporter, commentator, program producer, technician, etc.).

Underrepresentation of women's sports in all forms of media

- Identify time and coverage allocated for female and male athletes in all forms of corporate media (magazines, radio, television, web pages, social media, etc.), looking, for instance, at corporate social media accounts for female and male teams in all branches of sports, equal sharing through these accounts, equal numbers of TV programmes, and equal broadcasting time allocated for women and men in sports.
- Identify the gender ratio in sports visuals used in all organizational communications (advertising materials, marketing campaigns, etc.).

Gender-stereotyped presentation of female athletes in all forms of communications

- Identify gender-stereotyped presentations and sexist language in broadcasting activities in corporate media, such as presenting female athletes in feminine roles and with sexual references rather than an emphasis on their athletic performance, comparing women's performance to that of men's, using vocabulary referring to men (sportsman, etc.) or asking female athletes gender-biased questions during interviews.
- Identify gender-stereotyped expressions in the media communications of managers, athletes or coaches/referees/judges.
- Identify the gender-stereotyped presentation of female athletes with disabilities, as they may be doubly mistreated, with media mostly showing disabilities rather than technique or athletic performance (McNary and Cottingham, 2019; Dinold, 2018).

Policies and management

Increase the number of women workers in corporate media

- Provide gender balance in all positions (managers, editors, news reporters, commentators, programme producers, technicians, interns, etc.).
- Enable female journalists to work in a safe environment.

Increase the share of women's sports in all forms of corporate media

- Broadcast female and male athletes/sports with equal coverage and periods on mainstream media platforms (television, radio, magazines, etc.).
- Broadcast female and male athletes/sports with equal coverage and periods on new media platforms (websites, social media platforms).
- Provide gender balance in the number of athlete visuals/images used in all forms of media.

Present gender-responsive portrayals of female athletes in all forms of communications

- Develop and implement training materials for gender-responsive language in media.
- Present female athletes with their athletic identities rather than according to women's/gender roles.
- Avoid using sexualized images of female athletes.
- Increase the visibility of women role models (managers/athletes/coaches/referees/judges) in media.
- Develop media campaigns emphasizing gender equality in sports.
- Ensure gender balance in visuals used in organizational communications materials.

Ensure that athletes/managers/coaches use gender-responsive language in media communications

- Develop training materials for gender-responsive language in media communications.
- Ensure that female and male athlete/manager/coach role models emphasize gender equality in their media communications.

4.1. REFERENCE POINTS



Gender imbalances against women in all positions of media.

Gender imbalances in the presentation of female and male athletes in media.

Gender-stereotyped presentations of female athletes in media.

Importance of emphasizing gender equality in all forms of communication.

4.2. ANALYSING



- **Map the gender ratio**

Map the gender ratio of positions in corporate media (managers, programme producers, editors, production directors, commentators, reporters, interns, etc.).

- **Gender analysis of the presentation of female and male athletes/sports in all forms of corporate media/communications materials**

Identify time/coverage/ periods allocated for female and male athletes/sports.

Identify gender stereotypes in written and visual texts used in all forms of corporate media/communications materials.

Identify sexist language used in all forms of corporate media/communications materials.

4.3. SETTING GOALS



Increase the number of women in all positions of corporate media.

Increase the percentage of women's sports reporting in all forms of corporate media.

Eliminate the gender-stereotyped portrayal of female athletes in all forms of communications/corporate media.

Use all forms of communications to promote gender equality in sports.

4.4. WORKING WITH STAKEHOLDERS



Collaborate with stakeholders working on gender equality in media while developing and implementing training for gender equality in media.

Collaborate with stakeholders to promote women in sports and gender equality in all forms of communications.

Encourage outstanding female and male athletes/managers/coaches to promote gender equality in corporate media.



4.5. ESTABLISHING AN IMPLEMENTATION PLAN



Establish a gender equality working group in the media unit of the sports organization.

Develop and implement policies and procedures to increase the number of women workers in corporate media.

Develop and implement training for gender equality in media for media workers.

Seek support from outstanding figures in sports organizations (athletes, coaches, managers).

Establish a communications plan for promoting the visibility of female athletes in media, gender equality in and through media, and gender-sensitive language.

Establish a budgeted plan for women's employment in media, gender equality training for media workers, programmes special to female athletes/women's sports in media organs, and gender equality campaigns through media.

4.6. MONITORING AND ASSESSMENT



Identify indicators for monitoring gender equality work under this principle.

Report to the organizational gender equality committee.

INDICATORS

- Potential indicators for analysing/monitoring and assessment



Proportion of women and men by positions in corporate media



Presence of policies/practices for increasing the number of women employees in corporate media



Presence of policies/practices for increasing the representation of female athletes in corporate media



Proportion of news/comments/publicity/programmes about female and male athletes/sports



Proportion of visuals of female and male athletes/coaches



Proportion of visuals of female and male athletes/coaches with gender and/or disability stereotypes



Proportion of written text on female and male athletes/coaches with gender and/or disability stereotypes



Proportion of corporate social media accounts belonging to female and male athletes



Proportion of visuals/messages about female and male athletes in corporate social media



Presence of gender equality in organizational publicity materials

PRINCIPLE



05

UNDERTAKE EFFORTS TO SUPPORT
EQUAL OPPORTUNITIES FOR GIRLS
IN SPORTS, PHYSICAL ACTIVITY
AND PHYSICAL EDUCATION



Photo: Courtesy of Fenerbahçe Sports Club

PRINCIPLE

05 UNDERTAKE EFFORTS TO SUPPORT EQUAL OPPORTUNITIES FOR GIRLS IN SPORTS, PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

● SCOPE

Participation in sports, physical activity and physical education make significant contributions to life skills (Gould and Carson, 2008; WHO, 1997), which play a central role in girls' psychological, social, cultural, economic and physical empowerment.

Sports organizations should enhance girls' access to sports, physical activity and physical education. The participation of girls in physical education classes, school sports teams and community-based physical activities, and their levels of physical activity are lower compared to boys. This calls for gender-responsive/girl-friendly sports, physical activity and physical education programmes that meet girls' interests and needs, and target their physical literacy¹¹ and empowerment.

Sports organizations should strive to provide girls with safe spaces for sports and physical activity. This includes creating spaces free from all forms of discrimination and violence, and considering the interests and needs of girls.

Sports organizations should seek to raise awareness of gender equality among girls and boys.

● CONCEPTS

SCHOOL-BASED SPORTS AND PHYSICAL ACTIVITY

COMMUNITY-BASED SPORTS AND PHYSICAL ACTIVITY

GIRL-FRIENDLY SPORTS/PHYSICAL ACTIVITY/PHYSICAL EDUCATION PROGRAMMES

SAFE SPORTS

FEMALE ATHLETE ROLE MODELS

EMPOWERMENT OF GIRLS

PHYSICAL LITERACY

LIFE SKILLS

GENDER EQUALITY THROUGH SPORTS

● KEY OBJECTIVES

- Increase girls' participation in sports/physical activity/physical education.
- Foster girls' participation in sports/physical activity/physical education in an equal and safe environment.
- Raise girls' and boys' awareness of gender equality through sports.

¹¹ See: <https://www.physical-literacy.org.uk/>.

● AREAS OF IMPLEMENTATION

Problem assessment

Scarcity of girls' participation in sports/physical activity/physical education

- Map the distribution of girls and boys in all branches of sports.
- Map the distribution of girls and boys in community sports.
- Map the distribution of girls and boys in school sports.
- Map the distribution of girls and boys who drop out of sports.
- Map the physical activity levels of girls and boys.
- Map the distribution of girls and boys in terms of active participants in physical education.

Barriers to girls' participation in sports, physical activity and physical education

- Identify personal, social, cultural and organizational barriers to girls' participation in sports/physical activity/physical education, which may encompass discouragement by the family, prioritizing academic activities, inappropriateness of programme contents to girls' interests and needs, low physical literacy, no option for clothing, negative body images, low access to facilities and safety concerns.¹²
- Identify girls' motivations for participation in sports/-physical activity/physical education, such as to have fun, socialize, improve physical competences, etc..¹³

Policies and management

Increase girls' participation in sports/physical activity/physical education

- Develop policies to enable girls to participate in all branches of sports and physical activity.
- Develop programmes to enable girls to participate in physical education.

Eliminate barriers to girls' participation in sports/physical activity/physical education

- Develop and implement girl-friendly physical activity programmes.
- Develop and implement physical activity programmes to empower girls.
- Develop and implement programmes aimed to increase physical literacy of girls. Physical literacy means that girls have a technical skills inventory along with self-confidence and motivation for participating in many different sports and physical activities.¹⁴
- Implement strategies to prevent girls from dropping out of sports at an early age.
- Receive support from key people (family, friend, physical education teacher) to provide girls' participation in sports/physical activity/physical education.
- Establish platforms for female athlete role models to share knowledge and experience with girls in intramural and extramural environments.
- Develop and implement sports programmes in accessible and safe sports facilities.

¹² Bailey, 2018; López de D'Amico and González, 2018; Öztürk and Koca, 2019.

¹³ Brady and Banu Khan, 2002; Coleman, Cox and Roker, 2008; Öztürk and Koca, 2019.

¹⁴ See: <https://www.physical-literacy.org.uk/>.

5.1. REFERENCE POINTS



Personal, social, cultural and organizational barriers to girls' participation in sports/physical activity/physical education

Girl-friendly sports and physical activity programmes

Sports and physical activity programme targeting girls' empowerment

5.2. ANALYSING



• Proportion of girls and boys in sports/physical activity/physical education

Determine the proportion of girls and boys in all branches of sports.

Determine the proportion of girls and boys who have dropped out of sports.

Determine the physical activity levels of girls and boys.

Determine the proportion of girls and boys actively participating in physical education.

• Sports and physical activity programmes targeting girls' empowerment

Identify the components of empowerment for girls.

Identify basic life skills.

Identify the components of physical literacy.

• Assess perception and approach

Identify perceptions of managers/athletes/coaches/parents/physical education teachers and stakeholders on the empowerment of girls through sports.

Identify girls' perception of sports/physical activity/physical education.



5.3. SETTING GOALS

- **Increase girls' participation in sports/physical activity/physical education**

Develop and implement strategies to encourage girls to participate in sports/physical activity/physical education.

- **Eliminate barriers to girls' participation in sports/physical activity/physical education**

Develop and implement girl-friendly sport and physical activity programmes.

Establish platforms that will enable female athlete role models to share experiences with girls.

Make sports facilities easily accessible and safe for girls.

- **Ensure girls' empowerment through sports**

Develop and implement programmes targeting acquisition of basic life skills (leadership, problem solving, creativity, decision-making, etc..).

Develop and implement physical literacy themed programmes.

- **Raise the gender-awareness of girls and boys**

Develop and implement gender-awareness trainings through sports for girls and boys.

5.4. WORKING WITH STAKEHOLDERS



Collaborate with family/schools/physical education teachers/community centres on girls' participation in sports/physical activity/physical education.

Collaborate with stakeholders from different areas such as schools, public, civil society and universities.

Enable elite female athletes to share experience with girls in intramural and extramural environments.

5.5. ESTABLISHING AN IMPLEMENTATION PLAN



Develop and implement sports and physical activity programmes that aim to improve the life skills and physical literacy of girls.

Establish platforms in schools and community centres that allow female role model athletes to share experiences with girls.

Develop and implement trainings on raising gender awareness through sports for girls and boys in schools and community centres.

Establish a communications plan on girls' empowerment through sports, the value of girls' empowerment, the value of sports/physical activity/physical education for girls, and the value of female athlete role models for girls.

Establish a budgeted plan for a girl-friendly sport/physical activity programme, meetings with girls in schools/community centres, and training to raise awareness on gender equality through sports with the partnership of physical education teachers and school management.

5.6. MONITORING AND ASSESSMENT



Identify indicators for monitoring gender equality work under this principle.

Report to the organizational gender equality committee.

INDICATORS

- Potential indicators for analysing/monitoring and assessing

-  Proportion of girls and boys in all sports branches
 -  Proportion of girls and boys in community sports programmes
 -  Proportion of physical activity levels of girls and boys
 -  Proportion of girls and boys actively participating in physical education
 -  Number of activities that sports organization conducted for female athletes to share knowledge and experience with girls in schools/community centres
 -  Number of sports and physical activity programmes targeting girls' empowerment
 -  Number of trainings that sports organization conduct for girls and boys to raise awareness on gender equality through sports
 -  Presence of accessible and safe sports facilities for girls
-

PRINCIPLE



06

AGREE TO MONITOR AND
PUBLICLY REPORT ON PROGRESS
ON AN ANNUAL BASIS



Photo: Pathumporn Thongking/UN Women

PRINCIPLE

06 AGREE TO MONITOR AND PUBLICLY REPORT ON PROGRESS ON AN ANNUAL BASIS

● **SCOPE**

Monitoring and assessing the gender equality interventions of sports organizations is a high priority. This identifies gaps in current policies and procedures, helps create a roadmap for activities and can promote highly influential initiatives. It contributes to transparency and accountability, and allows the sharing of progress with stakeholders.

Sports organizations are expected to carry out monitoring and assessment activities for each principle in these Guidelines, and to set indicators to track capacities and priorities.

UN Women requests members of Sports for Generation Equality to send progress reports on practising the Principles of Sports for Generation Equality. These will be combined in an annual progress report.

● **CONCEPTS**

| | |
|---------------------------------|------------|
| MONITORING AND ASSESSMENT | REPORTING |
| GENDER-DISAGGREGATED DATA | INDICATORS |
| GENDER-RESPONSIVE DATA | |
| GENDER EQUALITY TARGETS | |
| TRANSPARENCY AND ACCOUNTABILITY | |

● **KEY OBJECTIVES**

- Ensure accountability and transparency in advancing gender equality in sports organizations.
- Ensure the sustainability of gender equality initiatives in sports organizations.

● AREAS OF IMPLEMENTATION

Measurement

- Establish goals for each principle based on organizational capacities and priorities.
- Establish indicators for each principle reflecting organizational capacities and priorities.
- Establish platforms to monitor and evaluate implementation of organizational gender equality measures.
- Conduct a stakeholder analysis to specify which stakeholders to collaborate with, inside or outside the organization.
- Elicit feedback from stakeholders to evaluate managers' commitments to the empowerment of women and gender equality in sports.
- Include gender-disaggregated data in all organizational annual reports.
- Compare current data for the five principles, identify areas of progress and stagnation, and reflect evaluations in further plans.

Reporting

- Ensure that indicators are monitored, assessed and reported on a regular basis by developing monitoring mechanisms.
 - Share progress and elicit feedback from stakeholders through public reports.
 - Publish the sports organization's policies and gender equality initiatives on the official website.
 - Demonstrate the sports organization's commitment to gender equality by publishing collaborative work with stakeholders along with challenges and achievements.
-



6.1. REFERENCE POINTS

Gender equality targets

Indicators

Monitoring and assessment

Gender-disaggregated data/gender-responsive data



6.2. ANALYSING

Implementation areas of all principles in the Guidelines

Gender-disaggregated data



6.3. SETTING GOALS

Conduct regular monitoring and assessment of organizational gender equality initiatives.

Establish mechanisms to monitor and analyse indicators.

Share gender equality progress with all stakeholders.

Include gender equality data in annual organizational reports.

Share a progress report on implementation of the principles with UN Women.



6.4. WORKING WITH STAKEHOLDERS

Conduct a stakeholder analysis to specify which groups sports organization should collaborate with, inside or outside the organization.

Demonstrate the sports organization's commitment to gender equality by publishing the results of collaborative work with stakeholders.

Report to both internal and external stakeholders.



6.5. ESTABLISHING AN IMPLEMENTATION PLAN

Develop a form to gather stakeholder feedback on organizational gender equality initiatives.

Develop a form to gather stakeholder feedback on managers' commitments to the empowerment of women and gender equality in sports.

Assess the impacts of gender equality policies and programmes on internal and external stakeholders.

Publish the organization's policies and practices on gender equality.

Publish a progress report on implementation of the principles.

Establish a website to publish gender equality measures and ensure results are discussed on the website.

Involve female managers/athletes/coaches in monitoring and assessment mechanisms.

Write and submit a progress report on implementation of the principles to UN Women.

Establish a communications plan to share reports publicly, report by establishing joint platforms with stakeholders, and uphold transparency and accountability.

Establish a budgeted plan for research, monitoring and assessment, an annual report and a Sports for Generation Equality report.



6.6. MONITORING AND ASSESSMENT

Identify indicators for monitoring gender equality work under this principle.

Report to the organizational gender equality committee.

Report to UN Women.

INDICATORS

- Potential indicators for analysing/monitoring and assessment



Presence of a Sports for Generation Equality report



Presence of gender-disaggregated data in organizational reports



Presence of gender-responsive data in organizational reports



Presence of monitoring and assessment mechanisms for gender equality in the sports organization



Presence of gender equality initiative of the sports organization on official website/platforms



Presence of gender equality report of the sports organization on the official website/platforms

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ANNEXES

INTERNATIONAL INSTRUMENTS

Convention on the Elimination of All Forms of Discrimination against Women (1979)

The Convention's fundamental objective is to eliminate all prejudices based on stereotyped feminine and masculine roles to achieve gender equality in all spheres of life. The Convention is legally binding, requiring States Parties to prevent discrimination against women. Article 10/g refers to "the same opportunities to participate actively in sports and physical education". Article 13/c refers to "the right to participate in recreational activities, sports and all aspects of cultural life" (United Nations, 1979). CEDAW General Recommendation No. 25 emphasizes that temporary measures should apply to sports as well (CEDAW General Recommendations, 1986-2013).

Beijing Declaration and Platform For Action (1995)

This requires signatory governments to empower and advance women, achieve gender equality, mainstream gender perspective in policies and programmes, and implement strategic objectives in 12 critical areas of concern: women and poverty, education and training of women, women and health, violence against women, women and armed conflict, women and the economy, women in power and decision-making, organizational mechanisms for the advancement of women, human rights of women, women and the media, women and the environment, and the girl-child. The strategic objectives on education and training of women, women and health, and women in power and decision-making include sports. The Platform emphasizes women's right of equal access "in all spheres of athletics and physical activity, including coaching, training and administration, and as participants at the national, regional and international levels" (United Nations, 1995).

Convention on the Rights of the Child (1989)

Article 2 says: "States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status." Article 23 says: "Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others

caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development." Article 31 notes: "States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts." (United Nations, 1989).

Convention on the Rights of Persons with Disabilities (2006)

Article 6 stipulates that a signatory "... ensures all rights regardless of sex". Article 7 "... ensures the full enjoyment by children with disabilities of all human rights". Under Article 30, State Parties shall take appropriate measures: a) to encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels; b) to ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources; c) to ensure that persons with disabilities have access to sporting, recreational and tourism venues; d) to ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system; e) to ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities (United Nations, 2006).

Sustainable Development Goals (2015)

SDG 5 is to "achieve gender equality and empower all women and girls".¹⁵ Eliminating all forms of discrimination against women and girls is not only a fundamental human right, but also critical to accelerating sustainable development. It has been proven repeatedly that the empowerment of women and girls has a multiplier effect, accelerating economic growth and development in all spheres.

UNESCO Declaration of Berlin (2013)

In the Preamble, Article 4 calls for "(r)eaaffirming that every individual must have the opportunity to access and participate in sport as a fundamental right regardless of ethnic origin, gender, age, impairment, cultural and social background, economic resources, gender identity or sexual orientation" (UNESCO, 2013).

¹⁵ See: <https://sdgs.un.org/goals>

UNESCO Charter of Physical Education, Physical Activity and Sport (2015)

The Charter recognizes physical education, physical activity and sport as a fundamental human right, and affirms that the “equal opportunity to participate and be involved at all supervision and decision-making levels in physical education, physical activity and sport, whether for the purpose of recreation, health promotion or high performance, is the right of every girl and every woman” (UNESCO, 2015a).

UNESCO Kazan Action Plan (2018)

Action 4 calls for conducting a feasibility study on the establishment of a Global Observatory for Women, Sport, Physical Education and Physical Activity. Its objectives would be to: (i) support capacity-building for gender-mainstreamed sport policy and action plans; (ii) build awareness and encourage dialogue on physical education, physical activity and sport for girls and women; (iii) monitor and evaluate the progress on SDG 5 as it relates to sport; (iv) foster women’s access to decision-making positions within public sport authorities and sports organizations; (v) foster girls and women’s participation in sports, physical activity and physical education in all capacities and at all levels; (vi) build awareness, encourage dialogue, and establish protective and treatment measures regarding all forms of gender-based violence that impact girls’ and women’s participation in physical education, physical activity and sport; (vii) raise awareness about the media portrayal of women in sport; (viii) promote investment in women’s and girls’ participation in sport, including access to infrastructures and funding; and (ix) initiate and promote relevant research (UNESCO, 2018).

Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention)

The Convention provides for policies to build mechanisms for prevention, protection, prosecution and victim support, towards creating a comprehensive legal framework to combat violence against women. It includes sports in Article 14/2 (Council of Europe, 2014).

European Commission Gender Equality in Sport Proposal for Strategic Actions 2014-2020

Gender equality indicators were proposed for five strategic areas in sports, including developing a gender equality policy and action plan (European Commission, 2014).

European Commission recommendation on gender mainstreaming in sports

CM/Rec(2015)2 presents necessary measures to achieve gender equality in and through sports by the governments of the Member States of the Council of Europe, sports

organizations, media, regional and international organizations. It covers such areas as leadership, participation in sports, gender-based violence, gender-responsive budgeting, monitoring and reporting (European Commission, 2015).

IOC Olympic Charter (2007)

Gender equality is a core principle of the Olympic Charter. The role of the IOC is to encourage and support the promotion of women in sport at all levels and in all structures with a view to implementing the principle of equality of men and women; and to encourage and support the development of sport for all (IOC, 2007).

IOC Olympic Agenda 2020

The adopted gender equality policy aims to mainstream gender equality in all spheres of sports, and recommends that gender quotas be applied in the management, boards and commissions of all sports organizations and federations, including for participation in sports, media visibility, referee and coaching functions, and training opportunities. Recommendation 11 affirms the priority of gender equality (IOC, 2020a).

IOC Code of Ethics (2016)

Article 1.4. stipulates respect for international conventions on protecting human rights insofar as they apply to the Olympic Games’ activities and which ensure, in particular: respect for human dignity; rejection of discrimination of any form 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; rejection of all forms of harassment, be it physical, professional or sexual, and any physical or mental injuries (IOC, 2016).

IOC Toolkit for Safeguarding Athletes from Harassment and Abuse in Sport (2017)

In line with Recommendation 18, “Strengthen support to athletes”, in the Olympic Agenda 2020, the IOC took significant steps to safeguard athletes from harassment and abuse. These include the IOC Consensus Statement on Sexual Harassment and Abuse 2007 and 2016, and the IOC Toolkit for Safeguarding Athletes from Harassment and Abuse in Sport (2017). The toolkit is intended for international federations and national Olympic committees. It addresses the safeguarding of athletes from harassment and abuse in sports organizations in three areas: policies and procedures, prevention mechanisms, and management of reports of harassment and abuse (IOC, 2017).

IOC Gender Equality Review Project (2018)

The conclusions included 25 recommendations on five main themes: sports (participation in the Olympic Games), presentation (media), financing, management and public relations/monitoring, and communications (IOC, 2018a).

Brighton plus Helsinki Declaration on Women and Sport (2014)

The Brighton Declaration, established by the International Working Group on Women and Sport in 1994, is an international treaty that has become a road map to support the ongoing development of a more fair and equitable system of sports and physical activity, fully inclusive of women and girls. In 2014, the Declaration was updated to become the Brighton plus Helsinki Declaration. It is intended to better reflect a changed landscape, including major developments in international policy, while still holding true to the founding principles (International Working Group on Women and Sport, 2014).

BASIC CONCEPTS

Affirmative/positive discrimination/affirmative action:

Includes policies, strategies, methods and practices favouring members of disadvantaged groups in society. In addition to women, the disabled, religious groups, and racial and ethnic minorities can also benefit from positive discrimination. Positive discrimination practices include favouring groups suffering from discrimination in work and educational life. Positive discrimination is considered a temporary solution or measure that will cease being a necessity when the negative discrimination causing inequality in opportunity ends. In that sense, positive discrimination aims to eliminate the suffering caused by discrimination, which is the real target (UN Women, 2017). CEDAW Article 4/1 on “temporary special measures” highlights the importance of implementation to achieve gender equality and eliminate gender discrimination. For example, this might include applying gender quotas for decision-making mechanisms in sports organizations to achieve gender parity, or charging women lower fees for membership/facility use to promote the affordability of sports facilities.

Direct discrimination: Clear discrimination against a person based on sex or any other unalterable characteristic in laws, policies and practice. “Direct discrimination against women constitutes different treatment explicitly based on grounds of sex and gender differences” (CEDAW General Recommendations, 1986-2013). Laying off a female coach due to pregnancy or maternity is an example of direct discrimination.

Discrimination (gender discrimination): All types of attitudes and behaviours of individuals and organizations that prevent or hinder the enjoyment of equal rights by individuals.

Discrimination against women: Discrimination against women means any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. (CEDAW, Article 1, United Nations, 1979).

Empowerment of women: Concerns women gaining power and control over their own lives. Involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources, and actions to transform the structures and organizations that reinforce and perpetuate gender discrimination and inequality (UN Women, n.d.).

Gender: Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men (Council of Europe, 2014).

Gender analysis: The study of varying experiences, knowledge and activities of women and men in a given situation, through identifying their different needs, and formulating programmes, policies and projects to respond.

Gender-disaggregated/gender-responsive data: Refers to data collected separately for women and men, and allows for the measurement of differences between women and men, enabling the analysis, monitoring and assessment of data capturing the social position of women and men, the different roles ascribed to them and the disadvantages women suffer because of these roles (Şener and Demirdirek, 2014).

Gender equality: The result of the absence of discrimination on the basis of a person’s sex in opportunities, the allocation of resources or benefits or access to services, and equally valuing the responsibilities and roles of women and men.

Gender equality in sports: Refers to providing equal treatment and opportunities in all spheres of sports (participation, leadership, coaching, media, etc.); freeing the sports space of socially constructed stereotypes for women and men that underlie inequalities; and providing all women/girls and men/boys with opportunities to develop personal skills.

Gender mainstreaming: Requires giving attention to gender perspectives as an integral part of all activities across all programmes, and making gender perspectives more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects (UN Women, n.d.).

Gender-responsive organization: Includes not only measures, but also policies, projects and programmes that aim to eliminate inequalities. This term is often used in macroeconomic contexts and with regard to policies and policy design, especially in budgetary debates (UN Women, 2017).

Gender awareness: Refers to the awareness that women, men, girls and boys have culturally and socially constructed roles and responsibilities that result in disparities in access to and use of opportunities and resources.

Gender stereotypes: Refer to socially constructed meanings based on the characteristics and roles attributed to a person’s sex as to how they should look, think, feel and behave. They prevent women from fully realizing their

potential in sports, and taking up leadership and coaching positions. For example, viewing football as a masculine activity may lead to a girl who plays football with boys being excluded by other girls and boys.

Gender roles: The social roles and responsibilities expected of women and men based on gender differences. For example, one reason for the scarcity of women in management positions in sports organizations is that the roles and responsibilities required of a sports manager fall outside the roles viewed by society as appropriate for women.

Gender-based violence: Defined as violence directed against a person based on gender (including gender identity/expression) or as violence that affects persons of a particular gender disproportionately. In this report, this includes sexual violence, including rape, sexual assault, abuse and harassment (European Commission, 2014).

Inclusive sport: Refers to the access of all individuals to sports regardless of age, sex, religion, language, ethnic origin, sexual orientation, geographic location, migration, physical and mental capability. An inclusive environment free of violence, sexual harassment, racism and other forms of discrimination is fundamental to quality physical education and sport (UNESCO, 2013).

Indirect discrimination: Conditions that are seemingly impartial but cause discrimination that disadvantages one or more groups by not taking existing inequalities into account.

Life skills: Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1997). Sports-based life skills refer to the “development of such characteristics and skills as goal setting, emotional control, self-esteem, work ethics etc. in sports and transfer to other spheres” (Gould and Carson, 2008).

Physical literacy: The motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life (International Physical Literacy Association).

Safe sport: A sports environment free of violence, with respect and equality prevailing (Mountjoy and others, 2015).

Sex: Refers to the biological and physiological reality of being male or female.

Violence against women: A violation of human rights and a form of discrimination against women. It encompasses all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (United Nations, 1979).



SELF-ASSESSMENT FORM

How should the self-assessment questions be used?

The Self-Assessment Form aims to assist sports organizations in determining their level of implementation of the Principles of Sports for Generation Equality and achievement of gender equality more broadly. Self-assessment questions can be answered individually or collectively by senior and midlevel managers who are well-informed and experienced in organizational culture, procedures and practices, and who are from different departments.

Before answering the questions, consider the following:

- **Taking time to complete the self-assessment**
- **Including both women and men in the process (50/50)**
- **Including the views of related stakeholders in your workplace in the process**

This will increase the benefit of the self-assessment for your sports organization.

Fully answering the questions may take time, but displaying a realistic attitude and being inclusive by integrating different views in the answers is important for deepening discussions within a sports organization and contributing to an organizational action plan.

PRINCIPLE

01 UNDERTAKE EFFORTS TO PROMOTE WOMEN'S LEADERSHIP AND GENDER EQUALITY IN GOVERNANCE MODELS

1.1. Do members of your executive board agree on the need to strive to ensure gender equality within the sports organization?

Yes No Do not know

• If yes, what has been done so far in this regard? For example, have you developed any policies or pursued any activities to foster gender equality?

Yes No Do not know

• If no, do you think it would be useful for the board to come to an agreement on the issue? If so, what steps must be taken first?

1.2. Are there specific aims and targets on gender equality in your strategic plan (and/or business plan, corporate social responsibility plan, vision or mission, organizational profile)?

Yes No Do not know

• If yes, can you list some of these aims and targets? In which documents are they found?

• If no, why? Is it because this is not a priority for management? Does anyone in management embrace the issue? What can you do to change this point of view?

1.3. Does your sports organization have a gender equality commitment?

Yes No Do not know

• If yes, is this commitment communicated to employees and stakeholders? How?

• If no, why? Is it because it is not a priority for management? How could it be developed?

1.4. Does your sports organization implement an equal opportunity policy?

Yes No Do not know

• If yes, do you think this policy is successfully implemented within the sports organization? Does this policy consider women and men separately, and state that the sports organization is committed to gender equality and that there is no gender discrimination?

• If no, does the sports organization have high standards in gender equality regardless? If not, why?

1.5. Do you have gender-disaggregated data on managers, employees and official clerks within the sports organization?

Yes No Do not know

- If yes, what have you seen when you most recently reviewed such data?
- If no, would such data be useful for your sports organization? Why?

1.6. Is increasing women's presence in decision-making mechanisms of your sports organization on the agenda regularly?

Yes No Do not know

- If yes, who includes such matters on the agenda?
- If no, would it be useful to include such matters on the agenda? Is there any barrier to having gender equality on the agenda in regular meetings?

1.7. Are wage policies set according to clear and non-discriminatory criteria? Does the sports organization adhere to the principle of equal pay for equal work?

Yes No Do not know

- If yes, which data do you collect to see if these criteria and principles are in place?
- If no, would these criteria and principle be useful to your sports organization? What would you need to improve them?

1.8. Do you attach your equal opportunity/gender equality declaration to job advertisements?

Yes No Do not know

- If yes, why? What are the main points you put forward in job advertisements in terms of equal opportunity/gender equality?
- If no, would it be useful to attach such a declaration? Why?

1.9. Do you promote access to professional development for women?

Yes No Do not know

- If yes, list some of these strategies. Do you think targeting women would contribute to the development of your women employees' leadership capacities?
- If no, would it be useful for your sports organization to target women in such a fashion? Why?

1.10. Are there any arrangements on flexible working hours for employees within the sports organization (part-time work, a compressed work week such as four days a week, a transition to retirement policy, etc..)?

Yes No Do not know

- If yes, please list flexible working options. What feedback have you received about the success of these policies?
- If no, would your sports organization consider implementing one (or some) of these options? Why? Is there any barrier to implementing any or all such options? What if any?

PRINCIPLE

02 UNDERTAKE EFFORTS TO PREVENT AND RESPOND TO VIOLENCE AGAINST WOMEN AND GIRLS IN AND THROUGH SPORT

2.1 Is there a policy on preventing gender-based violence in sports in your sports organization?

Yes No Do not know

- If yes, what policies does your sports organization have? Do you think such policies are implemented successfully?
- If no, why? Would it be useful to implement such policies in your sports organization? When they exist, how can you improve such policies?

2.2 Is there a rejection of gender-based violence in sports in any written policy of your sports organization?

Yes No Do not know

- If yes, what policies does your sports organization have?
- If no, why? Would it be useful to formally reject gender-based violence in the policies of your sports organization? How could you include this rejection in your policies?

2.3. Are all individuals in your sports organization informed about the policy for preventing gender-based violence in sports?

Yes No Do not know

- If yes, how do you receive feedback on the effectiveness of this policy?
- If no, would it be useful for your sports organization to inform all individuals about the policy? How would your sports organization monitor adherence to the policy?

2.4. If gender-based violence prevention policies do exist, do you employ any indicators to assess impacts on women at all levels (athletes, coaches and technical staff) in your sports organization?

Yes No Do not know

- If yes, what are these indicators?
- If no, would it be useful for the sports organization to be informed of certain indicators to measure the effects of policies on women? Why?

2.5. Are there any measures to prevent gender-based violence in sports in your sports organization (training for prevention of gender-based violence, code of ethics, criminal records check, etc.)?

Yes No Do not know

- If yes, what measures exist in your sports organization? Do you think such measures operate successfully?
- If no, why? Would it be useful to establish such measures in your sports organization? When they exist, how do you improve such measures?

2.6. Are there any protective measures relating to gender-based violence in sports in your sports organization (reporting procedure, investigation procedure, confidentiality policy, support mechanism, etc.)?

Yes No Do not know

- If yes, what measures exist in your sports organization? Do you think such measures operate successfully?

- If no, why? Would it be useful to establish such measures in your sports organization? When they exist, how can you improve such measures?

2.7. Do you consult athletes and coaches about safety needs? Do you guarantee their safety when they train/compete elsewhere in the name of the sports organization?

Yes No Do not know

- If yes, how do you do that in your sports organization? How do you collect data on the athletes and coaches' perceptions of safety and protection?
- If no, would it be useful to consult athletes and coaches about proper protection? If so, what would you ask them?

2.8. Are there separate physical facilities for women and men in your sports organization (including athletes and coaches) such as locker rooms, lavatories and lactation space for new mothers?

Yes No Do not know

- If yes, do you endeavour to improve such facilities? Do you receive feedback from your employees on this matter?
- If no, would you undertake a study to identify deficiencies?

2.9. Does your sports organization engage in activities to prevent violence against women in non-sports environments?

Yes No Do not know

- If yes, list such activities. Do you receive feedback from your employees and stakeholders on this matter?
- If no, would engagement in such activities be useful to your sports organization? If so, how do you plan such activities?

PRINCIPLE

03 UNDERTAKE TO CLOSE THE GAP IN INVESTMENT IN WOMEN'S SPORT AND PROMOTE EQUAL ECONOMIC OPPORTUNITIES FOR WOMEN AND GIRLS

3.1. Does your sports organization implement an equal opportunity policy regarding women's sports and men's sports?

Yes No Do not know

• If yes, do you think this policy is successfully implemented within the sports organization? Does this policy state that the sports organization is committed to gender equality?

• If no, does the sports organization have high standards in gender equality regardless? If not, why?

3.2 Is increasing the number of female athletes/coaches/referees/judges/technical officials/support professionals a regular item on your sports organization's agenda?

Yes No Do not know

• If yes, who includes such matters on the agenda?

• If no, would it be useful to include such matters on the agenda? Are there any barriers to increasing the number of issues related to women on the agenda in regular meetings?

3.3 Do you have gender-disaggregated data on athletes/coaches/referees/judges/technical officials/support professionals in your sports organization (gender ratio of athletes/coaches/referees/judges/technical officials/support professionals, gender ratio of athletes/coaches participating in competitions, etc..)?

Yes No Do not know

• If yes, what have you seen when you most recently reviewed such data?

• If no, would such data be useful for your sports organization? Why?

3.4. Do you have evidence on female athletes/coaches/referees/judges/technical officials/support professionals having different experiences than male athletes/coaches/referees/judges/technical officials/support professionals in your sports organization?

Yes No Do not know

• If yes, what is this evidence, and what does it tell about differences?

• If no, would it be useful to gather data from women and men about any differences? If so, what questions would you ask to gather data?

3.5. Are the wage policies (contract price, prizes, premiums, insurance, etc.) set according to non-discriminatory criteria and compliant with the principle of equal pay for equal work?

Yes No Do not know

• If yes, which data do you collect to see if these criteria and the principle are in place?

• If no, would these criteria and the principle be useful to your sports organization? What would you need to improve the former?

3.6. Do you promote access to professional development for female athletes/coaches/referees/judges/technical officials/support professionals?

Yes No Do not know

• If yes, list some of these strategies. Do you think targeting women would contribute to the development of women's professional capacity?

• If no, would it be useful for your sports organization to target women in such a fashion? Why?

3.7. Are there any arrangements on flexible working hours for athletes/coaches/technical officials/support professionals within the sports organization (hours for training, ability to train at varying times and different spaces, etc..)?

Yes No Do not know

• If yes, please list flexible working options. What feedback have you received about the success of these policies?

• If no, would your sports organization consider implementing one (or some) of these options? Why? Is there any barrier to implementing any or all such options? What if any?

3.8. Do you implement policies to facilitate the transition after female athletes/coaches/referees/judges/technical officials/support professionals return from maternity leave (build lactation areas, cater shuttle bus for breastfeeding leave, etc..)?

Yes No Do not know

• If yes, do you examine the data on women's use of these policies?

• If no, would your sports organization consider bringing the question of maternity leave to its agenda? Are there any obstacles you need to eliminate to include this approach in your sports organization? If so, what are these?

3.9. Are the design and operation of all facilities of your sports organization inclusive for all athletes/coaches/referees/judges? Is access to facilities easy and safe? Are facilities accessible for athletes/coaches/referees/judges/technical officials/support professionals with disabilities? Are there sufficient locker rooms for all sexes and age groups?

Yes No Do not know

• If yes, how do you do that?

• If no, how can you raise the issue of inclusivity in sports facilities? Would it be useful to consult athletes? If so, what would you ask them?

PRINCIPLE

04 UNDERTAKE EFFORTS TO PROMOTE WOMEN'S EQUAL PARTICIPATION AND BIAS-FREE REPRESENTATION IN SPORTS MEDIA, INCLUDING COMMUNICATIONS TO ELIMINATE HARMFUL GENDER STEREOTYPES AND TO PROMOTE POSITIVE ROLE MODELS

4.1. Do you emphasize gender equality in your communications with stakeholders?

Yes No Do not know

- If yes, give examples of how you do this.
- If no, how can your sports organization do this?

4.2. Do you emphasize gender equality in your organizational publications/posts (on social media, website, journals, radio, television, etc..)?

Yes No Do not know

- If yes, give examples of how you do this.
- If no, how can your sports organization do this?

4.3. Are women's and men's sports presented equally (by news, number of programmes, air time) in your organizational publications/posts (on social media, website, journals, radio, television, etc..)?

Yes No Do not know

- If yes, give examples of how you do this.
- If no, how can your sports organization do this?

4.4. Are female and male athletes presented free of stereotypes on gender and abilities/disabilities in your organizational publications/posts (on social media, website, journals, radio, television, etc..)?

Yes No Do not know

- If yes, give examples of how you do this.
- If no, how can your sports organization do this?

4.5. Do you have gender-disaggregated data on staff of communications and media units in your sports organization (gender ratio by position, gender ratio in management, etc..)?

Yes No Do not know

- If yes, what have you seen when you have most recently reviewed such data?
- If no, would such data be useful for your sports organization? Why?

4.6. Are increasing the number of women employees in communications and media units and/or promoting more women in media regular items on the sports organization's agenda?

Yes No Do not know

- If yes, who includes such matters on the agenda?
- If no, would it be useful to include such matters on the agenda? Is there any barrier to having gender equality on the agenda in regular meetings?

4.7. Are your female athletes and coaches covered in the media as role models to achieve gender equality and promote the participation of women and girls in sports?

Yes No Do not know

- If yes, provide examples.
- If no, would it be useful for your sports organization to have athletes and coaches covered in the media as role models on such matters?

4.8. Do you have strategies designed to increase the representation of female athletes in organizational publications and on media in general?

Yes No Do not know

- If yes, list some of these strategies.
- If no, would it be useful for your sports organization to target women in such a fashion? Why?

4.9. Do you speak to your managers/athletes/coaches on using gender-responsive language in media communications?

Yes No Do not know

- If yes, how often do such discussions occur and do you know how far athletes and coaches benefit (or not) from such discussions?
- If no, would it be useful for your sports organization to start such discussions? Why?

PRINCIPLE

05 UNDERTAKE EFFORTS TO SUPPORT EQUAL OPPORTUNITIES FOR GIRLS IN SPORTS, PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

5.1. Does your sports organization take actions to increase the participation of all girls (regarding ethnicity, disability, religion, migration, etc..) in sports and physical activity?

Yes No Do not know

- If yes, list such activities.
- If no, why? Would it be useful for your sports organization to engage in such activities? Why?

5.2. Do you provide opportunities for your female athletes to share experiences with girls?

Yes No Do not know

- If yes, list such opportunities.
- If no, why? Would it be useful for your sports organization to engage in such activities? Why?

5.3. Does your sports organization support the participation of all girls (regarding ethnicity, disability, religion, migration, etc..) in sports and physical activity as part of school activities?

Yes No Do not know

- If yes, list such supports.
- If no, why? Would it be useful for your sports organization to support such activities? Why?

5.4. Does your sports organization support the participation of all girls (regarding ethnicity, disability, religion, migration, etc..) in sports and physical activity as part of community activities?

Yes No Do not know

- If yes, list such supports.
- If no, why? Would it be useful for your sports organization to support such activities? Why?

5.5. Does your sports organization support the participation of all girls (regarding ethnicity, disability, religion, migration etc..) in physical education?

Yes No Do not know

- If yes, list such supports.
- If no, why? Would it be useful for your sports organization to support such activities? Why?

5.6. Does your sports organization undertake activities to increase the gender equality awareness of girls and boys through sports?

Yes No Do not know

- If yes, list such supports.
- If no, why? Would it be useful for your sports organization to support such activities? Why?

PRINCIPLE

06 AGREE TO MONITOR AND PUBLICLY REPORT ON PROGRESS ON AN ANNUAL BASIS

6.1. Do you collect and assess data on the progress of your sports organization in achieving gender equality?

Yes No Do not know

- If yes, list the impacts of past data on progress in achieving gender equality.
- If no, would it be useful for your sports organization to collect these data? Why?

6.2. Do you provide gender-disaggregated data in your policies and reports?

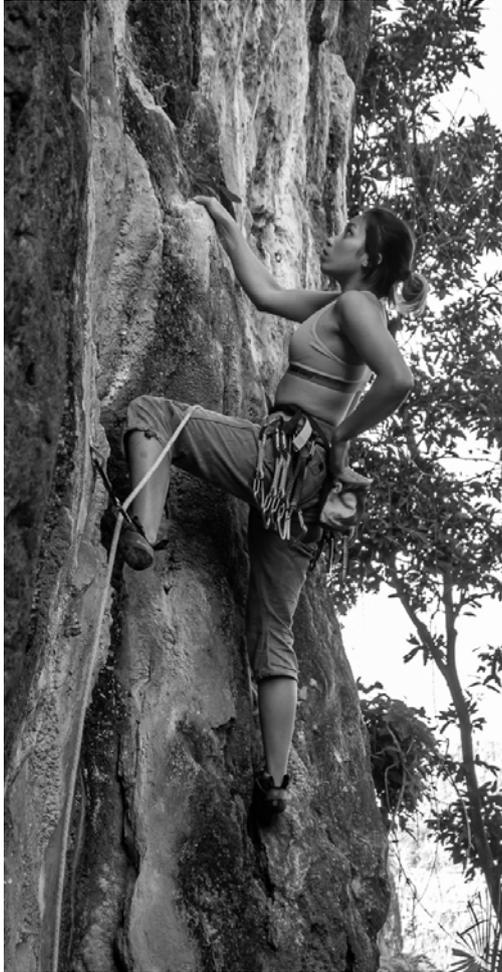
Yes No Do not know

- If yes, list the benefits of gender-disaggregated data.
- If no, would gender-disaggregated data be useful for your sports organization? Why?

6.3. Do you publicly report your activities on gender equality?

Yes No Do not know

- If yes, list the benefits of public reporting. What information do you include in the reports? Where do you make it visible?
- If no, would public reporting be useful for your sports organization? Why?



**GUIDELINES FOR
GENDER-RESPONSIVE
SPORTS ORGANIZATIONS**