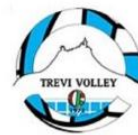




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ANALYSIS OF THE EQUAL OPPORTUNITIES SITUATION AND GOOD PRACTICES FOR GENDER EQUALITY AND WOMEN EMPOWERMENT IN THE FIELD OF SPORT



Research and analysis of the equal opportunity situation in current society of the partner countries of the Erasmus+ project **"Sport Power: Promoting Sport for Women Empowerment"**, particularly in the field of sports. Collection of good practices for coaches and athletes, with a focus on gender equality and women empowerment, in **Italy, Romania, Spain** and **United Kingdom**.

The research and analysis was carried out in March - August 2020 in the frame of the project “**Sport Power: Promoting Sport for Women Empowerment**” (613468-EPP-1-2019-1-IT-SPO-SSCP), co-funded by Erasmus+ Programme of the European Union and coordinated by Associazione Travelogue (Marsciano, Italy).

Visit the website: <https://wom-emp.eu/>

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1. INTRODUCTION

The Analysis is a research about the current situation in the regions/countries of the partner organisations of the Erasmus+ project **“Sport Power: Promoting Sport for Women Empowerment”**, a Small collaborative partnership in the field of sport coordinated by Associazione Travelogue.

In relation to the project topics and to achieve the project objectives, in the first phase of the project implementation, in the period March - September 2020, each partner organisation analysed and collected useful resources and good practices that will constitute the starting point for all project’s future activities. It has been implemented through a desk research and through interviews, surveys and meetings with beneficiaries and local partners in Italy, Spain, Romania and United Kingdom.

The Analysis refers to the national and regional context of the partners, but it also refers to the different local realities, highlighting the topics that are more relevant for each organisation and their own target groups, in order to have a real impact on the organisations themselves and on the participants (staff and beneficiaries) that will be directly involved in all project activities, but at the same time useful for other partner countries, as good practices that can be adapted and applied in different contexts.

More than 70 years ago, through the adoption of the Universal Declaration of Human Rights, United Nations enshrined equal opportunities and non-discrimination as fundamental rights of all people in the world. The 1979 Convention on the Elimination of All Forms of Discrimination against Women and the International and European Pacts for Gender Equality gave a strong political impetus for the approval of a national legislation where equality between women and men has been recognized and promoted.

Gender equality refers to the equal rights, responsibilities and equal opportunities of women and men, girls and boys. This involves taking into account the interests, needs and priorities of women and men, recognizing the diversity of different groups of women and men. Gender equality is achieved when women and men enjoy the same rights and opportunities in all sectors of society, including economic participation and decision-making, and when the different behaviours, aspirations and needs of women and men are equally appreciated and fostered.

Gender equality in sport aims to increase women's participation in sports, achieve equal representation and gender awareness at the decision-making level, achieve gender equality in sports training and teaching, eradicate gender-based violence in and through sport, eliminate gender stereotypes in sports and in the media coverage of sports.

It is already unanimous opinion that practising sports, in addition to the benefits related to health, fitness, prolongation of active life, also has special training qualities: team spirit, leadership, endurance, self-control, dynamism, self-confidence. And we also recognize that sport must be practised equally by children and young people, boys and girls, as well as adults, men and women. If at the first edition of the modern Olympic Games, the one in Athens (April 6-15, 1896), women's participation was not allowed, on the grounds that it would generate a conflict that would compromise the whole event, the London edition of the Olympic Games in 2012 was the first that all participating countries, without exception, were also represented by women. This premiere includes countries such as Saudi Arabia, Qatar and Brunei, which have sent women participants, without giving up some of their own traditions, in terms of attire. At the same time, the United States presented a team that included more women than men. And it is also then that women's boxing was accepted, so there is no Olympic sport without women's events.

Equality between men and women is a fundamental principle of the European Union. The Europe 2020 strategy sees gender equality as a lever for growth, employment, social cohesion and sustainable development.

There have been social changes but the situation is still bleak and there are still many obstacles and barriers that militate against women.

2. LEGISLATION AND POLICIES ABOUT GENDER EQUITY AT EUROPEAN, NATIONAL AND LOCAL LEVEL

The European Union has been moving towards gender equality at a snail's pace. With a Gender Equality Index score of 67.4 out of 100, the EU still has a lot of room for improvement. Since 2005, the EU's score has increased by only 5.4 points (+ 1.2 points since 2015).

The EU is closest to gender equality in the domains of health (88.1 points) and money (80.4 points). Gender inequalities are most worrying in the domain of power (51.9 points). Nevertheless, the score in this domain has improved the most since 2005 (+ 13 points), due to progress in nearly every Member State.

Although the EU has progressed towards gender equality, developments are uneven between Member States. Sweden (83.6 points) and Denmark (77.5 points) are consistently the most gender-equal societies. Greece (51.2 points) and Hungary (51.9 points) have the longest way to go. Italy and Cyprus have improved the most (+ 13.8 points and + 10.4 points), while Lithuania is the only country not to have made any progress in gender equality since 2005. In some domains, progress has slowed, stalled or even regressed. We are still far from the finish line.

Since 1957 European Union established the principal of equal pay for men and women for the same job and the current **Treaty on the Functioning of the European Union** refers to **gender issues** in several articles, such as:

- **Article 8:** "In all its activities, the Union shall aim to eliminate inequalities, and to promote equality, between men and women".
- **Article 153:** "With a view to achieving the objectives of the Article 151, the Union shall support and complement the activities of the Member States in the following fields: (...) i. equality between men and women with regard to labour market opportunities and treatment at work".
- **Article 157:** "1. Each Member State shall ensure that the principle of equal pay for male and female workers for equal work or work of equal value is applied. 2. For the purpose of this Article, "pay" means the ordinary basic or minimum wage or salary and any other consideration, whether in cash or in kind, which the worker receives directly or indirectly, in respect of his employment, from his employer. Equal pay without discrimination based on sex means: (a) that pay for the same work at piece rates shall be calculated on the basis of the same unit of measurement; (b) that pay for work at time rates shall be the same for the same job. 3. The European Parliament and the Council, acting in accordance with the ordinary legislative procedure, and after consulting the Economic and Social Committee, shall adopt measures to ensure the application of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation, including the principle of equal pay for equal work or work of equal value. 4. With a view to ensuring full equality in practice between men and women in working life, the principle of equal treatment shall not prevent any Member State from maintaining or adopting measures providing for specific advantages in order to make it easier for the underrepresented sex to pursue a vocational activity or to prevent or compensate for disadvantages in professional careers."

A strong emphasis is put by international bodies also on the elimination of gender stereotypes, as one of the main causes that obstruct the achievement of gender equality. One of these concerns traditional gender roles, the rigidity of which, according to the European Commission, can "restrict" individual choices and restrict both the potential of women and

men. Promoting a non-discriminatory redefinition of roles in all areas of life such as education, careers, employment and sport is thus an essential contribution towards equality between women and men.

The elimination of gender stereotypes has also been a concern of the European Parliament, which on 6 November 2012 adopted the resolution of the Committee on Women's Rights and Gender Equality on the elimination of gender stereotypes in the EU. This, recognizing the existence of gender stereotypes at all levels of society and in all age groups as impinging on the possibility of women to make the most of their potential and thus constituting solid obstacles to achieving equality between men and women.

2.1 Legislation and policies about gender equity in Italy

According to the **European Gender Equality Index**, Italy ranks among the EU countries with the lowest gender equality (IT 63.0, EU28 67.4). Policies to address gender imbalance have been cautious and advances in the legislation have been driven primarily by EU directives or by pressures from civil society.

The **National Code of Equal Opportunities between Women and Men** was established by Legislative Decree No. 198 of 2006 and is considered the Italian legal framework on gender equality and women's empowerment. The Code gathers 11 laws on equal opportunities in a single text, with a view to rationalising and harmonising the legislative provisions on gender equality and regulating the promotion of equal opportunities between women and men in the areas of ethical, social and economic relations, and in civil and political rights. It also introduced the principle of gender mainstreaming, forcing the government to take the gender perspective into account.

Italian legislative activity has been primarily concerned with electoral laws and measures to address gender-based violence, maternity provisions and work-life balance.

For example, the 2017 Budget Law extended compulsory paternity leave and included vouchers for babysitting services and financial support to households for childcare services. New policy interventions have focused on flexibility in the workplace (in both the private and public sectors) to improve work-life balance, while national guidelines for healthcare services and hospitals seek to provide assistance and healthcare for women victims of violence. However, welfare and social policy initiatives remain unbalanced, and the effect of gender inequality is linked to increasingly evident pension gaps.

With the **law n. 77 of 2013**, Italy has ratified - the Convention on the prevention and fight against violence on women and domestic violence - better known as the **Istanbul Convention** - adopted by the Council of Europe on 11 May 2011 and entered into force on 1 August 2014.

The Convention is the first international legally binding instrument whose main objective is to create a global and integrated framework that allows the protection of women against any form of violence, as well as provide for international cooperation and support for the authorities and organizations appointed for this purpose.

With the **ratification of the Istanbul Convention**, Parliament has then adopted a series of measures aimed at combating violence against women, pursuing three objectives: to prevent crimes, punish the guilty and protect the victims.

In the last legislature the Parliament converted the **law decree no. 93 of 2013**, which contains provisions aimed at preventing and repressing domestic and gender-based violence, making changes to the Penal Code and Penal procedure, to tighten the penalties of some crimes, most often committed against women, with the issue of the **Extraordinary action plan against gender-based violence** and the provision of appropriations to support victims.

In the current legislature, the Parliament also approved **law no. 69 of 2019** (so-called red code), aimed at strengthening the procedural protection of victims of violent crimes, with particular reference to crimes of sexual and domestic violence. In addition, the **Single-Chamber Commission of Inquiry into Femicide** was established in the **Senate**.

2.2 Legislation and policies about gender equity in Spain

Spanish Constitution states that “Spain is hereby established as a social and democratic State, subject to the rule of law, which advocates as the highest values of its legal order, liberty, justice, equality and political pluralism” (article 1) and “Spaniards are equal before the law and may not in any way be discriminated against on account of birth, race, sex, religion, opinion or any other personal or social condition or circumstance” (article 14), being public authorities entitled “to promote conditions which ensued that the freedom and equality of individuals and of the groups to which they belong may be real and effective, to remove the obstacles which prevent or hinder their full enjoyment, and to facilitate the participation of all citizens in political, economic, cultural and social life” (article 9.2).

“To combat the violence exercised against women by their present or former spouses or by men with whom they maintain or have maintained analogous affective relations, with or without cohabitation, as an expression of discrimination, the situation of inequality and the power relations prevailing between the sexes” an Organic Law has been approved in Spain in 2004. The Act “extends its scope to preventive, educational, social, welfare and victim support initiatives, as well as the civil law rules applying to the family or analogous relational context where most aggressions take place, and the principle of government authority subsidiarity”. Moreover, it underlines the importance of education and teaching “respect for fundamental rights and liberties and the equality of men and women” (article 4).

Organic Law 3/2007 of March 22 for effective equality between women and men provides a general framework for the adoption of actions to translate the principle of equality into effective practice and “ensure equal treatment and opportunities for women and men” that “are equal in human dignity, equal in rights and duties” (article 1).

As well as Spanish Constitution, the **Statute of Autonomy for Andalusia** “proclaims freedom, justice, equality and political pluralism for all Andalusians as higher values, in a framework of equality and solidarity with the other Regional Governments of Spain” (article 1) and states that “the Regional Government of Andalusia shall promote conditions to make the freedom and equality of individuals and the groups of which they are members real and effective (...) and shall foster true equality between Andalusian men and women, promoting parity democracy and the full integration of women in social life, overcoming any labour, cultural, economic, political or social discrimination” (article 10). Article 15 is about gender equality establishing that “equal opportunities between men and women are guaranteed in all fields”, while article 16 recognizes that “women have the right to an integrated protection against gender violence, which shall include measures for prevention, assistance and public aid”. According to article 21 “the educational plans of Andalusia shall incorporate the values of equality between men and women and cultural diversity in all the walks of political and social life”. Finally, article 73 affirms that it corresponds to the Autonomous Community the exclusive competence in the field of gender policies which, while respecting the national legislation, includes:

- “The promotion of equality between men and women in all social, labour, economic or representative spheres”;

- “The planning and implementation of norms and plans regarding policies for women, as well as the establishment of positive actions to eradicate discrimination based on sex”.
- “The promotion of women’s associations”.

2.3 Legislation and policies about gender equity in Romania

The **principle of gender equality** is explicitly regulated in accordance with **Article 4 of the Romanian Constitution** and in a number of other national regulations.

In 2000, the **National Action Plan for Equal Opportunities for Women and Men** was adopted, and in 2002, the **Law on Equal Opportunities for Women and Men** (Law 202/2002).

The Interministerial Advisory Commission on Equal Treatment for Men and Women was set up to ensure a permanent exchange of information on experience and measures in the field of gender equality and the development of recommendations for central public administrative authorities. The Commission monitors the implementation of the provisions of the National Action Plan for Equal Opportunities for Women and Men in sectoral policies, as well as the progress made.

Until 2010, in the physical education curriculum in Romania are specified guidelines and recommendations regarding the practice of different sports for girls and boys; the new 2010 curriculum eliminates these recommendations in line with European education and sport requirements. It is clear that the **physical education class**, more than others, **allows socialisation between boys and girls**, in order to reduce social and gender issues.

Further efforts are still needed to improve the situation in the field of gender discrimination. The measures provided for in the national strategies include raising awareness of gender issues, increasing transparency, increasing specific financial support to local authorities and local public administration, increasing the visibility and activism of national agencies and other decision-making bodies, issuing an extended educational offer within the non-formal educational system.

The **National Research Institute for Sports** has been set up in Romania; its objectives include the implementation of projects among which we mention **“Sport as a tool to combat gender inequality”** (2016) which aims to raise awareness and train young coaches on gender issues and to provide them with the means to combat these stereotypes in sports. The project contributes to reducing inequalities between men and women, boys and girls and to give everyone the same opportunities in sports and professional life.

In 2017, the **collaboration protocol** was signed **between the Ministry of Youth and Sports and the National Agency for Equal Opportunities between Women and Men** which aims to implement specific activities to promote the principle of equal opportunities and treatment between women and men in youth education, which will include awareness activities, information sessions, educational sessions and awareness campaigns on the gender dimension of youth education, promotion of the gender perspective, development and implementation of projects in the field of promoting the principle of equal opportunities and treatment between women and men in the education of young people. The participants in the projects and camps carried out by the ministry were informed about combating gender stereotypes, an objective that is included in the National Strategy in the field of equal opportunities between women and men. Thus, young people were informed about the importance of equal opportunities for all and respect for the right to non-discrimination.

The **HeForShe campaign**, promoted at national level under the auspices of the President of Romania, aims to involve men by taking an attitude and promoting actions in favour of gender equality, combating violence against women, empowering women. This approach is a solidarity movement in favour of gender equality developed by UN Women.

Established in 2005 according to the provisions of Law no. 202/2002, republished, on equal opportunities and treatment between women and men, ANES (National Agency for Equal Opportunities) welcomes the availability of the Ministry of Youth and Sports in 2017, on the conclusion of the Collaboration Protocol between the two institutions, this approach seeking to harmonise our joint actions from the perspective of promoting equal opportunities and gender among young people, in accordance with the objectives assumed by the Government Programme 2017-2020, Chapter 9. Respect and dignity for women.

At county level, the interest of the authorities in promoting equal opportunities and gender is highlighted through the project Quality And Performance: **Management Strategy At Vaslui County Council**.

2.4 Legislation and policies about gender equity in the United Kingdom

UK SPORTS

Created in 2015, the Gold Framework sets out how the Department for Digital, Culture, Media and Sport (DCMS) and UK Sport work jointly to support the bidding for and staging of major sporting events at a UK-level. The framework is aimed at major sporting events not resident in the UK and typically involving a competitive bidding process. The framework determines which events could be supported at a UK-level and what resources and investment are available to help secure and stage these events. The framework is intended to complement the UK's multi-tiered approach to major sporting events and is not seeking to dictate what can be hosted by other organisations within this structure.

SPORTS ENGLAND - ESTABLISHED IN 1996 BY ROYAL CHARTER

Our vision is that everyone in England feels able to take part in sport or activity, regardless of age, background or ability. We want everyone in England regardless of their age, background or level of ability to feel able to take part in sport and physical activity. But too often the people with the most to gain from being active are the least able to take part.

That's why we're on a mission to address this injustice and transform sport and physical activity so that people and places everywhere can benefit. We do this by providing expertise, insight and funding that improves the nation's long term physical and mental health.

Building an active Nation

We have two core objectives as part of our 2017-2021 Towards an Active Nation strategy, with a set of nine priorities sitting across them:

Objective 1:

More people from every background regularly and meaningfully engaging in sport and physical activity

Our priorities here are:

- Increasing activity
- Tackling inequalities for women
- Tackling inequalities for lower socio-economic groups
- Decreasing inactivity
- Volunteering
- Children and young people
- Talent.

Objective 2:

A more productive, sustainable and responsible sport sector

Our priorities here are:

- Active environments
- Leadership and governance.

We've also agreed three organisational targets with the government. Between November 2016 and November 2020, we want to increase the number of:

- People who are regularly active by 500,000 nationally
- Women who are regularly active by at least 250,000 nationally
- People from lower socio-economic groups who are more active by 100,000 in targeted locations.

What is Sport England

It is an arms-length body of government responsible for growing and developing grassroots sport and getting more people active across England. It was established by Royal Charter – which is an instrument of incorporation granted by the Queen – in 1996 as the English Sports Council. It began operating as Sport England the following year.

It is building an active nation through a combination of National Lottery funding and grant-in-aid from the Department for Digital, Culture, Media and Sport, which classifies it as a non-departmental government body. Around two-thirds of its funding comes from lottery players.

In 2018-19, it invested £260 million of National Lottery and Exchequer funding into projects and programmes that support people to be physically active, with 1,575 individual awards ranging from £300 to £18 million.

How it is structured

The Board

The Board is appointed by the Secretary of State for Digital, Culture, Media and Sport.

In accordance with the Royal Charter, it consists of a Chair, a Vice Chair, and no more than 10 other members.

Meeting at least six times a year, the Board takes overall responsibility for the organisation and its performance.

The Board is chaired by Nick Bitel, who was appointed Chair in April 2013.

The Executive team

Board members set direction and give our Executive Team, who are responsible for the day to day running of the organisation, support and advice.

The Executive Team is headed by Chief Executive Tim Hollingsworth, who joined it in November 2018 from the British Paralympic Association.

Campaigns and work

Campaigns

They're using insight-driven campaigns to help more people become and stay physically active.

Awarded funding

They have a number of open funding programmes. There are also several programmes which they've already awarded funding for, all supporting their vision to help get more people physically active.

Strategic work and partnerships

Collaboration runs through everything they do. They partner with thousands of organisations large and small in the traditional sport sector and beyond to help foster real change.

3. GENDER EQUITY IN THE FIELD OF SPORT

As a policy area, the sports sector is gaining more attention in the EU because it intertwines with education, health and business policies.

Following the **Lisbon Treaty**, which came into force on 1 December 2009, sport has become a competence of the European Union and consequently, the European dimension in sport is to be further developed, taking particular account of the **social and educational function of sport**.

The EU-coordinated activity on gender equality in sport policy started in 2010 when the EU Council, in its Conclusions on the role of sport as a source and a driver for active social inclusion, introduced the objective of **encouraging gender equality in sport**. This especially concerns access to sport and representation on decision-making bodies, and including active measures against gender stereotyping. In the same Conclusions, the Member States and the Commission are invited to promote actions related to the mainstreaming of gender equality issues into sports-related activities. In particular, this should include equal gender access to decision-making positions, as well as address sport in connection with gender roles as set out in the strategy for equality between women and men 2010-2015. Following this first Conclusion, in 2014 the UE Council adopted specific Conclusions on gender equality in sport, education, youth, culture and sport.

Member States, European Commission and Sport organisations are called for:

- developing and maintaining national action plans or strategy on gender equality in sport, in close cooperation with the sport movement;
- mainstreaming the gender perspective in all aspects of sport policy and promoting the elimination of gender stereotypes at all levels;
- highlighting the value of diversity and gender balance in sport administration and promoting gender equality in decision-making at all levels and in all fields of sport;
- increasing gender balance on executive boards and committees in the area of sports, as well as in management and coaching and trying to remove non-legislative obstacles preventing women from taking up such functions;
- launching, in cooperation with the international sport bodies, a 'pledge board' on gender equality in sport;
- developing educational materials for the training of decision-makers and coaches in sport to promote gender equality at all levels of education and sport training;
- including gender equality objectives as a condition for the granting of public funding to sport organisations.

3.1 Policies about gender equity in the field of sport in Italy

In Italy, relevant is the commitment of the UISP - Unione Italiana Sport Per tutti in the context of equal opportunities in the field of sport. The UISP has in fact promoted activities for women since its establishment in 1948, organizing initiatives and activities to promote women's sport practice.

In 1985 the organisation published the **"Charter of Women's Rights in Sport"**, which in 1987 was approved by the European Parliament, transformed into the Resolution of Women in Sport.

This Charter was the first step in officially recognizing the demand for equal opportunities between women and men in sport within the territory of the European Union.

Even today, in spite of some progress and the increase in the number of women practising sport, discrepancies still exist in terms of equal opportunities in some areas of sport. The expansion of the European Union requires has required a revision and update of the 1985 Charter, which was implemented in 2010.

With the **Olympia** Project, the “**European Charter of Women's Rights in Sports**” was created, addressed to sports organizations and federations, to all sportspeople, to fan groups, to public authorities, to European institutions and to all those organizations that can have a direct or indirect impact on the promotion of “sport for all”, in particular to encourage campaigns in favour of equal opportunities between women and men in sport.

This updates the previous Charter of Women's Rights by addressing various areas such as:

- The practice of sport
- Leadership
- Education and sport/physical education
- Research and scientific communities
- Women, sports and media
- Spectators and fans.

It also addresses important issues such as: Sexual orientation and transsexual athletes; Fight against homophobia; Abuse and sexual violence; Fight against prostitution.

Regions, provinces and municipalities, as well as personalities from the political and sports world have accepted and support the European Charter of Women's Rights in Sports; initiatives and presentations were also organized in Italy. The document contains examples of good practices implemented in several European countries.



Jump in Olympia. Strong(er) Women through Sport

3.2 Legislation and policies about gender equity in the field of sport in Spain

If we consider the field of sport, the Treaty on the Functioning of the European Union, in its title XII on Education, Vocational Training, Youth and Sport specifies that “Union action shall be aimed at: (...) developing the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest sportsmen and sportswomen”.

The **Council of the European Union** and the **Representatives of the Governments of the Member States** pointed out that “sport can contribute to the overarching priorities of the EU’s security, economic and social policy agendas and in particular to the Europe 2020 Strategy for smart, sustainable and inclusive growth” and the promotion of gender equality is one of the guiding objectives of the EU Work Plan for Sport.

Article 43.3 of **Spanish Constitution** affirms that “the public authorities shall foster health education, physical education and sports. Likewise, they shall encourage the proper use of leisure time”. **Law 10/1990 of October 15** regulates the legal framework of sport in Spain, together with the **Royal Decree 1835/1991 of December 20**. If we consider the Autonomous Community of Andalusia, the legal framework is established by the **article 72 of the Statute of Autonomy** and the **Law 5/2016, of July 19**, on Sport in Andalusia.

The importance of sport “as a fundamental element of training and comprehensive development of personality” is underlined at national level, whilst regional legislation declares that “sport is a universal language and a synonym of peace that is configured as one of the most important, influential and significant social phenomena of today’s society (...) an activity of general interest that fulfils social, cultural, education and health functions”.

Article 29 of the Organic Law 3/2007 of March 22 for effective equality between women and men specifically refers to sport, stating that: “(1) The design and implementation of all public sports programmes will include the principle of the real and effective equality between women and men. (2) The Government will further female sport and favour the effective access by women to athletic disciplines by implementing specific programmes for all ages and levels, including responsibility and decision-making.

The organization of sport in Spain is based on a system of mutual collaboration between public and private sectors. They both share responsibilities in the encouragement, promotion and development of physical-sports activities and practice.

Law 10/1990, of October 15, on Sport transfer services and function from the State to the Autonomous Communities, with full power on sports policies. The functions and competences for the promotion and development of sports policy in the Autonomous Communities are established in the respective Statutes of Autonomy and other sports regulations existing in each region and valid only in its territory. Sports legislation of each Autonomous Community can be different, however, in general terms, the most common recognized powers are connected with the construction and management of sports facilities, the coordination of Sports Federations, the promotion of sports associations and clubs, the training of coaches and sports animators and sports in schools. Local authorities (basically City Councils) are the main managers of public sports services and in charge of developing and promoting grassroots sports in the local area. In case of municipalities, these competences are usually channelled through municipal sports services or public societies.

Physical Educational is included as a compulsory subject in the formal education system. In Andalusia, the class schedule includes two hour per week in primary and secondary school. According to the Order of March 17, 2015 that develops the curriculum corresponding to Primary Education in Andalusia, the main purpose is to develop students’ motor skills, provide healthy lifestyles to students and improve education values such as cooperation-collaboration, co-education, solidarity and equal opportunities.

The **Andalusian Sports and Equality Program**, promoted by Junta de Andalucía (Regional Governing Body of Andalusia), is made up of a set of actions that seek to raise Andalusian sports entities awareness to achieve effective equality in sports and women. Among its objectives:

- To promote equality in the participation of women and men in sports activities that take place in Andalusia;
- To spread and promote adherence to the Andalusian Manifesto for the Effective Equality of Women in Sports;
- To encourage the effective opening of sports disciplines to women by promoting their participation at different levels and areas of sport;
- To promote the balanced presence of women and men in the management and decision-making bodies of Andalusian sports entities;
- To promote training in gender equality and its application to sports.

The **Regional Ministry for Education** promotes a program called “**sports schools**”, whose main purpose is to offer students of public schools, in out-of-school time, a multi-sports offer, focusing on education in values and comprehensive development of students’ personality, providing social skills and competences. Among the specific objectives of the program we can mention:

- Reinforcing, through sports, the acquisition of positive attitudes and values, to stimulate and reinforce students’ social skills. The practice of physical activity leads to educating in tolerance, respect for diversity, solidarity, fellowships, fair play, cooperation, teamwork, esteem for opponents and referees, respect for natural environment, co-education and gender equality.
- Contributing to good school coexistence through the knowledge and appreciation of multiculturalism and individual differences.

Among the different mottos that encourage students’ participation in sports schools, we can mention: “*We are all equal, also in sport. We can practice the same sports without discrimination*” and “*Diversity enriches sport; appreciate the features of your mates and learn the best of each of them*”.

3.3 Gender equity in the field of sport in Romania

Discrimination between sports-for-boys versus sports-for-girls has existed for a very long time. Gender stereotypes are known regarding certain sports that would not be “recommended” for girls, such as: football, boxing, weightlifting. The same stereotypes apply to boys who want to practise activities or disciplines considered to be “feminine”, such as dance, ballet, sometimes even volleyball.

A far from exhaustive list of gender issues in sport could include the following:

- Women athletes are often portrayed not as doing a particular sport, but as participating in a special branch of sport: women's sports.
- Publications tend to glorify male results, while women's sports results are either less interesting or ignored.
- A common stereotype refers to the justification of women's sports failures through their emotional vulnerabilities.
- Women often seem to be denied the status of bearers of national qualities that the media and the state apparatus conventionally grant to men. The idea of a strong nation presupposes man and not woman as a public symbol of these ideals.
- Women tend to be portrayed as heroines in individual sports, but not in team sports, where the source of pride is collectivized.

3.4 Gender equity in the field of sport in the United Kingdom

At a glance

Fear of judgement, lacking confidence, not having enough time – our research shows there are a mix of practical and emotional pressures that stop many women from being as active as they would like.

In fact, 39% of women aged 16 and over are not active enough to get the full health benefits of sport and physical activity, compared to 35% of men.

Closing the gap

We're looking to close the gender gap and persuade more women to get active. Because not only does regular activity improve women's own physical and mental health; women have a strong influencing role within their own families.

That's why in 2015 we launched our groundbreaking This Girl Can campaign.

This Girl Can challenges the conventional idea of what exercise looks like, and aims to inspire more women and girls to wiggle, jiggle, move and prove that judgement, time, money and energy are barriers that can be overcome.

Our strategy – Towards an Active Nation

Getting women and girls more involved in sport and activity through campaigns like This Girl Can is a crucial part of our Towards an Active Nation strategy.

Our vision is that everyone in England, regardless of age, background or ability, feels able to take part in sport or activity.

This ambitious strategy means we're going to need to work in different ways to make sure everyone can get the most out of getting active.

4. WOMEN'S PARTICIPATION IN SPORTS

As reported by the **European Institute for Gender Equality**, traditionally sport has been dominated by men, both in terms of participation and governance. Worldwide, women's participation rates in sporting activities are lower than men's. Yet over the last 20 years significant changes have occurred and the difference in involvement between the genders is becoming narrower.

From a gender perspective, sport exemplifies a societal and cultural process in which the social construction of femininity and masculinity plays a key role in influencing behaviours and approaches. Sport is traditionally associated with 'masculine' characteristics, such as physical strength and resilience, speed and a highly competitive, sometimes confrontational spirit. In many societies, women who engage in sports are perceived as 'masculine', while men who are not interested in sports are considered 'unmanly'.

However, sport can also be used as a means to achieve gender equality through the establishment of general values such as fair play, non-discrimination and teamwork. Sport can also give women and girls access to public spaces where they can gather, develop new skills, gain support from others and enjoy freedom of expression and movement. It can promote education, communication, negotiation skills and leadership, all of which are essential to women's empowerment. Sport can also increase women's and girls' self-esteem and enable them to make choices about their lives. Nevertheless, a number of practical barriers to women's participation in sport still exist.

Each partner organisation collected information about women's participation in sports in their country.

4.1 Women's participation in sports in Italy

According to the **Istat Report "La pratica sportiva in Italia"** (Sports practice in Italy) published in 2017, in 2015 over 20 million people aged three and over declared to practice one or more sports continuously (24.4%) or occasionally (9.8%), equivalent to approximately **34.3%** of the population aged 3 years and over. **26.5% of the population**, while not practicing a sport, **carries out physical activity** such as taking walks of at least two kilometers, swimming, cycling or other.

The sedentaries, those who declare that they do not practice any sport or physical activity in their free time, **are over 23 million** (39.1% of the population) and increase with age up to almost half of the population aged over 65.

The practice of sport is more widespread among children aged 11-14 (70.3%) and tends to decrease with age. There is a decrease in sports activity especially at the time of entry into adult life, when there are greater commitments related to work and family. Sports practice stabilizes around the age of 50 to decrease in older age, due, most likely, to the onset of age-related limitations or health problems.

The **gender analysis** shows significant differences, with much **higher levels of sports practice among men**: 29.5% play sports continuously and 11.7% practice it occasionally, while among women the percentage is, respectively, 19.6% and 8.1%.

As for frequency, even **the most intensive practice** (both in terms of weekly frequency and in terms of duration) **is more widespread among men**: 35.8% of men practice more than two days a week (against 31.7% of women) and 47% practice for more than two hours a week (against 38.5% for women).

The Censis analysis conducted in 2019 as part of the "Respect - Stop Violence Against Women project", carried out by Censis with the contribution of the Department for Equal Opportunities of

the Prime Minister's Office, **shows an increase in women who play sports**, overall, 48% of all sportspeople. In the past ten years, they have increased by 11.9%. Women who practice sports in a continuous way grow more, registering a + 25.5% since 2008, but there are wide differences between the various sports disciplines. Women drop out of sports first, at a young age, and most of the managers of sports clubs are men, women are underrepresented.

In fact, the gap insists not only on sport practice, but also on the managerial level of the sports sector. Among the sports operators, only 19.8% of coaches, 15.4% of company managers and 12.4% of Federation managers are women.

According to the Istat Report, the **most practiced sports in Italy are gymnastics, aerobics, fitness and physical culture** (25.2% of sportspeople), **football** (23%) and **water sports** (21.1%).

Even in the types of sports practiced there are **differences based on gender**: some sports are characterized by gender, for others, on the other hand, the differences are lower, although often the percentage of male practitioners is higher than that of women. With the exception of sports such as aerobics-fitness, water sports, athletics/footing/jogging, dance, volleyball and excursions/walks of at least 2 km which are more common among women, for all other activities the percentage of male practitioners is always higher.

The sports group which includes gymnastics, aerobics, fitness and physical culture is much more widespread among women (38.7% versus 15.6%), it is the most practiced sport by women, followed by water and underwater sports (26.1%), athletics, footing and jogging (17.1%). Football is the most practiced sport by men (38.5% against 1.2% of women), followed by water and underwater sports (17.6%), athletics, footing and jogging (16.6%).

4.2 Women's participation in sports in Spain

According to official statistics, **53,5% of the population over 15 years old practiced sport in 2015** and most of them **(86,3%) at least once a week**. Significant differences in terms of gender can be observed as **sports practice is higher in men than women** (in weekly terms: 50,4% compared to 42,1% for women).

Sports practice in Andalusia varies according to different variables such as gender, age and geographical environment, being gender and age the ones that most influence practice rates. **Women's practice rate (38,5%)** is about **ten percentage points lower than the men**, one. 66,5% of men started practicing sports before the age of 15, compared to 36.6% of women. Gender differences between sports modalities are very significant: among women the most frequent sports are maintenance gymnastics, aerobics, yoga, etc. (59.1%) and swimming (12.2%), while for men are football (27.6%) and cycling (21.3%). Málaga, Granada and Córdoba are the provinces with highest sports rate in Andalusia.

In 2019 the total number of registered sports licenses was 3,945,510, corresponding 77% of registered licenses to men and only 23% to women. Four autonomous communities (Catalonia, Andalusia, Madrid and Valencia) concentrate 53,6% of sports licenses in Spain. During 2019 Andalusia was the second Autonomous Community with the highest number of sports licences and the first with the biggest number of sports clubs. Gender gap is still existing in Andalusia, being 434,492 (83,15%) men and 88,037 women (16,85%) with a sports license. Only in 7 out of 63 sports federations in Andalusia women licenses are more than 50%.

The sport with the highest number of sports licenses in Spain in 2019 is football (1,095,604 corresponding to the 27,8%), followed by basketball (385,635) and hunting (335,474). If we analyse the same data by gender, the sports with the highest number of licenses **for men** are

football (1,024,328), hunting (333,014) and basketball (252,708), whilst for women we have basketball (132,927), mountain and climbing (84,118) and golf. There are some sports where the participation of men is almost absolute (hunting: 99.3%, pool: 98.2% and aeronautics: 96.4%), whilst in others women are the majority (gymnastics: 90.4%, dance-sport: 80.0% and volleyball: 75%).

4.3 Women's participation in sports in Romania

Based on the research on sports conducted within the Sport Insights platform in 2014 and 2015, grouped in the report **"Women and sport in Romania 2014-2015"**, some interesting perspectives are outlined.

In most studies in which lifestyle and hobby activities are captured, sport is rather associated with the male segment. But we can't just talk about or for men when it comes to sports. If we take a brief look at the Romanian sports performances in recent years, we will notice that women play an important role. For example: **Simona Halep**, the most appreciated name in Romanian sports at the moment, but also other top representatives of tennis.



Simona Halep

The women's gymnastics team, with medals at both European and world championships, about whose achievements, over the years, all sports lovers, regardless of age, have a great respect.

The performances of the handball players, recently medaled with bronze at the World Cup, but with remarkable performances at club level (HCM Baia Mare and CSM Bucharest have just qualified in the first eight teams of Europe, and Corona Brasov will play in the EHF Cup semifinals). Of course, we cannot omit the fact that, following the world championship in Denmark, the Romanian **Cristina Neagu** was declared the best handball player in the world.

Anca Bucur's gold medal at the World Fitness Championships or **Eliza Samara's** European table tennis title should be added here, along with many other performances, including juniors, to get an overview of the outstanding results of Romanians in sports.

Without minimizing the results of the boys, we can say that the girls have been more in the spotlight in international sports in recent years.

A brief analysis of Romanian participation in the Summer Olympics shows that, out of about 1,500 athletes, there were over 67% of men. If we make a statistic on the gold medals obtained over time, 66% are won by women.

At the level of grassroots sports, studies conducted in the Sport Insights research programme on the urban environment show that **women really do less sports than men**. However, we have 55% of the respondents who claim that they practised at least one sport in the previous year. In addition, over 3 quarters of them watch sports on various channels or find out about sports topics.

Another aspect worth mentioning is that the trend of adopting the practice of sports is more accelerated in the female segment: **32% of the interviewed women** claim that they **do more sports than a year ago** (compared to 30% for men).

Regarding the intention to do more sports in the next 12 months, 54% of women have this inclination (compared to 50% of men).

The **most practised sports by women** are **running/jogging (61%)** and **fitness/aerobics (47%)**. Also, we find high rates of practice of cycling, swimming or activities associated with gymnastics. Fitness, aerobics or gymnastics are practised more frequently than other sports, being better anchored in the weekly programmes. 36% of women practise sports under the guidance of a coach or instructor (compared to 20% for men).

In terms of watching, the most popular sports watched by women are tennis (64%), football (52%), figure skating (48%) and gymnastics (45%).

Field tennis has had a remarkable rise in recent years, both in terms of watching and practising. It is obvious why, we also mentioned in the introduction, the performances attract attention (we are talking especially about achievements in women's tennis).

Football continues to attract, although visible performances have been lacking in recent years. In 2016, the national team played at the Europeans in France, so an increase in interest took place. Let's not neglect the fact that, apart from watching, some women play football (4% of respondents who say they have played football in the last year).

We find a special situation in ice skating: the interest for watching is enormous (in 2014 it was the sport preferred by women), instead the practice rates are low. We agree with many active supporters of skating that are fighting to increase the material base.

In terms of training, almost 20% of women say they do not know how to ride a bike at all. 50% do not know how to swim at all, 61% do not know how to skate at all and 73% do not know how to ski at all. The percentages are significantly higher than in the male segment.

A woman spends on average almost 700 lei per year for practising sports. The amounts differ depending on the role that sport plays in everyone's life. Compared to men, women have more balanced spending between sports products and sports-related services (gym memberships are, of course, one of the reasons behind this).

Beyond the data, we are witnessing a favourable attitudinal current, strongly anchored in the broader umbrella of an active and healthy life. **92% of women perceive a direct link between sports and the health status of the population** (stronger association than in men).

In terms of motivation, there are also some differences. Although the connection between sport and health is very strong in the case of women and men, in the female segment there is a relatively greater importance given to the benefits related to the body (weight loss, modeling an athletic body), socialisation or invigorating character.

Over 91% of women say that sports help them get rid of stress (compared to 82% for men).

4.4 Women's participation in sports in the United Kingdom

THIS GIRL CAN CAMPAIGN

This Girl Can has launched a new phase of its award-winning campaign that's working to drive down the gender gap in sport.

Fit Got Real aims to build on the campaign's achievements so far, as well as specifically reaching out to women of backgrounds and ethnicities who feel left behind by traditional exercise.

Our research shows that women in lower paid and routine jobs are twice as likely to be inactive as those in senior managerial roles, while South Asian and black women are also more likely to be inactive than white women.



Jennie Price, our chief executive, hopes **Fit Got Real** will help tackle the stark inequalities of exercise levels amongst different groups of women in England.

“Many of the pressures of modern life do not make it easy for women to have the confidence and motivation to be active” she said.

“The health and wellbeing benefits of being active should be available to all women, and that is why we have a new message – Fit Got Real – to celebrate the creative and often unconventional ways many women are fitting exercise into their busy lives.”

Caroline, who features in our new film, says becoming more active has had a real and positive impact on her life.

“As a full-time carer, I rarely have time to myself and am often under a lot of pressure both emotionally and physically,” explained the 36-year-old. At the end of the day, I always felt I was either too tired, didn’t have enough time or wasn’t motivated enough to exercise. But, one day I realised how important it was to spend some time on myself. Rather than spending half an hour watching TV, I now get out to a dance class or over to the trampoline classes at the local community centre. With added daily pressures of work and family commitments, I completely understand how easy it is to get into a routine of not doing much exercise, but I feel so much happier and healthier from being more active.”

Since it was launched in 2015, This Girl Can has attempted to change attitudes by encouraging women to get active or play sport in the way that’s right for them.

Too often women are put off taking part in physical activity due to a fear of judgement – this might be about the way they look when they exercise, that they’re not good enough to join in or they should be spending more time on their families, studies or other priorities.

The campaign has told the real stories of women who get active using images that show what activity really looks like – there is no need to be in a fancy gym or in the latest kit.

So far, the campaign, which is funded using National Lottery money, has encouraged many women to be more active. Our tracking survey suggests more than 1.6 million women started or re-started exercise after seeing the first phase of the campaign.

But our Active Lives research also shows that women are still significantly less likely to be physically active than men.

Figures show 40% of women aged 16 and over are not active enough to ensure they get the full health benefits of exercise, compared to 35% of men.

The Chief Medical Officer’s guidance says it’s important to do at least 150 minutes of moderate intensity activity a week, but currently 1.3 million more women miss this target than men.

Fit Got Real aims to ensure that no woman is left behind, and the campaign will not only support the existing This Girl Can community but will work to connect with women aged 14-60 who are part of groups that tend to be less active.

This includes those from low income backgrounds, black, South Asian and minority ethnic communities and teenagers.

5. CHARACTERISTICS OF THE SPORT CONTEXT OF PARTNER ORGANIZATIONS

5.1 Italy

Associazione Travelogue is a non-profit association based in Umbria (Marsciano) founded in 2010. Starting with the organization of projects and thematic itineraries to promote Umbria and its beauties to a local and international public, the association is developing activities to promote European partnerships, exchange of knowledge between people and institutions, career guidance activities for young people, opportunities to participate in European mobilities. Its activities are related to: sustainable development, ecotourism, environmental protection, social entrepreneurship, social inclusion, skills development for youth and adults. Travelogue cooperates with public and private institutions, local associations, schools, municipalities, SMEs and European organizations to facilitate social inclusion, promote knowledge and vocational training and encourage the active participation of all to EU citizenship. The organization participates in several project, at local, national and international level in the field of youth.

In the field of sport, the association has recently cooperated with the Municipality of San Venanzo and with the ASD San Venanzo in the implementation of the Erasmus+ Sport projects, “Sport for Life” and “Volunteering for Sporty and Healthy Life”, both coordinated by Iniziativa Internacional Joven, respectively in 2017 and 2018, facilitating the participation of the citizenship and participating in the activity development and in the dissemination of the project results. The projects’ main aims were the development of key competences of workers, educators, instructors and other professionals in the field of sport, with the design of activities where sport is a tool for inclusion, participation, equality, peaceful coexistence and social transformation and the development of the key competences of the professionals of the partner organizations to train volunteers in the field of sport.

Associazione Travelogue is interested in the promotion of gender equity and equal opportunities, as well as to favour women empowerment through sport activities and non-formal education. During the first phase of the project implementation Travelogue involved various stakeholders at local level, in order to investigate the current situation of equal opportunities and to highlight important aspects on which to work at the local level.

The **Trevi Volley Club** has been present in Umbria for almost 50 years. It carries out social sports activities trying to integrate volleyball in a family and personal context. The main goal of the company is to promote the growth of women’s volleyball in Umbria and beyond, aiming for significant successes.

The company, from the beginning, is composed by the following main figures:

- President: Francesco Sperandio
- Vice President: Alberto Pietrolati
- Sport Directors: Agostino Benedetti and Livio Molari
- Accompanying team B1/Serie C/Second Division: Sergio Micheli, Alessandro Allegretti, Sergio Pinchi
- Head of Serie C Team and Youth Sector: Vincenzo Santini/Stefano Sirci
- Managers: Fortunato Nocchi, Gianluca Massucci and Maurizio Martelli.

Over the years, these figures have raised the philosophy of “volley as growth” which consists in bringing girls and teenagers closer to sports from the early school years, up to the stage of the national Serie B. The project allows girls to develop a passion for volleyball during school gymnastics hours, being flanked by professional players and qualified coaches.

Another very important philosophy for the club is the integration and socialization among young women.

The Trevi Volley Club has always been based on two simple human concepts such as the sincerity and mutual trust between managers and athletes. In fact, we pay attention to every problem/request made by the athletes looking for the utmost willingness to solve or meet these needs.

The sporting practice is carried out by athletes of each category, for most of the time in the gym (based in Trevi), for the remaining time the girls of series C and series B carry out their strengthening activity in the weight room (which takes place in the same training gym or in any other gym in the area).

All athletes from the youngest to the oldest, during the warmer seasons, have the opportunity to use the beach volleyball court, so to not lose training, or the outdoor swimming pool of the sport facilities.

Within the club it is also possible to find a qualified and continuously updated medical staff (two doctors, a physical trainer, a nutritionist and three physiotherapists), who are always up to date and attentive to the needs of individual athletes.

To carry out a useful and deeper analysis, Associazione Travelogue and A.S.D. Trevi Volley created a questionnaire addressed to players of team sports, to analyse their perception of the context where they practice sports, their interests, feelings and needs.



The screenshot shows a questionnaire titled "Questionario per atleti - Progetto 'Wom-Emp'". At the top, it features the European Union flag and the text "Co-funded by the Erasmus+ Programme of the European Union", along with the "Wom Emp" logo. The main text of the questionnaire is in Italian and explains that the survey is part of the Erasmus+ "Sport Power: Promoting Sport for Women Empowerment" project, coordinated by Associazione Travelogue and ASD Trevi Volley. It states the purpose is to collect data on sports practice and context to develop competencies for coaches, professionals, and volunteers. It also mentions that the questionnaire is anonymous and will take about 10-15 minutes to complete. At the bottom, it says "La tua risposta è molto importante!" (Your answer is very important!).

The questionnaire have been created on Google forms (full text in Italian available in the annexes - *Annex n.1: Questionnaire implemented by Associazione Travelogue and ASD Trevi Volley*) and submitted to the players of A.S.D. Trevi Volley, A.S.D. Pallavolo Media Umbria and to other athletes of team sports. We collected 56 answers, all of them from female athletes.

5.2 Spain

Iniciativa Internacional Joven is an NGO from Málaga (Spain) created in 2003 from a group of youths who after participating in international programmes and activities, concluded that these experiences had been very important to change their life. Therefore, they decided to share them

with other young people, collectives and associations, to enhance the interest in participating in international programs and exchanges, learning languages, carrying out healthy and sports activities in leisure time, realizing voluntary work, raising awareness, tolerance and respect for other cultures, etc. thereby contributing to personal and professional development of young people and adults.

Within our philosophical approaches we believe and want to train people committed to equality and against gender violence. Based on these principles, we carry out different actions at local level, as well as international training activities and projects. Based on our work we have detected that latent and in many cases, invisible gender violence exists among teenagers and young people with whom we work.

Since 2005 we have been working with a group of dancers interested in the professionalization of their talents, in the development of key competences to be good educators and coaches and to use breaking and other urban dances as tools for social transformation, empowerment, inclusion and participation. We coordinated local and international projects with very satisfactory results.

In both local and international projects, we found that sport is a valuable socio-educational and social transformation tool, because we can develop empathy with the situation of others participants and people can connect with themselves, with their talent and capacities so they can feel and understand that the development and transformation of our lives starts from the recognition of the unique and genuine potential that each one of us has.

Among the projects, our organization coordinated, we can mention:

- International Training Course “Urban Art & Social Transformation” (2014) and “Wom-Empowerment through Art” (2019), whose participants were mainly breakers and urban dancers.
- International Training Course “Empowering Women for Equality”, whose visibility activity was a flash-mob performed during Skating Municipals Sports Games.
- Small Collaborative Partnership “Sport for Life” (2017) to improve key competences of coaches, trainers, educators and other professionals in the field of sport to design activities and create new tools where sport is a tool for inclusion, participation, equality, peaceful coexistence and social transformation. The project has been recognized as “good practice” at European level.
- Local project “Emotional Intelligence through breaking” (2019) to promote emotional education and self-knowledge and recognition in young people through urban dances.
- Small Collaborative Partnerships “Volunteering for Sporty and Healthy Life” (2019) and “Sports Volunteering Trainers” (2020) to improve key competences of trainers and promote training of volunteers in the field of sport.
- Small Collaborative Partnership “Skills development of breakdance sport trainers” (2019) to define the key competences that coaches/trainers of breaking should have for obtaining a professional certification, as well as the syllabus of this training program.
- Small Collaborative Partnership “Sport for Gender Equity” to promote gender equity and women empowerment through sport that is used as a tool for participation and social transformation.
- Sport for Change: it is the unique Spanish project approved in the frame of pilot call for proposal “Exchanges and mobility in sport”. The project aims to improve the key competences of sports volunteering trainers and volunteers in the field of sports through mobilities and the exchange of good practices.

- Healthy Living (2011-2019): a local project that aims to promote healthy living habits and guidelines, contributing to the comprehensive development of the population through different activities, such as relaxation techniques, body expression, pilates, yoga, etc.).

5.3 Romania

Sport is part of the study subjects according to the School Curriculum, which means 1 hour per week for each level (grades 9-12) with the possibility of an additional hour in the case of classes with a real profile. “Emil Racoviță” Theoretical High School has a good sports base where you can practise a wide range of sports games. Thus, the high school has an equipped gymnasium (to carry out the classes in the periods not favourable to outdoor activities: gymnastics, basketball, table tennis, volleyball) and basketball court, synthetic football field with flood lit installation, beach volleyball.



The two sports teachers participate in all extracurricular activities with the representative teams of the high school. They manage to mobilize high school students - girls and boys - every year obtaining good and very good results in local, regional and zonal competitions. Gender equality and equal access to sports is ensured by the fact that the school has sports teams (volleyball, handball, football, pentathlon, table tennis) for both girls and boys. This is supported by the sports ensemble, characterised by the preparation of team sports competitions requiring additional training from both the students involved and the specialised teachers. In fact, our high school is among the first high schools in terms of results obtained in sports competitions. This shows the good professional training of teachers, their involvement in sports life and competitive spirit and good physical training of students.

5.4 United Kingdom

TheDojo.Org.UK over the years has participated in the UK campaign for Women Empowerment through sports via its Partner organisation **Trodai Martial Arts Academy**.





6. CHARACTERISTICS OF THE TARGET GROUPS OF PARTNER ORGANIZATIONS

6.1 Italy

Associazione Travelogue implement various activities in the field of non-formal education at local and European level with several target groups, which can be summarized as follows:

- **Young people between 16 and 30 years old** (including learners at risk of social exclusion (dropouts, migrants, refugees) to develop their skills and key competences for their personal and professional development and to foster their involvement and active citizenship;
- **Adults and seniors**, to favour their employability and social inclusion;
- **Professionals** working with young people and adults.

Associazione Travelogue also involved A.S.D. Pallavolo Media Umbria as local stakeholder of the project to submit the questionnaire for players of team sports, that was implemented together with ASD Trevi Volley.

Trevi Volley Club is made up of 8 teams divided into: mini volleyball, under 12, under 14, under 16, under 18, second division, Serie C and Serie B.

From the questionnaires collected, we can summarize the following results and define the profile of our target group.

Among the respondents (56 females) the age varies between:

- under 18 - 64%
- 19-24 years - 25%
- over 25 years - 11%

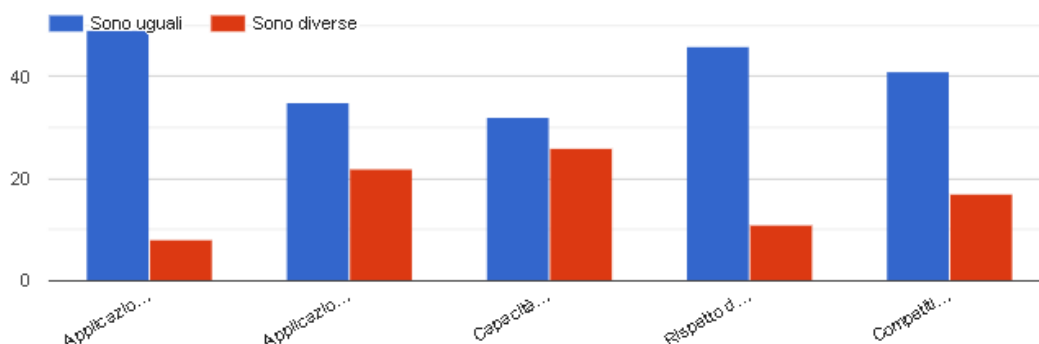
Most of respondents are playing volleyball. Among all the girls present in the various teams, 79% are students, while a small percentage (5%) are professional volleyball players. Most of athletes started practicing the sport of volleyball between the age of 4-6 years. Being minors or having just turned 18, the girls are supported in their sports choices by the family that tries to help them and direct them in the best possible way.

Regarding the sport practice, 82% of female players trains from 3 to 5 times a week, 9% from one to 2 times (range which mainly concerns young athletes) and the remaining; 9% trains every day (range which concerns female athletes of national category Serie B).

We have found that the athletes, by practicing sport, have become aware of the rules and requests, by increasing their self-esteem and personal discipline. The main reasons that push girls to practice a sport are: to keep healthy/to relieve stress and moodiness and meeting people and/or socializing.

Regarding the differences between men and women in sports, the interviewees indicated that women are equal in every aspect analyzed (physical application (it does not concern the obvious differences in power, but only the application), mental application, ability to being in a group, respect for roles, competitiveness). Among these, the items for which a higher percentage of respondents indicated that women and men are different are the ability to be in a group and mental application.

4. Secondo te, in quali di questi aspetti le donne che fanno sport sono diverse dagli uomini che fanno sport?



Regarding the perception of gender inequalities in sport, the interviewees split in two, 51.8% replied that in their opinion there is no gender inequality in sports, while for 48.2% it is still present.

6.2 Spain

Iniciativa Internacional Joven has two main target groups:

- Young people between 13 and 30 years old;
- Professionals working with young people.

However, most of our activities and projectS are open to the entire population, being the characteristics of the target group different according to the specific activity.

- Projects and activities involving urban dancers: mainly men between 25 and 40 years old. Dancers that want to professionalize their talents and making their passion a profession for the future. Dancers under 25 are normally more focused on dancing, while after reaching the age of 30 they start to worry about their future and focus on improving their competences as coaches and trainers. Most of them face socioeconomic difficulties, are at risk of social exclusion, comes from other countries and are unemployed or have precarious job.
- Projects and activities on gender equality and women empowerment: most of participants are women, aware of the existing obstacles in society, and with good levels of education. They face discriminations because of their sex, gender and/or sexual orientation.
- Local activities connecting with healthy lifestyle: almost all participants are women, being more than 30 years old as average, and facing problems connected with self-knowledge, self-awareness and discrimination.
- Professionals in the field of sport or youth but using sports and physical activities as socio-educational tools: women and men between 30 and 45 years old, working or collaborating in the frame of public and private entities. Although, some of them faces difficulties connected with precarious job, the majority cannot be considered as people with fewer opportunities. However, all of them, they work with disadvantaged young people.
- Young people between 13 and 30 years old can be categorised as (1) young people between 13 and 22 years old that are studying and living with their parents or flatmates. Some of them are working in the hospitality sector for paying their studies. Many

University students are not motivated with their studies and career but they continue, with a low performance, due to the pressure they feel from the society and their families; (2) NEET young people between 18 and 22 years old who dropped out of school and are not studying or working. These young people are demotivated and take control of their lives; (3) Young people who finished their studies and holds a University Degree or Master but cannot find a job in line with their studies, motivation and interest, or have jobs with precarious or no contracts.

6.3 Romania

The characteristic of the target group of “Emil Racoviță” Theoretical High School is the desire to involve as many students as possible. Our high school students are between 15 and 19 years old, coming from both urban and rural areas. A characteristic of the target group is that the number of girls is higher than that of boys. In general, students are interested in participating in physical education and sports classes, have adequate equipment and participate in extracurricular sports activities. Students are volunteers in various sports activities organized locally such as Be active (organized by the Romanian federation Sports for All - European School Sport Day). It should be noted that in competitions, the girls’ teams stand out for outstanding results, for example, the girls’ pentathlon team won third place at the zonal level, a success for our high school.

6.4 United Kingdom

What motivates one group to be active might be a barrier to another. That’s why we have a variety of programmes/activities to work with different people.

7. LEARNING NEEDS OF SPORT PROFESSIONALS AND TRAINERS

7.1 Italy

Associazione Travelogue carries out activities in the sector of non-formal education with staff members and volunteers interested in the promotion of sport as a tool for women empowerment. Organization team and voluntary members of Travelogue come mainly from VET sector and they are involved in planning actions for education, vocational guidance, individual and group counselling, learning support, education credits recognition, validation and certification, training to work. Our staff have been working for Local Authorities (Municipalities and Region), Schools, Vocational training Centres, Associations, etc. as Project Managers in Erasmus+, LLP Programme, Youth in Action, Europe for Citizens, and other EU Programmes, since 2006.

Through the exchange of good practices they want to discover new working methodologies and create new tools to be applied also in different contexts. Sport activities can be useful to reach and involve young people, even those at risk of social exclusion (dropouts, migrants and refugees), at local level.

The **Trevi Volley Club** has in its technical roster coaches with more than twenty years of experience in the national field. Among them: Giampaolo Sperandio, coach of the First B1 team, as well as Technical Director of the entire club; Albino Bosi, one of the first coaches present since the early years after the foundation, as well as second coach of Serie B1; coaches with a lot of experience in the youth field such as Fabio Berrettoni, multiple experiences with the categories and also in the Provincial and Regional representatives; Giorgi Stefano, young and prospective coach for the company, with multiple experiences in the youth sectors first Roman, then Umbrian, also with experience in the representative; Valentina Cianforlini, coach with experience in the youth field in the Marche, which now takes care of the smallest athletes of the company, trying to give a good technical preparation, but without ever underestimating the playful aspect and the human relationship.

This is the Trevi Volley coaching park structured thanks to the multiple technical skills learned during refresher courses with national technicians, 2 meetings during a sporting year; thanks to technical meetings with the presence of all the coaches, 1 meeting per month whenever possible, and continuous comparisons with other national and international coaches.

The coaches, in addition to having strong technical skills, excel in the human sphere, having very good relationships with their athletes and trying to help them not only in the sports field, but also in social-cultural terms, favouring study and interpersonal relationships. Obviously this attention varies according to the level of performance that is required to the athletes.

Associazione Travelogue and ASD Trevi Volley involved their staff and some stakeholders, trainers and professionals in the field of sport, to analyse their learning needs in relation to women empowerment and equal opportunities.

The interviewed are mostly related to volleyball and football; among them, only the trainers have a specific education referred to their sport profession, but most of the respondents declared to attend refresher courses concerning their activity. Only a few of them have a formal contract in the field of sport, while others are volunteers.

Among the difficulties the respondents are facing: difficulties in reconciling sporting commitments with family and working life; low wages and little guarantees in sport-related jobs; the need to participate in refresher courses and gain recognition; not always adequate motivation and

commitment of athletes (minors); difficulties in the relationship with parents; difficulties in organizing sports activities in the afternoon, adapting them to the school needs of the youngsters. Among the competences (knowledge, attitudes and skills) that they feel they need to improve or acquire to be a better professional in sport, using sport as a tool for gender equity and empowerment of women the most relevant results are:

- To know how to delegate;
- Less emotional involvement;
- Knowing how to impose one's own ideas and technical and tactical beliefs in confrontation with athletes or other colleagues;
- Greater commitment in human relations;
- To improve understanding of situations;
- Educational competences;
- Ability to know how to relate to the various age groups and to understand the needs of those who wants to play sports, based on gender and age;
- In-depth study of communication techniques suitable for involving athletes and fans.
- Ability to combine sport and private life (work, family).

7.2 Spain

In order to achieve an effective professionalization and being able to work gender topics through sports activities, the main learning needs of sport professionals and trainers are:

- Teaching methodologies and how to design workshops, establishing learning objectives, planning and implementing activities and evaluating it;
- How to structure a training plan;
- How to adapt workshops to different learning styles of children and young people;
- How to deal with parents;
- How to support children or young people with disabilities;
- Basic knowledge about psychology and Emotional Intelligence;
- How to keep athletes' motivation high;
- Social, communication and leadership skills;
- How to improve the participation of women in specific sports activities;
- How to manage conflicts among team members or athletes and trainers.

7.3 Romania

In the current context, in which young people tend to spend their free time using new technologies, sport is a complete option of both physical and mental development. It is a priority for physical education and sports teachers to have several classes, one hour of sports per week being insufficient for the harmonious development of young people and the formation of a habit of exercising.

In addition, sports teachers need training programmes to learn from the experience of other teachers or coaches, to adapt to current educational needs that involve working with classes of 30+ students, with different levels of skills and sports skills. Also, such a programme would help teachers or coaches to acquire strategies to stimulate young people in the practice of sports, both in their free time and in class. Sport is an important tool for physical and mental development that will help young people to integrate socially and professionally because it promotes essential values such as teamwork and fighting/competitive spirit.

8. GOOD PRACTICES AND TOOLS

8.1 Italy (Associazione Travelogue)

In the frame of the project, during the first phase of local activities, Travelogue interviewed Monia Baccaille, cycling champion from Marsciano, born in 1984, now Technician of the Umbria Region. Since she was 7 she dedicated herself to her passion, cycling, making sacrifices and facing many difficulties, but her tenacity has always pushed her to stay in the saddle, reaching great satisfactions. She won various titles nationally and internationally, she took part in European and world competitions and London 2012 Olympics. We talked about her experience, the world of female cycling and the satisfactions obtained by sport. We think that the testimonies of athletes of the caliber of Monia can be useful to stimulate girls to pursue their dreams in sport, overcoming any difficulties. It was interesting to interview Monia, originally from the town of our association, in a Municipality of less than 20,000 inhabitants, who, however, was able to provide her the bases to pursue her own goals.

The interview was carried out by videoconference; here below the list of questions we submitted her:

1. Tell us briefly about yourself. What activities do you currently carry out?
2. What sports did you play? At what age did you approach cycling?
3. Did you encounter any difficulties or obstacles in practicing this sport? Do you think you have encountered more difficulties as a woman?
4. Did you have to make sacrifices to continue in this sport?
5. How did you manage to reconcile sport with your family and work life? What studies have you done, what is your job? Were you able to support yourself with the remuneration for sporting activity?
6. How much time were you spending on training and competitions?
7. How do you feel in the role of technician and how did you approach the transition to this role? How do you reconcile your current role with your family life?
8. What were the motivations and abilities that you believe made you continue to pursue this path?
9. What kind of values/skills do you think you have gained through sport?
10. What changes/improvements would be necessary to favour sports practice for a woman?
11. What do you think about the topic of women empowerment?

The full interview is available on the project website [here](#).

We also propose one workshop that can be carried out with young people (over 16) or adults, with a mixed group of different profiles and in different sport contexts. It is important to involve both male and female participants to maximize the impact of the activity and to reach all objectives.

TITLE OF THE ACTIVITY	One step towards gender equity
PURPOSE	To raise awareness of gender stereotypes and the inequalities between men and women in society and in sport.
TARGET GROUP (size and characteristics of the group)	Between 8 and 20 participants, even with different profiles. It is important to involve both men and women in the activity.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To introduce the concepts of gender equality and gender

	<p>equity</p> <ul style="list-style-type: none"> • To raise awareness on gender stereotypes • To raise awareness of the disparities between men and women in society and sports • To develop empathy among the participants • To increase knowledge of one's own qualities and weaknesses
CONTENTS AND STRUCTURE	<p>ICE BREAKING (<i>optional - 5 minutes</i>): Each participant introduces himself, stepping in the centre of a circle of all participants, saying his/her name and miming the sport he/she is connected to.</p> <p>INTRODUCTION: The activity consists of two parts, each with a practical part and a reflection on the issues addressed. At the end, an overall reflection and evaluation of the workshop is encouraged.</p> <p>ACTIVITIES:</p> <p>Part I (<i>15 minutes</i>)</p> <p>The facilitator provides instructions to the participants about the activity: they will have to participate in a running race, but their initial positioning will depend on some of their characteristics.</p> <p>The participants position themselves on the starting line and the facilitator will ask them some questions to be answered by taking a step forward if the answer is affirmative or standing still if the answer is negative or if the question does not concern them.</p> <p>We prepare a list of about 10-15 questions which can be for example:</p> <ul style="list-style-type: none"> - <i>Did you have free access to education?</i> - <i>Did they ever make sexist jokes about you?</i> - <i>Is your boss of the same sex as you?</i> - <i>Is your coach of the same sex as you?</i> - <i>When you speak does the eye fall only on your gaze?</i> - <i>Have you ever experienced harassment in the workplace?</i> - <i>Has anyone ever asked you at job interviews if you would like to have children?</i> - <i>Do you feel safe walking alone at night to go home?</i> - <i>Do you feel free to wear your favorite clothes on any occasion?</i> - <i>Do you think you can play sports at a professional level?</i> - <i>Do you think your sport is given proper prominence in the media?</i> - <i>Have you ever received sexist comments from fans?</i> <p>At the end of the questions each participant will have to observe its own position and that of the other participants and we start a reflection on gender stereotypes and the concepts of gender equality and equity:</p> <ul style="list-style-type: none"> - <i>Which of the steps forward you have made do you think depends on your personal merit?</i> - <i>How do you feel about your position towards the other</i>

	<p><i>participants?</i></p> <p>Part II (40-45 minutes)</p> <p>Participants are then divided into groups of 4-8 people (with a mixed group of participants, each small group must be made up of only men or only women). Each group will have to create a poster representing and writing the characteristics they think the ideal athlete and the ideal team should have. (20').</p> <p>Each group will then illustrate the characteristics to the other groups (<i>about 4' for each group</i>).</p> <p>At the end the facilitator invites the participants to the discussion (10'):</p> <ul style="list-style-type: none"> - <i>What are the main differences between the representations made by men and those made by women?</i> - <i>Are there any characteristics that you think can be defined as "more masculine" or "more feminine"? If so, why?</i> - <i>Which of these characteristics do you think you have and which ones do you think you need to work on?</i> - <i>Are there any characteristics/qualities that you think you cannot have/achieve? If so, why?</i> <p>REFLECTION AND EVALUATION OF THE ACTIVITY (10-15 minutes):</p> <ul style="list-style-type: none"> - <i>In the practice of sport, at work or in your life choices, have you ever felt limited or favoured by stereotypes or prejudices about your gender?</i> - <i>Do you think you have ever been a victim of gender-related discrimination in life or in the practice of sport specifically?</i> - <i>Have you or someone you know ever behaved differently from how someone of their sex "should behave"? What benefits/consequences has this behaviour brought him/her?</i> - <i>What do you think could be done in your reality to counter gender stereotypes and inequalities of treatment between the sexes?</i>
METHODOLOGY	Non-formal education. Individual activities and group activities.
DURATION	<p>Total duration: about 80 minutes</p> <ul style="list-style-type: none"> - Icebreaking (optional): 5 minutes - Part I: 15 minutes - Part II: 40-45 minutes - Reflection and evaluation: 10-15 minutes
CONTEXT, TOOLS AND MATERIALS	<p>The activity can be carried out in different contexts, at school, in free time or during sports activities.</p> <p>It is necessary to have an open area or a room that is sufficiently large in relation to the number of participants involved.</p> <p>Materials: List of questions for the first part, posters, flipboards, stationery of various types (markers, pencils, sheets of paper, post-its, etc.)</p>

OTHER SUGGESTIONS	/
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8.2 Italy (ASD Trevi Volley)

During the volleyball season, the club but especially the coaches tend to use different practices that aim to strengthen or increase the performance of the athlete and therefore of the team itself. Over the years, given the history we have behind us as a women's volleyball club, we have found and put into practice many types of activities that have led to the completion of this goal. Precisely for this reason we allow ourselves to be able to describe those practices used that we have seen more success in athletes. Below we list some of them.

TITLE OF THE ACTIVITY	Individual dialogue with each individual athlete
PURPOSE	At the beginning of the volleyball year, the goal that we propose as a club and as coaches is to set their own personal and group goals with each athlete. During the season we aim to discuss the appropriate corrections to these objectives together.
TARGET GROUP (size and characteristics of the group)	This type of practice is used above all with second division athletes, under 18, series C and series B since being older in age they have greater needs than the little ones.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • At the beginning of the year: set yourself a goal to achieve. • During the year: aim at achieving the presupposed goal.
CONTENTS AND STRUCTURE	Interview with two, maximum four people, between athlete and coach, or between athlete, coach and manager or in more complex cases between athlete, coach, manager and family member.
METHODOLOGY	Interviews
DURATION	It depends on the problem to be addressed.
CONTEXT, TOOLS AND MATERIALS	Usually this type of activity is carried out at the beginning or at the end of training or before matches. In addition to a face to face dialogue in order to develop this practice, sometimes we need additional material such as videos, conferences, interviews ...
OTHER SUGGESTIONS	/

TITLE OF THE ACTIVITY	Global group exercises
PURPOSE	The goal that we propose through this practice is that our athletes learn to communicate with each other, to have mutual respect and honesty but above all to relate to people who are different from themselves. A typical group exercise is 6 vs 6, with the development of the various types of attack.
TARGET GROUP (size and characteristics of the group)	This type of practice is used in all categories, but particular attention is paid to the smallest ones, letting them learn a concept not only of sport but also of personal growth. Age: 12 and over.
LEARNING OBJECTIVES	The main goal of this practice is to increase the team spirit in each individual athlete, a fundamental characteristic in our sport. The main objective of 6 vs 6 is to try to stabilize the trajectory of the balls, find a feeling between the setter and the attackers, to have less difficulty in the game, a moment of stress and greater stresses.
CONTENTS AND	Group exercises can be done in any way but with more than two girls.

STRUCTURE	To put it into practice, only the balls can be used or some other material can also be implemented. The 6v6 exercise is carried out with the coach throwing three types of balls: a ball > reception/attack, a freeball thrown by the opponent to correct the error, a ball defended by the setter with reconstruction of the other players. The exercise is carried out for all six phases of the game, in which all possible combinations between the attackers are made.
METHODOLOGY	Group exercises
DURATION	It depends, about 40 minutes.
CONTEXT, TOOLS AND MATERIALS	Usually this type of activity is carried out during training or during physical preparation. Above all, they are held in the last days of the week close to the match (Thursday and Friday). Materials to be used can be balls, obstacles, baskets or simply video projector.
OTHER SUGGESTIONS	

TITLE OF THE ACTIVITY	Technical exercises in small groups
PURPOSE	The goal of this type of exercise is to increase the technical level of the athletes, carrying out the same exercise multiple times, paying attention to the technique with which they are performed.
TARGET GROUP (size and characteristics of the group)	Ages 12 and over. Above all it is carried out up to the age of 18 where learning the technique is essential for the result.
LEARNING OBJECTIVES	Work carried out individually or in small groups, based on the role played by the athletes, with the personal goal of modifying and increasing their skills in more favourable and simple situations.
CONTENTS AND STRUCTURE	Division into groups based on role. Dribblers: try lifts from various positions with the help of the coach who throws balls in a quick manner. Central: they work mainly on the wall and preparation for the next attack. Attackers: Main work on reception, run-off and balls for attack. Free: Mobility and speed with many ball hits, especially recoveries and lifts.
METHODOLOGY	Individual/small groups exercises
DURATION	It depends, about 20/30 minutes.
CONTEXT, TOOLS AND MATERIALS	Two days a week (mainly Monday and Tuesday, away from the matches). Regarding the materials: Dribblers: medicine balls/chinese/basket Other roles: ball Free: ladder
OTHER SUGGESTIONS	/

8.3 Spain

TITLE OF THE ACTIVITY	BODY TALK
PURPOSE	The purpose of this workshops is to empower women through urban art and corporal expression
TARGET GROUP (size and characteristics of the group)	<ul style="list-style-type: none"> • 20 people (at least 18 years old), although it is possible to do it even with more or less participants; • It is preferable to have gender balance between participants but it is not a requirement; • Even amount of participants. In case there are an odd number of participants, for body talk exercise the trainer or an assistant should also participate.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To improve participants' empathy, self-knowledge and self-awareness; • To make participants feel comfortable within a group of participants; • To boost women's confidence in order to pursue their dreams; • To educate men about treating women as equal.
CONTENTS AND STRUCTURE	<ul style="list-style-type: none"> • Welcoming and introduction of the trainers and workshop. • Ice breaking game "Popcorn": everyone sits in a circle and one by one they have to jump up and say their name while they are representing their favourite sport/hobby or the sport they practice/teach. If 2 or more participants jump up at the same time everybody sits down and the game restarts until everybody can say his/her name and sport without jumping up together with another participant. • "Body talk" game: first the trainer explains the game to the participants. We put on some music and participants have to make a circle while the trainer shouts out the instructions: "observe everybody's feet", and after a while "come in contact with somebody's feet", the same happens with the knees, hips, hands and shoulders and after a while the instruction shouts out "and now look at each other in the eyes". After that everybody needs to choose a partner and come back to back with him/her and do the exercises of going all the way down to the floor and getting back up using each other's back. • Thematic Choreography Training: we split participants to 5 groups of 4 people each (in case they are 20) and we let them think of words they want to use for inspiration for the subject of the choreography about gender equality that they are going to make in their groups later on, while we make a note of every word on a board panel. The trainer explains how to create a choreography based on gender equality by getting inspiration from the panel board words they choose to use for each group. For example: the trainer can explain how to show/make the problem visible using dancing routines and how to show solutions as the choreography

	<p>progresses. Trainer gives participants around 40 minutes to invent and train their choreographies in their groups and try them out on the music playing. Afterwards, there is the presentation of the choreographies and a question and answer panel between participants and trainer along with the reflection and evaluation of the choreographies by the trainer.</p> <ul style="list-style-type: none"> • Final evaluation: we use a target board divided into 4 parts with 3 different colours on the outside, centre and inside circle. Participants have to take a post it note and comment as far or as close to the centre of the target letting the trainer know how much or not did they enjoy the workshop.
METHODOLOGY	<ul style="list-style-type: none"> • The methodology is based on the principles of non-formal education, education for liberation and Emotional Intelligence where the knowledge is built step by step, knowledge and experiences of participants are shared and put them into practice by experience and internalized in an environment of trust, tolerance and respect. • The main aims of the ice breaking games are to introduce each person to each other and make participants feel more comfortable around each other. • The main idea at the basis of Body talk game is to make participants more comfortable with each other and to understand the equality between them and that all of them are the same no matter the gender by doing the same actions within the group. • During the Thematic Choreography Training, participants work together in teams to achieve a common goal. • Final evaluation: to recognise and put into value the learning process and get a feedback from participants it is very important to underline strengths of the workshop and collecting suggestions to improve it in case of need.
DURATION	<ul style="list-style-type: none"> • Welcoming and introduction: 5 minutes; • Ice breaking “Popcorn”: 5 minutes; • Body talk game: 20 minutes; • Thematic Choreography Training: 1 hour. • Final evaluation: 15 minutes; <p>Total duration: 1 hour and 45 minutes.</p>
CONTEXT, TOOLS AND MATERIALS	<ul style="list-style-type: none"> • A dance room or empty room big enough for allowing all participants to move into the space and create their choreographies. It is also possible to use an outdoor space; • Sound equipment or speakers with a mobile phone or laptop; • Electricity and extension cable (in case the workshops is outside all electronic equipment must be fully charged and with enough battery for the whole workshop); • Panel board and markers for the brainstorming; • Target board, post it notes and pens for the evaluation;

	<ul style="list-style-type: none"> • Water for participants; • Camera or mobile phone for taking photos and videos of the workshop; • Toilet facilities.
OTHER SUGGESTIONS	In case of participants with disabilities, trainer should adapt the movements and practical exercise.

TITLE OF THE ACTIVITY	CYPRUS GIRLS CAN: SPORTING OPEN DAYS
PURPOSE	The final purpose is to build a pan-island community/platform where women/girls from both sides of the green line can meet and stay together, improving their participation and promoting social inclusion using sport as a tool.
TARGET GROUP (size and characteristics of the group)	<ul style="list-style-type: none"> • Women/girls living in both parts of the island of Cyprus; • Open to women of all ages, conditions and background. However, normally the target group is that of women who were active when younger but have become less active with age, thinking that it was no longer acceptable for them to be seen practicing a sport or starting a new one. • Average number of participants is 10 to 25 women/girls. In case of some sport that requires a particular equipment, it can be established a maximum number of participants.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To inspire women and girls, that live in Cyprus, to get more involved in sports; • To help women and girls to find their sport so they can stay active and continue to benefit physically and mentally from regular exercise; • To encourage women and girls to challenge themselves in other areas of their life, having found courage and motivation from trying something new and stepping out of their comfort zone. • To challenge gender stereotypes by “normalising” the concept of women in sport in Cyprus; • To maintain a gender parity mind-set by proving the opportunity for women/girls to try sports on a proper way; • To raise the profile of female athletes in Cyprus.
CONTENTS AND STRUCTURE	<p>Cyprus Girls Can host regularly welcoming and friendly women-only Open Days in different sporting disciplines. Each Open Day is led by a professional/trainer in the sports field providing the necessary equipment.</p> <ul style="list-style-type: none"> • Welcoming and introduction of Cyprus Girls Can; • Presentation of participants and trainer(s): normally participants say their name, where they come from (which city or village), main motivation to participate and they explain if they have some kind of experience in the chosen sport. • Trainer explains the basic rules of the chosen sport and its benefit for women at mental and physical level.

	<ul style="list-style-type: none"> • Women/girls have time to train and practice the sport with the support of the trainer that helps them in case they are experiencing difficulties. Depending on the type of sport, trainer can propose exercises in small groups where all women should cooperate, carrying out the task/activity/exercise leaning on the other participants. • At the end of the activity, trainer asks participants to make a circle and describe in one word or small sentence the day/activity. At the end trainer should make a final conclusion underlying positive aspects and the fact that obstacles can be overcome. Trainer should link the feedback with the practical exercises/sports activities done.
METHODOLOGY	<ul style="list-style-type: none"> • Cyprus Girls Can (CGC) is a project carried out under the concept of campaign with several components, being Sporting Open Days one of them. • To make the events and sports as accessible to as many women/girls as possible, the events are free to attend and take place all across the island including in remote areas where transport can be provided for participants in case of need. • During these Open Days, women/girls can try something new and fun in a safe and non-competitive atmosphere, making new friends. • By being female-only events, there are fewer chances of women feeling slow/weak, being one the main aim of this activity to alleviate issues with feeling uncomfortable in front of them and empower women. • Through this activity, women/girls step out their comfort zone and empower themselves, making them able to overcome problems, obstacles and difficulties they face every day.
DURATION	Depending on the type of sport that is chosen the duration can be different. Normally, it lasts one morning or one afternoon. In case of activities that last the whole day, participants are asked to bring some food to share with other participants.
CONTEXT, TOOLS AND MATERIALS	<ul style="list-style-type: none"> • The location of the event is specific to the chosen sport. For example: park, climbing crag, dance studio, etc. • The professional responsible of the activity, who is a volunteer, provides participants with the equipment that is needed. For example, for Climbing Open Days, the qualified instructor provides the necessary ropes, helmets, belay devices, quick draws, harnesses and climbing shoes. • Flyers and promotional material of Cyprus Girls Can.
OTHER SUGGESTIONS	<ul style="list-style-type: none"> • Cyprus Girls Can was one of the nine projects nominated for the 2017 #BeInclusive EU Sports Awards. Although it was not one of the top 3 winners, they had the opportunity to have a professional video about it. Link: https://youtu.be/aU0ijgrv0Jo

8.4 Romania

In addition to participating in the activities listed in the calendar of the Ministry of Education, our High School organises competitions involving students in local volunteer activities in partnership with sports associations - European Day Be active, with local institutions, Vaslui Town Hall and DJST Vaslui. Thus, every year, our high school participates in activities during the Town Days, at the Freshmen Cross Country, with ninth grade students, on the occasion of Youth Day - Beach Volleyball. During the week **Know more, be better**, a day is reserved for sports activities - boys' football championship, girls' basketball championship. In order to ensure gender equality and equal access to sports activities and the material base, our high school promotes sports activities for both girls and boys, at the high school level there are panels that make visible their results, as well as the showcase with trophies and images on the site of the high school. The presence of our high school at sports competitions with teams of girls and boys is a plus in this regard. The sports base of the high school is used by students for various sports activities and outside of class hours. Our high school organised competitions with teams with people with disabilities and from disadvantaged backgrounds (School for the Deaf, Vaslui Penitentiary, Motivation Foundation Romania for people with locomotor disabilities).

At the end of the school year, students who have achieved excellent results in sports are highlighted.

Awareness campaigns in clubs, schools and communities should highlight the social and health benefits of sport.

8.5 United Kingdom

HSP- Resources

Here you can find a variety of materials designed to assist the day to day management of projects, such as safeguarding policies, and insight and evaluation methods.

We also have a variety of local and national data available for you to view, which can help to form an evidence base for funding applications.

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9. CONCLUSION

Sport and physical activity have a positive impact on gender communication. Involved in common sports and physical activities, boys and girls tend to interact more easily and better and improve their communication. Consistent and continuous participation of women and girls in sport has a major impact on achieving gender equality in general.

There is a direct relationship between participation in sports and the social integration/social inclusion of women and girls.

It was observed that boys and men adopted a positive and supportive attitude towards their female counterparts who participate in sports and physical activities.

Sports and physical activities have a positive impact on health. Studies have shown that involvement in regular physical activity improves physical and mental health and well-being, including among women and girls.

Girls and women who participate in sports activities have a higher self-esteem as well as an improved self-perception.

Sports programmes offer women and girls opportunities to develop leadership skills. Exposure to international competitions brings a boost to the public recognition of the skills that women and girls can develop through sport.

Professionals in the field of sport have an important role for educating in equality, promoting women empowerment and participation and contributing to the construction of a more egalitarian society.

Through the development of competences, the improvement of the quality of work and the exchange of good practices between organizations from different countries we can maximize our synergies and promote equal opportunities, women's participation and the training of professionals in the field of sport.

Starting from the information and material gathered in this analysis, as well as good practices collected and shared from each project's partner country (Italy, Romania, Spain and United Kingdom), referring to the learning needs of professionals and trainers and the needs of the athletes involved as beneficiaries of the project activities, we will be able to create new tools for the development of competences of the trainers, coaches and volunteers who aim to promote gender equity and women empowerment through sport.

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ANNEXES

Annex n.1: Questionnaire implemented by Associazione Travelogue and ASD Trevi Volley (IT)

Questionario per atleti - Progetto "Wom-Emp"

Questo questionario, promosso nell'ambito del progetto Erasmus+ "Sport Power: Promoting Sport for Women Empowerment", coordinato da Associazione Travelogue e di cui ASD Trevi Volley è partner, è rivolto agli atleti, uomini e donne che praticano attività sportiva.

Lo scopo è raccogliere dati relativi alla pratica sportiva ed al contesto in cui l'attività viene praticata, per poter sviluppare le competenze di istruttori, allenatori, professionisti e volontari che lavorano nello sport, utilizzando lo sport come strumento per la promozione dell'equità di genere e l'empowerment delle donne.

Il questionario è anonimo; non verrà raccolto nessun dato personale degli intervistati e le risposte verranno utilizzate per ottenere risultati globali. La compilazione richiederà circa 10-15 minuti.

La tua risposta è molto importante!

Anagrafica

1. Sesso

- ☐ F
- ☐ M

2. Età

- ☐ Sotto i 18 anni
- ☐ 19-24 anni
- ☐ 25-35 anni
- ☐ Oltre i 35 anni

3. Quale titolo di studio hai conseguito?

- ☐ Scuola primaria
- ☐ Scuola secondaria di primo grado
- ☐ Scuola secondaria di secondo grado
- ☐ Corso di qualifica professionale
- ☐ Laurea
- ☐ Altro: _____

4. Stai frequentando corsi di studio/formazione al momento?

- ☐ Sì
- ☐ No

5. Indica la tua occupazione attuale.

- ☐ Studente

- ☐ Disoccupato
- ☐ Occupato - Dipendente part-time
- ☐ Occupato - Dipendente full-time
- ☐ Libero professionista
- ☐ Altro: _____

6. Con chi vivi?

Attività sportiva

ASPETTI BIOGRAFICI

1. Quali attività fisiche/sport pratici attualmente?

2. A che età hai iniziato a praticare sport? Considera il primo sport che hai praticato.

3. Con quale frequenza pratici attività sportiva?

- ☐ Meno di una volta a settimana
- ☐ 1-2 volte a settimana
- ☐ 3-5 volte a settimana
- ☐ Tutti i giorni

4. In quale luogo pratici attività sportiva?

- ☐ Spazi aperti
- ☐ Impianti sportivi pubblici
- ☐ Palestra
- ☐ Altro: _____

5. Distanza della palestra/del luogo in cui ti alleni dalla tua abitazione.

- ☐ Entro 15 km
- ☐ Oltre 15 km

6. Quale atteggiamento hai incontrato da parte della tua famiglia rispetto lo sport che pratici?

- ☐ Mi sostengono e mi seguono
- ☐ Mi ostacolano
- ☐ Mi lasciano praticare sport senza entrare troppo nel merito

7. Quanto ritieni che l'attività sportiva incida sulle amicizie e sugli affetti?

- ☐ Poco
- ☐ Abbastanza
- ☐ Molto

8. Cosa ti dà la tua attività sportiva rispetto alla scuola e al lavoro?

(Indica la voce prevalente)

- ☐ Più autostima
- ☐ Più fatica
- ☐ Più disciplina
- ☐ Niente di particolare

9. A scuola o sul lavoro, da parte degli altri la tua attività sportiva ti procura soprattutto:
(Indica la voce prevalente)

- ☐ Problemi vari
- ☐ Rispetto e considerazione
- ☐ Niente di particolare

10. Quale valore, insegnamento ha lo sport che pratichi per te?

11. Come vedi il tuo futuro nello sport e in relazione alla tua vita personale, familiare e professionale?

12. C'è un personaggio sportivo che ti piace particolarmente? Chi è, e perché ti piace?

MOTIVAZIONI PERSONALI E OPINIONI SULLA PRATICA SPORTIVA

1. Quali sono le principali motivazioni per cui pratichi l'attività sportiva?

(Indica al massimo 3 risposte)

- ☐ Mantenermi in buona salute
- ☐ Migliorare la forma fisica
- ☐ Scaricare lo stress e migliorare l'umore
- ☐ Evadere dai problemi
- ☐ Stare in contatto con la natura
- ☐ Incontrare persone/socializzare/fare gruppo
- ☐ Partecipare a gare o eventi sportivi
- ☐ Mettermi alla prova in competizioni sempre più elevate
- ☐ Ottenere risultati personali sempre migliori
- ☐ Ottenere risultati di gruppo sempre migliori
- ☐ Coltivare il sogno di diventare una campionessa che avevo da bambina, anche se dovesse rimanere un sogno
- ☐ Altro: _____

2. Perché hai scelto lo sport che pratichi attualmente?

(Indica al massimo 3 risposte)

- ☐ È lo sport che mi piace di più
- ☐ Mi ci hanno spinto i miei genitori
- ☐ Per stare con alcuni amici o seguire miei parenti (fratelli/sorelle, cugini)
- ☐ Per la vicinanza della palestra
- ☐ Per il buon nome della società
- ☐ È l'unico sport praticabile seriamente nella mia zona
- ☐ Mi consente di distinguermi nell'educazione fisica che si fa a scuola
- ☐ Per qualche tifoso della squadra che mi segue
- ☐ Altro: _____

3. Secondo te quali competenze, capacità e abilità le persone sviluppano grazie alla pratica sportiva?

(Indica le 3 risposte che ritieni più rilevanti)

- ☐ Le abilità motorie e fisiche
- ☐ La capacità di affrontare situazioni stressanti

- Le capacità relazionali
- La capacità di lavorare in gruppo/squadra
- La capacità di risolvere i conflitti
- La disciplina e il rispetto dei ruoli
- La capacità di agire in maniera efficace
- La costanza e la determinazione nel perseguire un obiettivo
- Altro: _____

4. Secondo te, in quali di questi aspetti le donne che fanno sport sono diverse dagli uomini che fanno sport?

- Applicazione fisica (non riguarda le ovvie differenze di potenza, ma solo l'applicarsi)
- Applicazione mentale
- Capacità di stare in gruppo
- Rispetto dei ruoli
- Competitività

5. Motiva le risposte della domanda precedente: per gli aspetti in cui ritieni che le donne differiscano dagli uomini, indica la motivazione. Indica se ci sono altri aspetti ulteriori per i quali ritieni che le donne differiscano dagli uomini nella pratica sportiva.

6. Sei mai stato/a tentato/a a di abbandonare lo sport?

(Indica solo il motivo principale)

- No, mai
- Sì, perché non mi trovavo bene con l'allenatore/allenatrice
- Sì, perché non mi trovavo bene con le compagne/i compagni
- Sì, per i modesti risultati sportivi
- Sì, per dedicarmi ad un altro sport
- Sì, perché me lo aveva chiesto il mio fidanzato/la mia fidanzata
- Sì, per la difficoltà di conciliare lo sport con lo studio o il lavoro
- Sì, perché ho altri interessi esterni

7. Se hai avuto la tentazione di abbandonare lo sport, che cosa ti ha indotto a continuare?

8. Secondo te esiste ancora una disuguaglianza di genere negli sport?

- Sì
- No

9. Se, sì, hai mai incontrato difficoltà, discriminazioni o ostacoli?

Per favore specifica eventualmente che tipo di difficoltà hai incontrato.

10. Quali sono i tuoi punti di forza? Quali qualità ti riconosci?

Puoi pensare a qualità tecniche, fisiche, di atteggiamento, ecc.

11. In che cosa ti piacerebbe migliorare e perché?

12. Quali qualità positive metti a disposizione della tua squadra?

Es. sai ascoltare, sei disponibile, grintosa, ecc.

13. Cosa ritieni possa insegnarti una sconfitta?

14. Come affronti un infortunio? Cosa ti aspetti da te stesso/a, che obiettivo ti riproponi, tornando in campo dopo un lungo infortunio?

15. Completa questa frase: Di fronte ad un momento difficile o ad un avversario tosto io/noi...

16. Completa questa frase: Di fronte a un obiettivo ambizioso io/noi...

OPINIONI SUGLI ALLENATORI, GLI STAFF TECNICI E LA DIRIGENZA SOCIETARIA

1. Per allenare le donne, è preferibile che chi allena sia:

- ☐ Una donna
- ☐ Un uomo
- ☐ È indifferente

2. Nell'attività sportiva femminile, certi ruoli di staff (preparazione atletica, fisioterapia e simili), è preferibile che siano affidati a:

- ☐ Donne
- ☐ Uomini
- ☐ È indifferente

3. Se hai risposto donne o uomini, puoi spiegare brevemente perché?

4. Quali dovrebbero essere, a tuo avviso, le qualità di un allenatore/un'allenatrice ideale per gli atleti/le atlete?

Indicare al massimo 3 risposte.

- ☐ Trattare tutti/e alla stessa maniera, senza fare distinzioni
- ☐ Essere empatico/a, ovvero entrare in sintonia con ogni atleta
- ☐ Incoraggiare gli altri a esprimere il proprio punto di vista anche se è diverso dal suo
- ☐ Mantenere gli impegni presi
- ☐ Promuovere e pretendere il rispetto per la disciplina e le sue regole
- ☐ Dedicare grande attenzione ad ogni atleta per fargli/le scoprire e sviluppare le sue potenzialità e la sua autonomia
- ☐ Informare le persone se i risultati hanno o non hanno raggiunto il livello atteso per stimolare il raggiungimento degli obiettivi personali
- ☐ Promuovere la cooperazione all'interno del gruppo per superare le relazioni conflittuali e migliorare la qualità del lavoro di squadra
- ☐ Essere continuamente aggiornato/a sugli aspetti tecnici, tattici e atletici dello sport seguito
- ☐ Essere flessibile e non rigido/a nel prendere decisioni di tipo organizzativo e tattico
- ☐ Altro: _____

5. Quali dovrebbero essere, a tuo avviso, le qualità di un/una dirigente ideale per gli atleti/le atlete?

Indicare al massimo 3 risposte.

- ☐ Informare tutti con grande chiarezza degli obiettivi della società
- ☐ Mantenere gli impegni presi ed essere coerente nelle decisioni

- Incoraggiare tutti a esprimere il proprio punto di vista anche se diverso dal suo, e poi assumersi le responsabilità delle scelte finali
- Fornire le motivazioni degli eventuali cambiamenti dei programmi
- Difendere l'immagine della società, delle squadre e degli atleti/atlete
- Rispettare l'autonomia dei ruoli dell'allenatore/allenatrice e degli altri tecnici in un costante dialogo senza invasioni di campo
- Non cercare o lasciare che si alimentino chiacchiere alle spalle dell'allenatore/allenatrice, dei tecnici e degli atleti/atlete
- D'accordo con l'allenatore/allenatrice e lo staff tecnico, dedicare grande attenzione ad ogni atleta per valorizzarne la carriera e, con ciò, il nome della società
- Rafforzare lo spirito di appartenenza della società con momenti conviviali e magari sostenendo l'attività extra-sportiva degli atleti/atlete
- Altro: _____

6. Cosa apprezzi/stimi della tua squadra/del tuo allenatore? Cosa manca, secondo il tuo parere, alla tua squadra?



Erasmus+

