

The logo for GETZ features a stylized blue icon above the letters 'GETZ'. The icon consists of two horizontal bars with a small rectangular protrusion on top, resembling a simplified building or a set of stairs. The letters 'GETZ' are in a bold, blue, sans-serif font.

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



**GENDER EQUALITY TOOLKIT FOR
GENERATION Z.**

Vanessa Jones
Project Coordinator
University of Worcester, UK

Join us twitter @GETZproject



The Project

Erasmus + Collaborative Partnerships

Project characteristics and relevance

'to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, **and equal access to**, sport for all'

*VANESSA JONES, GETZ PROJECT
COORDINATOR
UNIVERSITY OF WORCESTER*





What are we going to do and *who* with?

The **aim** of the GETZ project is:

- to facilitate **gender equality** in sport leadership by **educating** and empowering **generation Z** - the GETZ project is built around three key stakeholder groups; **generation Z, educators** and **practitioners**.
- **7 partners** – University of Worcester(UK); Molde University College, Norway; Amsterdam University of Applied Science, Vrije Universiteit Brussels, Belgium , National Olympic Committee, Croatia; Swedish Sport Confederation; European University Sport Association , Slovenia
- **Generation Z** - individuals **born in the mid-1990 to late 2000s**



How are we going to do this?

Gender Equality Toolkit for Generation Z

Objective = Develop, deliver and evaluate an Educational Resource to educate Generation Z on issues relating to Gender Equality in Sport via a MOOC

Conducting and publishing research articles

Addressing 6 areas of Gender Equality within Sport:



CULTURE
AND



MEDIA



GOVERNA
NCE AND



PARTICIPA
TION



EVENTS



COMMERC
E





Governance and Law

Underrepresentation of Females in Leadership Positions

- There has been significant progress to increase female participation within sport; however, the encouragement has not been parallel within employment of females within sporting occupations (Burton, 2015; Joseph & Anderson, 2016).
- Women in Sport (2017) state that under half of Sport England and UK Sport funded NGBs do not meet the new 30% requirement, with 9 having no women in any senior leadership roles (excluding the CEO).
- Females are assigned lower status job roles congruent to traditional gender norms, due to the perceived masculinity required for leadership positions (Eagly & Karau, 2002; Burton et al. 2009; Burton & Hagan, 2009).

Women in sport leadership - the picture in GETZ partner countries

- **UK** - Sport England and UK Sport have set a target of at least 25% of women on those National Governing Body boards by 2017 – **this has now increased to 30%**
- **Norway** - Although much has been done to promote equality between the sexes, **women constitute only 30% of the executives** of special sports federations.
- **The Netherlands** - refer to autonomy, **being healthy** and equality (OCW, 2013) but that **more males (61.5%) are likely to be physically active than females (59.9%),**
- **Belgium** - **98% of the presidents of the Board of Directors and 96% of the presidents of the Executive Committees are men.** (De bruyn, 2008).
- **Sweden** - **representation in boards are just below 40 percent**
- **Croatia** - continuously making an effort to promote the position of women in sport in Croatia, in particular in leadership positions. **Less than 7% of women take those position in the sport system of Croatia.**
- **EUSA** - **participation of female athletes reaches 40%.** With regards to coaches and officials and participation in the delegation EUSA reports **84% male and 16% female** participation rates (EUSA Statistical Data 2015).

Current Study: Emerging Themes – Focus Groups



CULTURE AND SOCIETY

- Evident pay gap
- Significant media coverage difference
- Lack of participation opportunities = lower number of participants
- Stereotypes of females – “weaker” “fragile” “don’t know the rules”
- Traditional gendered sports – **school influence**
- Recent strive for equality



MEDIA

- **Access through Social Media/Apps – live updates and highlights**
- Media impacts awareness – lack knowledge of female sport
- Predominantly male – based on viewers and sales and what they want
- Female sport is inferior – “less entertaining” “lower standard”
- Role models were more significant when younger



GOVERNANCE AND LAW

- **Females on boards provides a range of opinions and provides a female perspective**
- Positive discrimination – token female – should be based on ability/talent not gender
- Generation Z are more accepting, encouraging equality and inclusion
- This Girl Can - positive impact



PARTICIPATION

- **Various motivations – mainly social and enjoyment**
- Same motivations for both
- Stereotypes and gendered sport = females not meant to play and males pressured to play – female catalyst required
- Mixed sport works for non-contact - change perceptions and increase audience



EVENTS

- **Olympics perceived as equal opportunities and coverage**
- Male dominated – what you grow up with
- Time slots and coverage to be equal to promote gender equality for events
- Big build up for men's sport – unaware of women's
- Success of female sport = support



COMMERCE

- **Business orientated – focused on profit**
- Males used as faces of brands – female “support act”
- Females want same pay but lack spectators and sales
- Sponsors should take a risk and invest in female sport
- Lack of funding = lack of opportunities – should be equal – don’t think it ever will be



Developing our knowledge and understanding – how you can help!

- Discussion groups representing the 6 areas of our 'Toolkit'
- 1 facilitator to lead the discussion and feedback to the conference delegates

References

- Burton, L.J. & Hagan, E.M. (2009) Examination of job description in intercollegiate athletics administration: Application of gender typing of managerial sub roles. *The Sport Management and Related Topics Journal*, 5, 84–95.
- Burton, L.J. (2015) Underrepresentation of women in sport leadership: A review of research. *Sport Management Review*, 18 (2), 155-165.
- Burton, L.J., Barr, C.A., Fink, J.S. & Bruening, J.E. (2009) ‘Think athletic director, think masculine?’: Examination of the gender typing of managerial sub roles within athletic administration positions. *Sex Roles*, 61, 416–426.
- Eagly, A. H. & Karau, S. J. (2002) Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573–598.
- Joseph, L.J. & Anderson, E. (2016) The influence of gender segregation and teamsport experience on occupational discrimination in sport-based employment. *Journal of Gender Studies*, 25 (5), 586-598.
- Women in Sport (2017) *Beyond 30%: Female Leadership in Sport*. Available at: <https://www.womeninsport.org/wp-content/uploads/2017/03/Women-in-Sport-Beyond-3025-1-1.pdf?x99836> (Accessed: 05/11/18).