

Empowering Women Athletes: Tackling Feminine Abuse, Violence and Discrimination in EU Sports Clubs Draft Agenda



IO3 - Training Course:

The Crucial Role of Sports Professionals on Abuse, Violence and Discrimination against Women in Sports



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About EWA and EWA Learning Design

Empowering Women Athletes: Tackling Feminine Abuse, Violence and Discrimination in EU Sports Clubs

Sport is a means of self-expression and fulfilment, as well as a force for citizenship and solidarity, while stressing how violence against women, stereotyping, differences in payment and barriers to women's involvement in management are still problems tackling the sport sector. Those barriers act on multiple levels (verbal, physical, sexual, emotional, psychological, social, cultural, organisational, economic, mediatic, ect.) and are collectively perceived as a pervasive chauvinist culture that permeates the career of any female athlete.



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The 'Empowering Women Athletes' Project (acronym 'EWA') is a Collaborative Partnerships project in the field of 'SPORT' that is co-funded by the European Commission through the Erasmus+ programme. It is developed by sports federations, research centres and universities, local public administrations, transnational non-profit associations and it aims to combat violence, abuse, harassment, and discrimination against women in sports.

GENERAL OBJECTIVE

To develop a community of female athletes, professionals, sport managers and policy makers in Europe who actively prevent and counter violence, abuse, harassment, and discrimination against female athletes in key sports environments, providing them with knowledge, education, and practical tools specifically designed by the project. EWA was designed on the basis of a **Multi-layered Model approach** to the given issue, for which a stratified set of stakeholders — individuals but also organisations — contribute to the determination and maintenance of a well radicated problem.

SPECIFIC OBJECTIVES

- * Catalyze social players and communities in Europe that already dealt with the issue around a comprehensive dialogue on the state of the art and next steps to take.
- * Promote an innovative and multi-layered response to the problem tackled, maximising and building on past experiences, and creating new strategies and tools at EU level.
- * Activate beneficiaries in Europe through a grass-roots awareness-raising campaign aiming at acknowledging and valorising the role of women in sports.
- * Produce and disseminate counter-narratives on women in sports through a social media campaign.
- * Test and assess a training and awareness raising campaign addressed to Ambassadors of Equal Rights in Sports /AERS/ and sports professionals (coaches, tutors, managers, etc.).
- * Experiment a peer-to-peer support system to encourage adoption of concrete solutions to the problem of serious violence and abuse of female athletes.
- * Raise and submit a petition on the issue to the EU that is participated by citizens in the European Union.

EWA project is co-funded by the Erasmus+ Programme of the European Union.

EWA Learning Design

EWA Training Course titled “The Crucial Role of Sports Professionals on Abuse, Violence and Discrimination against Women in Sports” represents the achievement of the **objective** “Test and assess a training and awareness raising campaign addressed to **Ambassadors of Equal Rights in Sports /AERS/** and sports professionals (coaches, tutors, managers, etc.)”.



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The **impact** of the Learning Design is thus expected in an improved capacity of AERS and sports professionals in countering more or less explicit manifestations of violence, abuse, harassment, and discrimination towards female athletes in sports environments. After the implementation of the EWA training course, project team aims to empower capacity building in countering manifestations of violence, abuse, harassment, and discrimination towards female athletes in their sports environments.

In the present edition are available:

1. **Portfolio of Educational Resources** (guides, training modules, methods, reports, toolbox, case studies, etc.);
2. **Training Course:** Preparation, Organisation, Implementation.

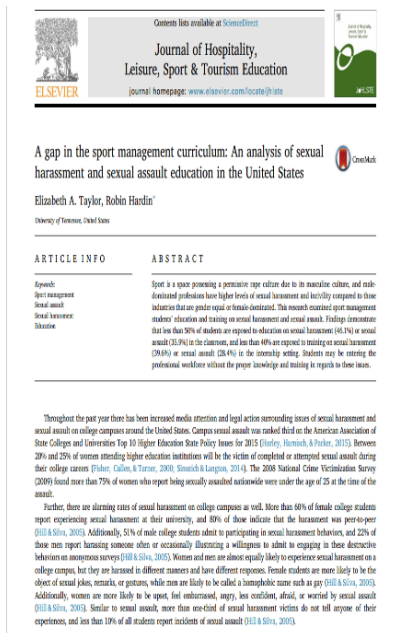


Portfolio of Educational Resources



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During the research phase of EWA, project team has analysed the existing educational resources, materials and learning methods and has created the present Portfolio of Educational Resources that aims to be used by experts in the field of sport, education and woman empowerment through quality educational actions.



This research examines sport management students' education and training on sexual harassment and sexual assault. Findings demonstrate that less than 50% of students are exposed to education on sexual harassment (46.1%) or sexual assault (35.9%) in the classroom, and less than 40% are exposed to training on sexual harassment (39.6%) or sexual assault (28.4%) in the internship setting. Students may be entering the professional workforce without the proper knowledge and training in regards to these issues.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9gggu4d8ouN9X>



This evidence guide focuses on the work being undertaken in local, regional, national and international structured sport settings and by sporting organisations. It draws on stakeholder consultations and a review of both peer-reviewed academic and grey literature (reports, reviews and evaluations) to collate the evidence regarding sport as a setting for the primary prevention of violence against women.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9gggu4d8ouN9X>



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This toolkit provides information, concrete tips, good-practice examples and strategies to put into practice a gender mainstreaming approach to achieve equality between women and men in sport.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggg4d8ouN9X>



This publication focuses on different seminars which try to delete the erase the subconscious discrimination. Through a series of exercises,

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggg4d8ouN9X>



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This training focuses on the proper definition of different stereotypes related to discrimination and how they can be prevented.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>

CANADA SOCCER GUIDE TO ACCESSIBILITY & INCLUSION

The Guide is divided into sections to cover several elements related to accessibility and inclusion. It focuses on starting points that can help organizations to become more diverse and inclusive and provides links to numerous supporting resources that will allow organizations to dig deeper in the areas that are most relevant to their unique context. The Guide is supported by and coordinated with other guides relating to Governance, Management and Operations, and Safety.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>

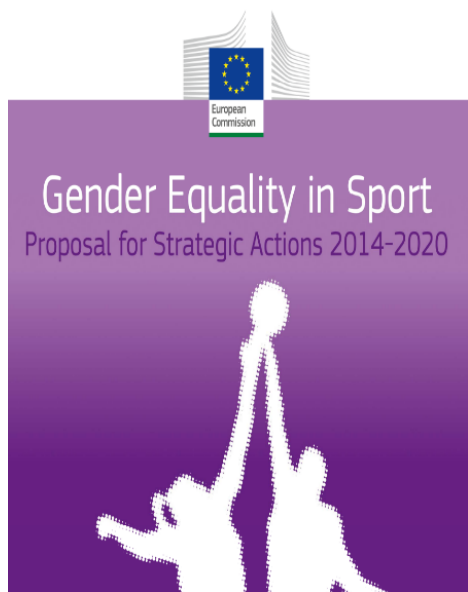


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Overall, this research finds that although families are the most powerful influence on a child's activity levels, schools are seen as the most important sites for change. While it is difficult to influence family life positively for all children, schools have a unique opportunity, not just to deliver PE and school sport well, but also to create a culture in which being active is valued and admired. This is evidenced, in part, by the fact that this has already been achieved by some schools. It requires buy-in from leadership across the school, led and championed by the PE Department and PE staff

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



Although we are witnessing more and more women in Europe participating in sport activities, a lot remains to be done in the sphere of gender equality. Many women are today still unable to find the right environment in which to develop their full potential. In some countries, women lag seriously behind men in access to sport. This report focuses on the strategic actions which have to be taken in order to promote equality.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



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The Shanarani project focuses on building attractive methods to involve young people and inform them of the issue of gender equality and reduce related stereotyping. The objective of this Handbook is to provide basic information on the gender status quo in the partner countries. It will serve youth workers as basic information tool for activities aiming to reduce stereotyping amongst young people and contributing to more gender equality.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



The tool kit is to be used by sports coaches training young women in different sports. It can also be used by different federations and the National sports council in their leadership trainings. The objectives are to enhance individual knowledge and skills for personal growth and self-confidence and enhance collective knowledge to challenge systems and institutions to respond to needs of young women in sports.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



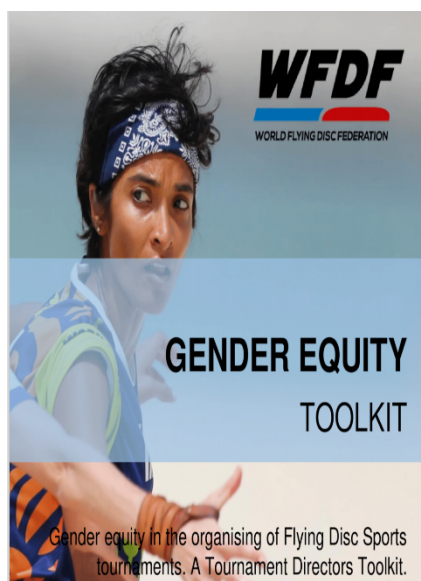
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The project is targeted at sports and coaching organisations at all levels, more specifically coaches, trainers, former athletes, volunteers and decision makers in the field of coaching.

Objectives • To promote gender equality in coaching • To promote the representation of employed and volunteer women coaches in the coaching workforce • To increase the number of women coaches by creating tools to support women coaches to develop towards the coaching of high performance • To include evidence-based information about gender and gender equality in coach education appropriate to all levels.

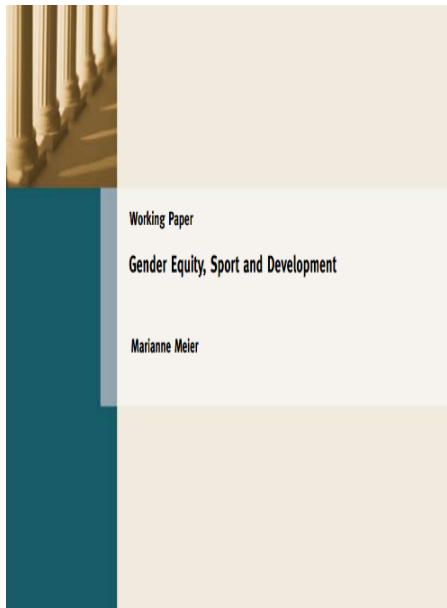
Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



Gender equality entails equal rights, visibility, empowerment, and participation of all genders. It implies equal access to and distribution of resources and opportunities to all genders. It assumes the treatment of everyone the same, but does not take into account that individuals have different backgrounds, contexts, needs, capacities, abilities, interests, resources and such. In the context of sport, gender equality ignores the fact that historical underrepresentation of women in sport has resulted in women -- generally -- starting from a lower foundation.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>

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What key factors are preventing women and girls from getting involved in sport activities in developing countries? How could those possible constraints be approached? Do specific types of sport really matter regarding social norms and cultural stereotypes? Are some types of sport more likely to clash with social norms? Could traditional games be a possible access for females in sports or are such patterns even counterproductive, because they consolidate existing patriarchal structures? This paper deals with such questions and provides an analytical framework as well as field experience and specific results from Iran, Zambia and Northern Caucasus which should encourage further debates and research in the field of sport, gender and development.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>

Gender inequality and Gender based violence in Cyprus



The main focus of this document is to provide an overview on the theoretical and Legal Framework relating to Gender based Violence within National, European and International frameworks. It shall provide three case studies on examples of Gender based Violence, presenting national statistics and state actions for combating them, with the topics being Female Genital Mutilation, Domestic Violence and Sexual Harassment.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



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GUIDE FOR THE PREVENTION OF SEXUAL HARASSMENT IN SPORT IN THE CZECH REPUBLIC

Czech National Olympic Committee

This description comes from the study commissioned by the European Commission on gender-based violence in sport (Mergaert L., & et al., *Study on gender-based violence in sport – final report*, European Commission, 2016). It was updated within the framework of the European Union Council of Europe joint project *Pre-Safe Sport – “Put an end to sexual harassment and abuse against children in sport”*, by collecting more recent information from the organisation responsible for the project.

DESCRIPTION OF THE PRACTICE

Background

Since 1996, the Czech Olympic Committee has been the most committed Czech institution on fighting gender-based violence in sport, specifically through its Commission of Equal Opportunities in Sport. This Commission was established in 1996 to comply with an instruction from the International Olympic Committee. The research agenda pursued since the early 2000s has brought valid data on sexual harassment in this area, which triggered greater awareness and first actions. International cooperation has played a significant role in prompting the institution to gather knowledge and take action. On the basis of the results of the research to assess the prevalence of sexual harassment in sport in the Czech Republic, it was decided to publish a guide for the prevention of sexual harassment in sport. Released in 2005, this document is an adapted version of the Finnish document: 'Allowed to care, allowed to intervene' (also described in detail in this report). The Czech Olympic ombudsman has also been involved in the process since 2014, particularly in finding solutions to individual cases of harassment. The Czech Olympic Committee also recently adopted the IOC Guidelines and Toolkit in preventing sexual harassment and abuse in sport. The Committee has since updated the material by sending a letter to all national sport organizations and federations about these Guidelines in 2016. The Committee of Equal Rights in sport of the Czech Olympic Committee has signed an agreement with Charles University, Faculty of Sport and PE, to have frequent lessons for faculty students on the subject 'preventing sexual abuse in sport' for all future coaches and sport administrators.

Problem addressed

Considering the controversial and recent inclusion of the definition of sexual harassment in the law back in 2006, the title of the guide did not explicitly refer to this concept to avoid possible resistance. "Harassment", in

This guide constitutes a pedagogical effort to raise awareness on a variety of real-life situations where sexual harassment and rape occur. The guide adopts the perspective of the victim, stressing that while harassment will not necessarily be perceived as such by the perpetrator and/or the surrounding of the victim, the perspective of the latter should prevail.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggu4d8ouN9X>



GUIDELINES TO PREVENT
**SEXUAL HARASSMENT
AND ABUSE IN SPORTS**

Within Norwegian sports there is Zero tolerance for discrimination and harassment irrespective of gender, ethnic background, religious faith, sexual orientation and disability. It is an important goal to develop tolerance and understanding and to establish recognition of people's equality in order to avoid discrimination, harassment and bullying. Everyone within sports should seek to establish secure settings and a secure atmosphere for children, youth and adults alike.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggu4d8ouN9X>



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The overarching goal is to reduce gender inequities and gender-based violence, as such reductions are key to improving sexual, reproductive, and maternal and child health. To achieve this mission of creating sustainable and large-scale change, the Center seeks and maintains partnerships with governmental and non-governmental agencies around the globe. A social justice framework is utilized by the Center across these efforts, and innovative technologies are employed to facilitate and accelerate change at individual, community and national levels.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



This study focuses on sport organisations and what how they need to work hard to ensure the notion of a 'level playing field' and to become a reality for players, staff members, volunteers, fans and anyone connected to the club. They can also use their influence to extend these principles of equality and fairness beyond the field – into the boardroom, the coach's box, the stands, the change rooms, and the media

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



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Learning for Justice:

Gender Bias and Homophobia in Sports

This lesson discusses common characteristics and stereotypes that are associated with athletes.

<https://www.learningforjustice.org/classroom-resources/lessons/gender-bias-and-homophobia-in-sports>

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Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>

Name of the person filling in the template	Inemarie Dekker
Title	Valuing diversity in football trainings
Date and Time of the Activity	
Age group (from X to Y)	12-20 years old
Number of participants/group size	Football team size, approx. 12-16 people.
Learning outcome (i.e. aim)	Valuing diversity within their team (and beyond)
Background	(See next page)
Outcomes:	<p>Valuing diversity can break up in several life skills, including:</p> <p>Individual:</p> <ul style="list-style-type: none"> - I know my qualities and those of others - I value all my identities/qualities (as one has multiple) and those of others <p>In relation to others:</p> <ul style="list-style-type: none"> - I understand stereotypes - I can postpone judgement - I can put myself in someone else's shoes (i.e. empathy) - I can listen - I am curious - I am open-minded <p>As a group:</p> <ul style="list-style-type: none"> - We work together as a team - We value diversity within our team <p>Towards the community</p> <ul style="list-style-type: none"> - We challenge stereotypes at the field

Valuing diversity can break up in several life skills, including:

Individual: - I know my qualities and those of others - I value all my identities/qualities (as one has multiple) and those of others

In relation to others: - I understand stereotypes - I can postpone judgement - I can put myself in someone else's shoes (i.e. empathy) - I can listen - I am curious - I am open-minded

As a group: - We work together as a team - We value diversity within our team

Towards the community - We challenge stereotypes at the field

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



MANUAL ON GENDER EQUALITY THROUGH SPORT

*The European Commission's support for the production of this Manual does not constitute an endorsement of the

“A Path to Transport Action” (APTSA) is a project involving a total of 5 organizations from Europe and Latin America, whose main aim is to enhance the capacity of youth organizations and stakeholders in all partner countries and beyond to use Sport in combination with highend Non Formal Education methodologies for fostering a gender-inclusive approach to Sport practices, contrasting sexism and gender stereotypes and promoting equality and mutual respect among genders in disadvantaged rural areas in Europe and in Latin America. Low female participation in Sport is an important component of gender-based disadvantage.



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Preventing violence against women through sport: program/initiative compendium table

This compendium provides information about key programs and initiatives undertaken in sport settings in Australia and overseas which aim to prevent violence against women and children. This compendium is current as of August 2017. This table is structured by the 'techniques' of prevention practice identified in *Change the story: organisational development, direct participation programs, community mobilisation and strengthening, communications and social marketing and civil society advocacy*.

Each program is given a star rating to indicate:

- **Good practice****: program/strategy has been evaluated and published in a refereed source (with results demonstrating effectiveness in primary prevention of violence against women)
- **Promising practice****: program/strategy has been evaluated and published in a non-refereed source (with results demonstrating effectiveness in primary prevention of violence against women)
- **Emerging practice***: program/strategy is not evaluated or has little available information regarding evaluation.

NAME OF PROGRAM/INITIATIVE	COUNTRY	SPORT(S) INVOLVED	DESCRIPTION
Organisational development			
Fair Game Respect Matters**	Australia: Victoria	AFL Victoria	Fair Game Respect Matters was a four-year program developed and funded by VicHealth in partnership with AFL Victoria. The aim of the program was to create "culture change in community football clubs" to promote gender equality and to prevent violence against women. The program involved key people in community AFL clubs working as "Drivers" to implement the resources and ideas of the program in their clubs. Some of the activities that clubs implemented included:

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Prevention of sexual and gender harassment and abuse in sports

Initiatives in Europe and beyond



Bringing together a European project network and finding common denominators between various actors and bodies at different levels of the European sporting, social and scientific environments is a challenging task that is easily underestimated in terms of the resources necessary for such a project to run smoothly. Despite the fact that European coordination often means compromising, adjusting and adapting in previously unforeseen ways, initiating and being involved in projects such as this one always allows an organisation to grow and develop its capacities, networks and know-how.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggu4d8ouN9X>



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The Rules for the Prevention of Sexual Harassment and Promotion of Protectedness in Olympic Sports that are presented to you, encompass the letter of the law, the directives, and the regulations pertaining to protecting and safeguarding the dignity and health of all female athletes, workers, and volunteers.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggu4d8ouN9X>

Safeguarding athletes from harassment and abuse in sport IOC Toolkit for IFs and NOCs



This toolkit is intended to assist principally, though not exclusively, NOCs and IFs. Intended audiences includes administrators, coaches, parents and athletes involved in organised sport.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggu4d8ouN9X>



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SEXUAL HARASSMENT AND SEXUAL RELATIONSHIPS BETWEEN COACHES, OTHER ATHLETIC PERSONNEL AND ATHLETES

A. GENERAL RATIONALE

Sexual harassment is a recognized social problem in sport. Sexual harassment in sport deters girls and women from participating and developing as athletes. The development and implementation of policies regarding sexual harassment help to create organizational climates in which women and girls feel free to report such incidents. Setting policy on sexual harassment is also believed to decrease the likelihood of such offenses. The Women's Sports Foundation acknowledges that sexual harassment occurs in athletics and seeks to prevent its occurrence through the development of this policy and position statement.

Sexual harassment is a recognized social problem in sport. Sexual harassment in sport deters girls and women from participating and developing as athletes. The development and implementation of policies regarding sexual harassment help to create organizational climates in which women and girls feel free to report such incidents. Setting policy on sexual harassment is also believed to decrease the likelihood of such offenses. The Women's Sports Foundation acknowledges that sexual harassment occurs in athletics and seeks to prevent its occurrence through the development of this policy and position statement.

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Strategies
A Journal for Physical and Sport Educators



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Sexual Harassment Prevention Training for Coaches and Athletes Staying Within the Boundaries

Karen Edwards

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To link to this article: <http://dx.doi.org/10.1080/08934862.2000.10591456>

Published online: 23 Jan 2013.

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Article views: 22

The following survey was undertaken to determine the strength of sexual harassment prevention programs in athletic settings. The data was collected by random sample from 100 former high school athletes, now college students. The participants were asked to reflect back to their high school experience while responding to these questions.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggu4d8ouN9X>



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ORIGINAL RESEARCH

Sexual Harassment Training and Reporting in Athletic Training Students

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*Kinesiology Department, Temple University, Philadelphia, PA; †Sport Science & Physical Education Department and ‡Teaching & Educational Studies, Idaho State University, Pocatello

Context: Sexual harassment is a growing concern in higher education. Athletic training students should feel safe in their programs, whether in the clinic or clinical setting. Though the Commission on Accreditation of Athletic Training Education creates standards to keep the students safe, there are none regarding sexual harassment training for athletic training students.

Objective: To determine the rate of sexual harassment training in athletic training students, with a secondary purpose of determining, if indeed sexual harassment training occurs, whether it is associated with the college or university or is offered through an outside entity.

Design: Survey.

Setting: Online.

Patients or Other Participants: Eight hundred eighty-five athletic training students (613 females, 272 males).

Main Outcome Measure(s): Data were analyzed through SurveyMonkey, and the statistical software R. Frequency counts and percentages were determined. A Fisher exact test was run to determine if there was a relationship between the athletic training student's current knowledge and whether the athletic training student had received harassment training.

Results: The study found that more than 50% of male and female athletic training students had not received sexual harassment training, whereas 75% of all respondents stated that they knew what resources were available to report issues of sexual harassment. The odds of a person not knowing what resources were available to report harassment and not having training were 6 times the odds of those who had training and did not know what resources were available.

Conclusion: The study concludes that the need for sexual harassment training in athletic training students is a global issue.

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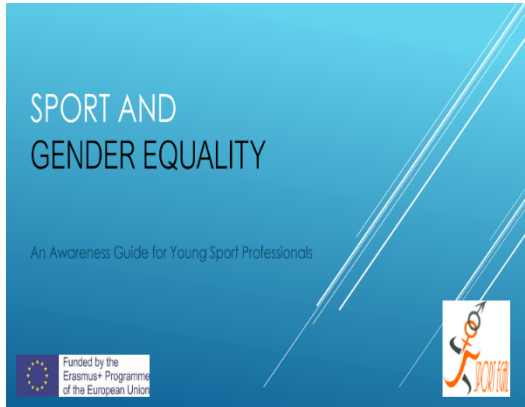


In November 2017, Raliance, a partnership working to end sexual violence, unveiled its online Sport + Prevention Center that included a report developed in partnership with the UC San Diego Center on Gender Equity and Health (GEH) that analyzed sexual violence prevention opportunities in and with sport. The analysis found that “sport is uniquely positioned to support and model healthy relationships, values, and norms that can reduce, and end, sexual violence (SV) and domestic and dating violence (DV) within the sport system.”

Access the resource here: <https://drive.google.com/drive/folders/1IOiVIn6eW0uxXZGgatOB9ggu4d8ouN9X>

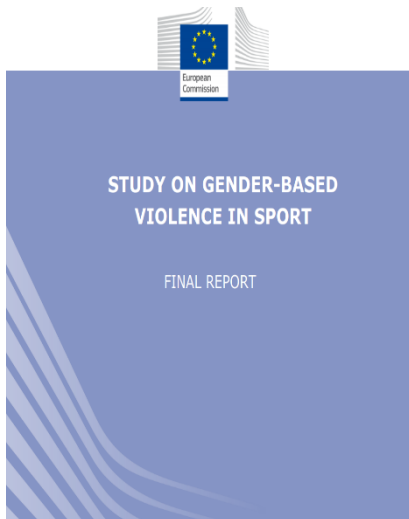


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The European Union statistical office, Eurostat, publishes an overview of gender statistics for the European Union from fields such as education, the labor market, earnings and health, important for showing differences in the situations of women and men. This document aims at analyzing the data.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



This study provides an overview of the legal and policy frameworks, describes initiatives promoted by sport and civil society organisations, identifies best practice in combatting gender-based violence in sport and makes recommendations for future action.

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Tackling Irregularities in Sport through Education on Whistleblowing

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Abstract: Recent years have brought to the attention of sport specialists new challenges in education, among to defend ethics and integrity in sport. Doping, match fixing and corrupted sport governance represent ongoing threats to the integrity, good reputation, and societal welfare dimension of sport. At the same time, from the athletes' perspective, abuse, sexual harassment, bullying, violence and psychological pressure are other types of threats to the ethics in all sport domains. Different educational approaches that aim to achieve a culture of ethics and integrity in sport have been designed and implemented. Recently, whistleblowing has been promoted as a useful means in the fight against corruption in sport. This trend called for more educational efforts designed to encourage the participation of those involved in the sport phenomenon (i.e. athletes, coaches, managers, spectators) in whistleblowing in order to prevent the violation of ethics.

The paper is an analysis of the usefulness of an educational material on whistleblowing implemented in Romania. In order to promote models of good practice, information is directly related to the educational rationale through an explanation of not only what knowledge and skills can be expected to be gained, but also what professional capabilities will be achieved. The conclusions of the paper emphasize the need to develop and test new education and training methodologies, promoting whistleblowing in sport, which will be adapted to the needs of the target sport population aiming to induce positive beliefs and behaviours about whistleblowing.

Keywords: sport, whistleblowing, education, training, specialists, sport ethics, sport integrity

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Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



The ideas and words included in the Montreal Tool Kit result from thousands of women and men around the world undertaking successful strategies for increasing the opportunities for girls and women to participate and lead in sport and physical activity. Today much of this information is in the public realm because of the generosity of spirit in sharing ideas, tools, policies, programs and strategies. To all those who have contributed to enhancing the role of women in sport, thank you. Specific appreciation is extended to the following individuals and organisations for their contribution to the Montreal Tool Kit.

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Empowering Women Athletes: Tackling Feminine Abuse, Violence and Discrimination in EU Sports Clubs Draft Agenda

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Women Athletes' Personal Responses to Sexual Harassment in Sport

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The examination of sexual harassment in sport has become an active research field within the past two decades. It is especially important for sport psychology consultants to understand this issue because they have professional opportunities to influence both individual and organizational responses to it. This article uses interview data from an investigation of sexual harassment in sport to examine the personal responses of 25 elite female athletes to their experiences of sexual harassment. The athletes reacted with disgust, fear, irritation, and anger when the sexually harassing incidents occurred. They also demonstrated individual, internally focused responses to the harassment rather than collective, externally focused ones. This suggests that sport organizations have much work to do on both education and organizational change if sexual harassment is to be challenged and eradicated. The findings also indicate that sport psychology consultants have a role to play in supporting athletes with the necessary skills to avoid or confront sexual harassment in sport.

For the last twenty years sexual harassment in sport has been an increasingly important area of study (Fasting, Brackenridge, & Sandge-Borgen, 2003, 2004; Trelgaard-Nielsen, 2004; Volkmann, Schuck, Sherwood, & Leary, 1997) following wider research into sexual harassment in society more generally (Gidycz, 1985; O'Donoghue, 1997; Stockdale, 1996). Internationally, almost all of this wider research has occurred in the workplace and in the educational context but little is known about the nature and characteristics of sexual harassment

This article uses interview data from an investigation of sexual harassment in sport to examine the personal responses of 25 elite female athletes to their experiences of sexual harassment. The athletes reacted with disgust, fear, irritation, and anger when the sexually harassing incidents occurred. They also demonstrated individual, internally focused responses to the harassment rather than collective, externally focused ones.

Access the resource here: <https://drive.google.com/drive/folders/1IOiVln6eW0uxXZGgatOB9ggu4d8ouN9X>



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EWA Training Course: Preparation, Organisation, Implementation

In the following pages is revealed the EWA Training Course concept in terms of learning included, organization and possible adaptations. The EWA TC for AERS and sports professionals are organized in each Project country and the materials can be used as OER (Open Educational Resources) for sport sector in Europe.

DRAFT AGENDA

DATE	DATE	DATE	DATE
07.30 - 09.00	SPORT ACTIVITIES AND BREAKFAST	SPORT ACTIVITIES AND BREAKFAST	
09.30 - 11.00	Opening & Practicalities Get to Know, Team Building	HOW TO MAKE AN IMPACT ON GENDER EQUALITY IN SPORT or GENDER EQUITY, SPORT AND DEVELOPMENT	
11.00 - 11.30	MORNING BREAK	MORNING BREAK	
11.30 - 13.00	SPORT AND GENDER EQUALITY or GENDER-BASED VIOLENCE	HOW SPORT CAN HELP CHANGE THE STORY or ANTIDISCRIMINATION IN PRACTICE	
13.00 - 15.00	LUNCH BREAK	LUNCH BREAK	
15.00 - 16.30	RULES FOR THE PREVENTION OF SEXUAL HARASSMENT or WOMEN ATHLETES' PERSONAL RESPONSES TO SEXUAL HARASSMENT IN SPORT	PREVENTING VIOLENCE AGAINST WOMEN THROUGH SPORT or HOW SPORT CAN END SEXUAL VIOLENCE	
16.30 - 17.00	AFTERNOON BREAK	AFTERNOON BREAK	
17.00 - 18.30	BALANCE IN SPORT OR CHANGING THE GAME, FOR GIRLS	Evaluation & Wrap-up	
18.30 - 19.00	Comfy Group	Comfy Group	
19.00 - 21.00	DINNER BREAK	DINNER BREAK	
21.00 - 23.00	WELCOME EVENING	CULTURAL EVENING	FAREWELL EVENING

Arrival of Participants →

← Departure of Participants



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Name of the session	SPORT AND GENDER EQUALITY
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	<ul style="list-style-type: none"> • Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, etc.
Expected results	<p>To acquaint the participants in the session with:</p> <ul style="list-style-type: none"> • The terms “gender equality” and “gender equity”, what are they and what are their differences? • Why is gender equity needed for sports? • What is gender (versus sex)? • What needs to be considered?
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to “gender equality” and “gender equity” in sports – 25 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins</p> <p>Practical Content:</p> <p>Group work on the topic: – 60 mins</p> <ul style="list-style-type: none"> • How to promote gender equality in sports? • How to promote gender equity in sports? <p>Presentation of each group – 10 mins Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	„Gender equity toolkit“: https://wdfdf.sport/2020/08/wfdf-presents-gender-equity-toolkit/ “What is Gender Equity?”: https://www.caaws.ca/gender-equity-101/what-is-gender-equity/

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Name of the session	GENDER-BASED VIOLENCE
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	<ul style="list-style-type: none"> • Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, Laptops, etc.
Expected results	<p>To provide an overview on the theoretical and Legal Framework relating to Gender based Violence:</p> <ul style="list-style-type: none"> • What is Gender Violence? • The main international legal framework: <ul style="list-style-type: none"> ○ The United Nations; ○ Council of Europe; ○ European Union; • Domestic Violence; • Sexual Harassment.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation: the theoretical and legal framework relating to gender based violence – 25 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins Practical Content: Group work on the topic: – 60 mins</p> <ul style="list-style-type: none"> • What is Gender Violence? • How to prevent Domestic Violence; • How to prevent Sexual Harassment. <p>Presentation of each group – 10 mins Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>Gender inequality and Gender based violence in Cyprus: https://www.aequitas-humanrights.org/wp-content/uploads/2018/12/handbook-GENDER-INEQUALITY-AND-GENDER-BASED-VIOLENCE.pdf What is gender-based violence? www.ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-based-violence/what-gender-based-violence_en Gender-based Violence: https://www.unhcr.org/gender-based-violence.html</p>

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Name of the session	RULES FOR THE PREVENTION OF SEXUAL HARASSMENT
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants in the session with knowledge how to deal with wrongful and prohibited conduct of abusing or harming the dignity of women in general and female athletes in particular:</p> <ul style="list-style-type: none"> • Words by the Olympic Committee - The Prevention of Sexual Harassment Act; • Rules for the Prevention of Sexual Harassment And Promotion of Protectedness in Olympic Sports; • Prohibited Conduct (Bullying, Tormenting, Harassment, Sexual Assault, Sexual Abuse, Inappropriate Behavior); • Reporting Prohibited Conduct.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „Inappropriate Behavior“ in sports – 25 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins Practical Content: Group work on the topic: – 60 mins</p> <ul style="list-style-type: none"> • Should a participant/athlete in a sports event report "Inappropriate Behavior" even if it's personally is not affected by it? If so, to whom should the objection / report be addressed? • Find 10 examples of "Inappropriate Behavior" (in your country/sport). Presentation of each group – 10 mins Evaluation – 5 mins
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>Rules for the prevention of sexual harassment and promotion of protectedness in Olympic sports in Israel: https://www.olympicsil.co.il/wp-content/uploads/2018/07/Rules-for-the-Privantion-of-Sexual-Harassment-and-Promotion-of-Protectedness-in-Olympic-Sports-2.pdf</p> <p>Guide for the prevention of sexual harassment in sport in the Czech republic https://rm.coe.int/pss-description-practice-czech-rep-guide-for-the-prevention-of-sexual-/1680770fdd</p> <p>IOC statement on “sexual harassment & abuse in sport https://olympics.com/ioc/safe-sport/sexual-harrassment-and-abuse</p>



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Name of the session	Women Athletes' Personal Responses to Sexual Harassment in Sport
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants in the session how to deal with Personal Responses to Sexual Harassment in Sport:</p> <ul style="list-style-type: none"> • Emotional Response (disgust, fear, irritation, and anger, etc.); • Behavioral Responses (passivity, avoidance, direct confrontation, confrontation with humor, etc.).
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „Emotional and behavioral response in sports” – 25 mins</p> <p>Questions and Answers – 10 mins</p> <p>Discussion with participants in the session – 10 mins</p> <p>Practical Content:</p> <p>Group work on the topic: – 60 mins</p> <ul style="list-style-type: none"> • Find at least 10 examples of "Emotional Responses in sports". • Find at least 10 examples of "Behavioral Responses in sports". <p>Presentation of each group – 10 mins</p> <p>Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	Women Athletes' Personal Responses to Sexual Harassment in Sport: https://www.tandfonline.com/doi/abs/10.1080/10413200701599165



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Name of the session	BALANCE IN SPORT
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants in the session with relevant information about “Balance in sport”:</p> <ul style="list-style-type: none"> • Participation in sport – statistic data; • Motives to engage in sport; • Leadership in the sport; • Coaching in sport – similarities/differences; • Gender pay gap in sport.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „Emotional and behavioral response in sports” – 25 mins</p> <p>Questions and Answers – 10 mins</p> <p>Discussion with participants in the session – 10 mins</p> <p>Practical Content:</p> <p>Group work on the topic: – 60 mins</p> <ul style="list-style-type: none"> • What motivates women and men for engaging in sport or other physical activities; • Decision-making positions in sports organizations (National/International level); • Media and sport – visibility. <p>Presentation of each group – 10 mins</p> <p>Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>BALANCE IN SPORT - Training about gender equality in sport</p> <p>https://rm.coe.int/ppt-balance-in-sport-training-paris-18nov-m-forest/16808c347c</p>



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Name of the session	CHANGING THE GAME, FOR GIRLS
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To help coaches, trainers, PE teachers get more girls involved in sport and physical activity by:</p> <ul style="list-style-type: none"> • How to improve approach to sport and physical activity for girls; • How to consult with girls to understand their preferences and opinions more fully; • Making active attractive; • Create opportunities for girls to participate in sport and physical activities.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „ Bring the best out of girls” – 25 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins Practical Content: Group work on the topic: – 60 mins</p> <ul style="list-style-type: none"> • Create opportunities for girls to participate in sport and physical activities (fundraising walks for charities or causes that girls care about); • Reward forms of achievement (effort; increases in participation; regular attendance at a club; demonstration of values, attributes and positive attitudes; meeting personal goals, etc.); • Friends, family and other role models to encourage girls to participation in sport and PA. <p>Presentation of each group – 10 mins Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>Changing the Game, for Girls: https://www.womeninsport.org/wp-content/uploads/2015/04/Changing-the-Game-for-Girls-Teachers-Toolkit.pdf</p>

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Name of the session	HOW TO MAKE AN IMPACT ON GENDER EQUALITY IN SPORT
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants in the session with some facts, figures, definitions and normative frameworks on gender equality in sport:</p> <ul style="list-style-type: none"> • Facts and figures on gender (in)equalities and differences; • Why should we tackle gender inequalities in sport? • Gender equality/gender mainstreaming in sport – what is it about?
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „Facts, figures, definitions and normative frameworks on gender equality in sport” – 25 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins Practical Content: Group work on the topic: – 60 mins</p> <ul style="list-style-type: none"> • Participation in sport at grass-roots level - gender differences in frequency and setting; • What motivates girls/women and boys/men to practice sport? • What prevents girls/women and boys/men from practicing sport? <p>Presentation of each group – 10 mins Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>How to make an impact on gender equality in sport:</p> <p>https://pjp-eu.coe.int/en/web/gender-equality-in-sport/toolkit#:~:text=The%20toolkit%20%22how%20to%20make,women%20and%20men%20i n%20sport</p>

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Name of the session	Gender Equity, Sport and Development
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants with information regarding relation between gender, sport and development:</p> <ul style="list-style-type: none"> • Notion of gender; • Gender and development; • Sport and gender; • Gender equity, sport and development; • Relevance of socio-cultural contexts.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „The principle of sport as a human right - the potential to improve physical and mental health” – 30 mins</p> <p>Questions and Answers – 5 mins</p> <p>Discussion with participants in the session – 5 mins</p> <p>Practical Content:</p> <p>Group work on the topic „Understanding and overcoming barriers”: – 60 mins</p> <ul style="list-style-type: none"> • Material, infrastructural and technical barriers; • Socio-economic barriers; • Safety concerns; • Socio-cultural barriers. <p>Presentation of each group – 10 mins</p> <p>Evaluation – 10 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>Gender Equity, Sport and Development:</p> <p>https://www.sportanddev.org/sites/default/files/downloads/59_gender_equity_sport_and_development.pdf</p>

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Name of the session	HOW SPORT CAN HELP CHANGE THE STORY
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants with different tools in preventing violence against women through sport:</p> <ul style="list-style-type: none"> • Sport can challenge the attitudes and behaviors that excuse or support disrespect, gender inequality and/or violence against women; • What can sports clubs do to prevent violence against women? • Key elements of an effective approach regarding the topic.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „How your sport can prevent violence against women” – 30 mins Questions and Answers – 5 mins Discussion with participants in the session – 5 mins</p> <p>Practical Content:</p> <p>Group work on the topic „Different tools in preventing violence against women through sport”: – 60 mins</p> <ul style="list-style-type: none"> • Sport clubs and sport organizations; • Coaches, trainers, and PE teachers; • Everyone involved in sport –Board member, CEO, manager, player, umpire, staff, volunteer, fan, etc. <p>Presentation of each group – 10 mins Evaluation – 10 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>Change the story: https://www.ourwatch.org.au/change-the-story/</p>

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Name of the session	ANTIDISCRIMINATION IN PRACTICE
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: discussion, group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants in the session with different groups in sport - majority/minority groups:</p> <ul style="list-style-type: none"> • Each of us belongs to different groups! In some cases, we are part of the majority and we feel powerful! • Sometimes we are part of and can feel isolated and left out.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „Different groups in sport - majority/minority” – 35 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins</p> <p>Practical Content:</p> <p>Discussion on the topic: – 20 mins</p> <ul style="list-style-type: none"> • Have you ever had a wrong first impression of someone who had a different background or came from another culture? • As someone from a different background or another culture ever had the wrong first impression of you? <p>Group work: - 40 mins</p> <p>Divide participants into small groups (4-5 people in each). Provide each group a large sheet of flip chart paper and markers. Have them draw a large flower with a center and an equal number of petals to the number of learners in their group. Through discussion with their group members, have them find their similarities and differences. They should fill in the center of the flower with something they all have in common. Each member should then fill in his or her petal with something about them that is unique — unlike any other member of their group. Participants should be instructed that they cannot use physical attributes such as hair color, weight etc. This encourages them to have more meaningful discussions with their group members. They should be encouraged to be creative in their ideas and drawings.</p> <p>After the small group activity, have them share with the large group, about:</p> <ul style="list-style-type: none"> • Similar/DIFFERENT; • POWER AND DISCRIMINATION; • STEREOTYPES VS. DIVERSITY? <p>Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	Antidiscrimination in practice: https://www.salto-youth.net/downloads/toolbox_tool_download-file-2121/antidiscrimination%20educational%20booklet.pdf

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Name of the session	Preventing violence against women through sport
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: discussion, group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants in the session with tools and good practices related to preventing violence against women through sport:</p> <ul style="list-style-type: none"> • Good practices; • Promising practices; • Emerging practices; • Programs and initiatives related to preventing violence against women through sport.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „Good practices, programs and initiatives related to preventing violence against women through sport” – 35 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins Practical Content Group work: - 40 mins</p> <p>Divide participants into small groups. Provide each group a large sheet of flip chart paper and markers. Let’s them discuss about:</p> <ul style="list-style-type: none"> • Good practices related to preventing violence against women through sport; • Promising practices related to preventing violence against women through sport; • Emerging practices related to preventing violence against women through sport; • Programs and initiatives related to preventing violence against women through sport. <p>Presentation of each group – 20 mins Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>Preventing violence against women through sport: program/initiative compendium table: https://www.ourwatch.org.au/resource/preventing-violence-against-women-through-sport-program-initiative-compendium-table/</p>

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Name of the session	HOW SPORT CAN END SEXUAL VIOLENCE
Group size	15-30 participants
Type of the session	<ul style="list-style-type: none"> • Theoretical • Practical
Time of the session	Duration: 120 minutes
Methods used in the session	<ul style="list-style-type: none"> • Verbal: oral presentation, discussion; • Practical: discussion, group work.
Materials	Flipchart, pens, white sheets, multimedia, colored markers, Free Wi-Fi, PC, Laptops, etc.
Expected results	<p>To acquaint the participants in the session how sport can be used as a tool against sexual and domestic violence:</p> <ul style="list-style-type: none"> • Connection to sexual and domestic violence; • Background on sexual violence; • Why sport? • Inquiry; • Overview.
Delivery of session	<p>Content:</p> <p>PowerPoint / digital presentation related to „How sport can end sexual and domestic violence in one generation” – 35 mins Questions and Answers – 10 mins Discussion with participants in the session – 10 mins Practical Content Group work: - 40 mins</p> <p>Divide participants into small groups. Provide each group a large sheet of flip chart paper and markers. Let’s them discuss about:</p> <ul style="list-style-type: none"> • Sport can provide greater protection against victimization and eliminate potential perpetrators in sport by ...?; • Risk factors for sexual violence in sport; • Evidenced-based sexual violence prevention in sport; • How to promote gender equitable norms, attitudes and behaviors. <p>Presentation of each group – 20 mins Evaluation – 5 mins</p>
Verification and evaluation	The facilitator will distribute a specific evaluation questionnaire after the end of the session.
Materials used in this session (manuals, guides, website, etc.)	<p>How sport can end sexual violence in one generation: https://www.raliance.org/sport-prevention-center/wp-content/uploads/2017/10/RALIANCE-OverviewReport_WEB.pdf</p>



PROJECT	EWA - Empower Women Athletes: Tackling Feminine Abuse, Violence, and Discrimination in EU Sports Clubs (N°.: 623106-EPP-1-2020-1-IT-SPO-SCP)		
INTELLECTUAL OUTPUT	IO3 - Training Course: The Crucial Role of Sports Professionals on Abuse, Violence and Discrimination against Women in Sports		
DOCUMENT	IO3: Training Format	PARTNERS INVOLVED	P1-P2-P3-P4-P5-P6-P7-P8



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Recommendations and conclusions

To be added feedback from the implemented trainings

Empowering Women Athletes: Tackling Feminine Abuse, Violence and Discrimination in EU Sports Clubs Draft Agenda

Disclaimer

EWA Learning Format one of the deliverables of the “**Empowering Women Athletes: Tackling Feminine Abuse, Violence and Discrimination in EU Sports Clubs**” project, co-funded by the Erasmus + Programme of the European Union.

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