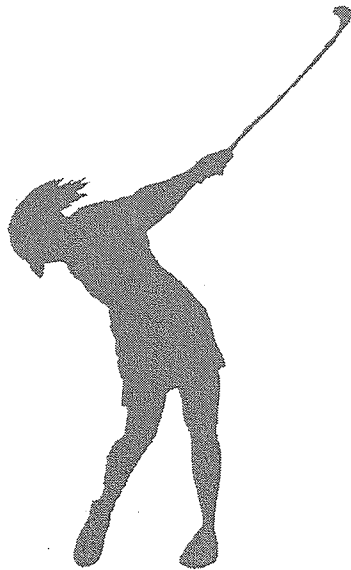


APPENDICES



APPENDIX ONE

THE ROOTS OF INEQUITY

The existing inequities faced by women in sport result from many factors.

Some argue that the lower women's participation rate is the result of choice. Others claim that women are less interested in sport than men, they don't want to participate in certain sports, or even that they don't want positions of responsibility in sport.

In reality, women frequently do not have a real choice and are hindered by factors which are numerous and complex. Sport organizations can play a key role in eliminating the resulting inequities.

Socialization

Society has certain expectations about appropriate behaviours, attitudes, beliefs and values for women and men. Many of society's institutions such as family, school, community, church, media and peer groups are sources of socialization — the teaching of gender roles. The process is lifelong, although the early years are particularly formative. The sex-role stereotyping which results from socialization has a profound impact on women's participation in, and attitudes towards sport. For example:

- Girls are generally expected to be gentle, unassertive and dependent; boys are expected to be boisterous, aggressive and independent. In families and schools, boys and girls are rewarded for gender behaviour which is considered appropriate, and are discouraged or punished for behaviour which is considered inappropriate.
- Women are accorded status and peer recognition on the basis of good looks and stylish clothing. Expectations about women's body image include strong disapproval of muscular or 'mannish' women. While being fit is increasingly valued for women, 'looking nice' remains important.

A 1983 Fitness Canada study of physical activity and youth in Canada shows early differences between women's and men's attitudes towards health: girls rank physical activity sixth among factors contributing to well-being; boys rank physical activity first. While men learn to be proud of having strong and powerful bodies, women learn to undervalue these qualities in themselves.

- Some validation is given to the participation of girls and women in individual sports such as swimming, skating, tennis and gymnastics, where traditional standards of female beauty can be accommodated.
- Participation in contact sports, or certain team sports which are considered 'aggressive', is discouraged and seen as unfeminine. Many more sports are considered suitable for men, although some view sports such as figure skating as not masculine.
- Stereotypical notions of women's abilities underlie traditional beliefs that women do not possess the personality characteristics required of successful coaches, regardless of their qualifications.



- Socialized attitudes are reinforced by inequity in early experiences in sport. Girls are less likely than boys to receive adequate coaching, to be exposed to a wide variety of sports experiences in their youth, or to have highly visible role models.
- In general, physical activity and sport are highly valued for men, but not for women. Being good at sports is an attribute which is highly ranked for men by men, and for men by women. Both women and men give sport a very low ranking for women. In fact, sport and physical activity for women are often treated as distractions rather than as fundamental to living a healthy life.

A Different Reality

Because most women with male partners and children are expected to be the prime caregivers and perform the domestic labour that role entails, the life experience of women often differs greatly from that of men.

A women's experience can be characterized by:

- Withdrawal from the paid labour force to raise children.
- Extra hours and stress produced by the double day of waged and domestic work.
- Secondary economic status.
- Higher numbers of single parent families headed by women.

These and other realities have a major impact on women's participation in sport and sport organizations. For example:

- Women athletes are more likely than men to withdraw from sport once family responsibilities are assumed. Women's childcare responsibilities make it difficult to attend sport meetings and activities. As a result, men acquire more seniority and therefore more power in volunteer organizations. Few sport organizations offer programs which encourage and support women who want to return to sport.
- Lack of childcare support or services often makes it impossible for women to participate in sport activities. Women's family responsibilities are seen as a 'given', and beyond the control or responsibility of the organizations.
- Women often lack the disposable income, the job flexibility, the time, and the family support to train or upgrade skills which would advance their opportunities within sport.

Barriers and Discrimination

Frequently, the discrimination experienced by women is **indirect** and, as such, is unnoticed. In a sport organization, the rules, policies and practices may have a different impact on men's and women's opportunities. For example:

- Women's teams may receive fewer resources than men's teams.
- Women's events may be scheduled at inconvenient times.
- Until recently, women did not have the informal networks of communication, support and advancement that often exist among men in sport and reinforce men's ability to secure employment.
- Training opportunities are not designed with women's needs in mind.
- Lack of clear, standardized criteria for selection, advancement and dismissal of coaches leads to different treatment of men and women.

Direct discrimination occurs in sport when women are excluded from roles and positions of responsibility because of gender. For example, women are often denied positions on the grounds that men will not accept their authority, or because men are thought to do a better job, or because women are assumed to be unqualified.

Despite their formal qualifications and technical expertise, women often face stereotypical notions about their competence, and are assumed to lack the proper training, motivation and skills to succeed. While women must prove themselves and work their way up the sport hierarchy, the competence of men is often taken for granted.

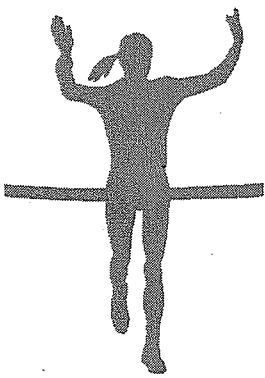
A 1993 report of the Canadian Interuniversity Athletic Union documents some interesting statistics:

- In women's interuniversity sport programs there were 46 (54%) full-time women coaches and 39 (46%) full-time men coaches. There were, however, only 27 (28%) part-time women coaches compared to 68 (72%) part-time men coaches.
- In men's interuniversity sport programs, there were only 2 full-time women coaches compared to 89 men, and no part-time women coaches compared to 59 men.

Such figures raise serious questions about the existence of equity and fairness in the selection of coaches in Canadian university sport.

Women and men often see the question of discrimination differently. In their investigation of NSOs (1990), Hall, Cullen and Slack reported that many more men identified a lack of qualified women as a factor limiting female participation in sport leadership. Only one-third of the men identified discrimination as a factor, compared to over 60 percent of the women. One-quarter of the women, compared to less than 5 percent of the men, reported that they had experienced overt discrimination.

One very important result of discrimination against women in sport, whether direct or indirect, is the lack of women role models, especially at higher levels of leadership. The more women occupy positions of responsibility in sport, the more young women will choose to become involved in sport as a career opportunity.



In *Sport in Canadian Society* (1991), Hall, Slack, Smith and Whitson ask, "How do we explain this (women's) under-representation?" Most studies have merely documented and described the problem rather than addressing the gender structuring of sport organizations, the organizational processes and dynamics that structure gender, and the relations of power between women and men within an organizational context. The explanations for the under-representation of women can be summarized as follows:

- women face stereotypical notions about their competence despite their formal qualifications, organizational resources, and technical expertise.
- women are assumed (in actuality or in perception of themselves and others) to lack the proper training, motivation and skills to succeed.
- women must prove themselves and work their way up the sport hierarchy whereas the competency of men is often taken for granted.
- ~~women who choose to enter a primarily man's world must learn the language, symbols, myths, beliefs, and values of that male culture. They sometimes become "honourary" men.~~
- women's family responsibilities are a "given" and beyond the control or interest of the organization. Childcare facilities and arrangements, for example, are generally of no interest to the organization.
- a strong and informal male network (and a weak female network) exists that enhances men's (and discourages women's) opportunities.
- male elites ensure the maintenance of the status quo and their own power by selecting those individuals most like themselves.
- women both perceive and experience discrimination in greater numbers than do men.
- most sport organizations see no need to initiate any sort of "affirmative action" program or structure to address the needs of girls and women.

(In)Visibility

Status brings publicity, recognition and reward. Lacking status, women's sport is often invisible to society as a whole.

The media plays an important role in reflecting and reinforcing the lower status accorded women in sport. For example:

- Women's sporting events do not receive equitable coverage. A 1992 survey conducted for the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) indicated that the sports sections of Canada's major daily newspapers devote most of their available space to men's sport. The percentage of column inches devoted to male athletes was 92 percent; women received 3 percent. Mixed gender coverage accounted for 5 percent of the total. A study by the Amateur Athletic Foundation (1991) suggests that the situation is no different in the United States.

- Too often, media coverage concentrates on women athletes as sex objects to be admired for their appearance. Coverage often trivializes women's activities. Rarely do sport media cover women's participation in sports traditionally dominated by men. As well, the lack of action visuals of women athletes reinforces the image of passivity.

It is not only the media which contributes to the problem. Lack of private sponsorship of women's sporting events reinforces the low status and invisibility of women athletes. Prize money for women's events in all sports is lower than that for men, often because of the lack of sponsorship. Because there are no professional leagues for women, career, financial and media opportunities are extremely limited.

Attempts are sometimes made to justify unequal media coverage and sponsorship on the grounds that participation is lower in women's sports and public interest is less. By adopting this approach, the media contributes to maintaining the low status and invisibility of women's sports. However, there is a new trend. Several Canadian dailies have begun to play a stronger and more positive role in covering women's sport. This will have a positive impact on increasing the numbers of girls and women participants in physical activity and sport.

The Dominant Sport Model

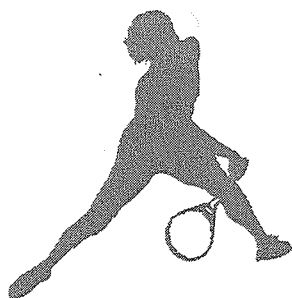
The dominant model for sport discourages women's participation.

Women's enjoyment of sport is often rooted in the social experience. Women are less inclined to participate in activities based on a highly competitive model which values individual performance and success over the fun of playing the game or working with a team. The *Campbell Survey* (1990) shows that girls believe that having fun is the main reason to be active.

CAAWS (1991) described the problem to the Minister's Task Force on Federal Sport Policy:

"In the past, organized sport in Canada has been organized to perpetuate itself and to produce an end product: international success. Only recently has sport begun to consider the quality of an individuals' experience as a priority. CAAWS believes the goal of "quality of experience" for sport participants must be as important as the goal of "competitive success."

"To achieve this goal, the sport system will have to be run according to new values. The quality of the experience (or process) will be equally important as the results (medals). The system must become organized around the athlete. The voices of athletes must be listened to in the organization and administration of sport in Canada. And the experience, achievements and voice of women must be given the value they deserve."



Inequity As A System

Organizations committed to equity increasingly describe some of the discriminatory forces as systemic discrimination. The Government of Canada's *Employment Equity Guide* (1991) points to "systemic barriers" many of which are:

"...hidden, usually unintentionally, in the rules, procedures, and even the facilities that employers provide to manage their human resources... "Employment systems" or "employment practices" consist of the employer's standard ways of carrying out such personnel activities as recruitment, hiring, training and development, promotion, job classification and salary level decisions."

Systemic discrimination is most clearly identified by statistical data which reveals different patterns that limit participation or access to certain benefits or services.

