

# A REVIEW OF EDUCATIONAL MATERIAL USED IN THE SUBJECTS OF WOMAN AND SPORT, BODY EXPRESSION AND SPORTS ORGANIZATIONS IN BACHELOR DEGREE-PHYSICAL ACTIVITY AND SPORT SCIENCES ACCORDING TO THE GENDER EQUALITY COMPETENCE TO THE EUROPEAN HIGHER EDUCATION AREA

**María Martín, Jesús Martínez del Castillo**  
*Faculty of Physical Activity and Sport Sciences-INEF.*  
*Polytechnics University of Madrid (SPAIN)*  
*maria.martin@upm.es, jesus.martinez@upm.es*

## Abstract

The aim of this work is to improve an equality culture reviewing the educational materials used in the subjects of *Woman and Sport*, *Body Expression* and *Sports Organization* of the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid. We have used the criteria set in the *General objective 8.6. Education* of the *Strategic Plan Equal Opportunities 2008-2011* and the methodology suggested by *2010 PAFIC Guide Strategy*. The review designed include four criteria: Non-sexist language, no use of roles and gender-stereotyped models / equality treatment of women and men, participation of women in history, culture and physical activity and sport science and visibility of women and men.

**Keywords:** Educational innovation, educational materials, gender equality, physical activity, sport.

## 1. INTRODUCTION

The general framework of the experience is the new European Higher Education Area (EHEA) Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid .

In its elaboration have been consulted and taken into account, among other laws, the Law 3/2007 of 22 March [1] concerning the effective equality of women and men.

The new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid includes the General Competence for Equal Gender according with the competence defined in RD 1393/2007 [2].

The subjects of *Woman and Sport*, *Body Expression* and *Sports Organization* in the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid include General Competence for Equal Gender.

Women's social image is directly related to the building-up of their identity and educational material can play a fundamental role in the development of non-sexist or equality culture. In the *General objective 8.6. Education* of the *Strategic Plan Equal Opportunities 2008-2011* (MI, 2008) is diagnosed as a major gap exists in the analysis of educational materials and brand among its strategic objectives to promote the educational materials are developed in response to the criteria of equality and discrimination, incorporating the vision and the contributions made by women in all academic content [3].

## 2. OBJECTIVE

The aim of this work is to improve an equality culture reviewing the educational materials used in the subjects of *Woman and Sport*, *Body Expression* and *Sports Organization* of the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid.

### 3. METHODOLOGY

With the aim to improve an equality culture in the educational material we have used the criteria set in the *General objective 8.6. Education of the Strategic Plan Equal Opportunities 2008-2011* (MI, 2008) [3] and the methodology suggested by 2010 *PAFIC Guide Strategy 5.4: Review of the physical education material from the gender perspective* [4].

### 4. RESULTS

The review designed adapted to the subjects of *Woman and Sport, Body Expression* and *Sports Organization* in the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid include four criteria:

- a) **Non-sexist language:** Names, visualizes and equips men and women with the proper language. Equips treatment between the sexes in the use of Feminine and Masculine as well as Neuter expressions. Wording is not repetitive and coherent within the text.
- b) **No use of roles and gender-stereotyped models. Equality treatment of women and men:** Breaking roles and gender stereotypes in physical activity and sport. Prevent from gender discrimination, androcentrism, sexism and gender-based violence.
- c) **Participation of women in history, culture and physical activity and sport science:** Recognize and asserts the value of women throughout history and at present in specific physical activity and sport science fields.
- d) **Visibility of women and men:** Women and men positive models. Equality models of leadership.

### 5. CONCLUSIONS

Use of egalitarian educational material fosters egalitarian treatment, in accordance with social reality. This should watch over stereotyped and discriminating representations of women and eliminate sexism and androcentrism in educational material used to the subjects of *Woman and Sport, Body Expression* and *Sports Organization* in the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid according to the recommendations suggested in the *General Objective 8.6. Education of the Equal Opportunities Strategic Plan 2008-2011* (MI, 2008) [3] .

### References:

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