

Educating Generation Z about gender equality in sport

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GETZ project

- ‘Gender Equality Toolkit for Generation Z’
- OBJECTIVE: to develop, deliver and evaluate an innovative educational resource specifically designed to educate Generation Z on the issues relating to gender equality in sport
- Consortium of institutions across seven European countries
- Co-funded by the European Union
- 2018-2020

Research phase 1

- Aim: What are the perceptions of Generation Z with regard to gender (in)equality in sport?
- Method: Focus groups
- Timing: Nov – Dec 2018
- Purpose: Results of this research phase will be used to develop the detail of GETZ toolkit

Research phase 2

- Aim: Identifying differences in perceptions related to gender (in)equality in sport between generation Z respondents of participating countries
- Method: Online survey
- Timing: Sept – Dec 2019

Knowledge translation

- Development of the MOOC
- Set of lesson plans and individual resources to bring to life the issue of gender (in)equality in sport in a practical, theoretical and applied way

Knowledge application

- Piloting in progress
- Implementation of the MOOC: The amount of resources will be the equivalent of 1 ECTS
- Students will apply their knowledge of gender equality to provide solutions in existing sport clubs



Data collection

- Convenience sample of undergraduate students in participating institutions
- November and December 2018
- Lasting between 60 and 90 minutes
- Generation Z: Individuals born in the mid-1990s to early 2000s

	Boys	Girls	Number of FG
England	16	4	2
Netherlands	2	3	1
Norway	5	4	2
Belgium	6	14	3
Total	29	25	8



Data collection

- Data were elicited through questions regarding:
 - Their perceptions and experiences of gender equality
 - Personal commitment and attitudes to gender equality
 - Any specific actions they had taken or behaviours they had engaged in to promote gender equality or alleviate gender inequality
- Themes informed by MOOC units of:
 1. Culture & Society
 2. Governance & Law
 3. Commerce
 4. Media
 5. Participation
 6. Events

Data analysis

- Focus groups were audio recorded and transcribed verbatim with written consent of participants
- MAXQDA 2018 software was used for data management and analysis
- Ongoing

General preliminary findings

- Common perceptions and experiences among students from Generation Z across the four participating institutions/countries
- An outspoken advantage for males in the sport industry, in terms of governance, media and behaviour

Preliminary findings 1

“sports are more or less dominated by males in the media and everywhere...erm..., most of us here have grown up with like rugby, me and a few others football and we’ve all had that like one male role model which would probably be in football.”

Key representatives in sports media are mostly men (e.g., sports journalists, athletes).

Female challengers can oppose divisions along lines of gender (e.g., female soccer commentator).

Changing landscape of how young people follow representatives in sports (e.g., combination of traditional and alternative media channels).

Female challengers can be a source of inspiration and aspiration for young girls. Both athletes and other key representatives can serve as role models.

Preliminary findings 2

“...I don't see why anyone would care if there's a woman in an officiating role, its, I don't understand you know if they're doing a good job then what's the issue. I think when we get to, when our generation gets to that point, I don't think we'll be forced into roles I just think it will just happen naturally...”

Sport boards are male dominated with a few exceptions in female dominated sports (e.g., dance clubs).

Informal interactions within sport clubs at a young age can foster the idea that knowledge does not have to be shared equally (e.g. discussing game tactics in boys' dressing room).

Understood the benefits of female board members because of the wider range of opinions and the inclusion of different perspectives.

However, *“I don't think they will listen to me”*

Preliminary findings 3

“...girls might think that because of stereotypes they’re not meant to be interested in sport. Whereas, a lot of boys may feel pressured into, oh well I’m a boy so I have to like sport...”

General belief that men have different assets that increase their potential to participate in sport (e.g., strength, performance oriented, achievement).

Separate supervision and coaching can reinforce divisions along lines of gender (e.g., PE)

Belief that more interaction in sport would be beneficial for the technical development of young girls (e.g., mixed classes and teams).

Males seem to struggle more with the idea to participate in mixed or female-dominated sports, than females.

The values and norms of parents influence the behaviour of their children in sport.

Concluding remarks

Moving forward: Educating Generation Z

- Critical attitude --> the information that is disseminated via the media
 - the content of the message
 - the sender of the message (organisations versus individual athletes)
 - the variation in media attention from an international perspective
- Critical attitude --> the adoption of role models
 - the qualities and characteristics that are specific to role models
 - the importance of behaviour on and off the sports field
- Provide more insights into the composition, recruitment and duties of board members of sport organisations

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Thank you

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