



# Women and Sport



# The Montreal Tool Kit

A Legacy of 2002 World Conference







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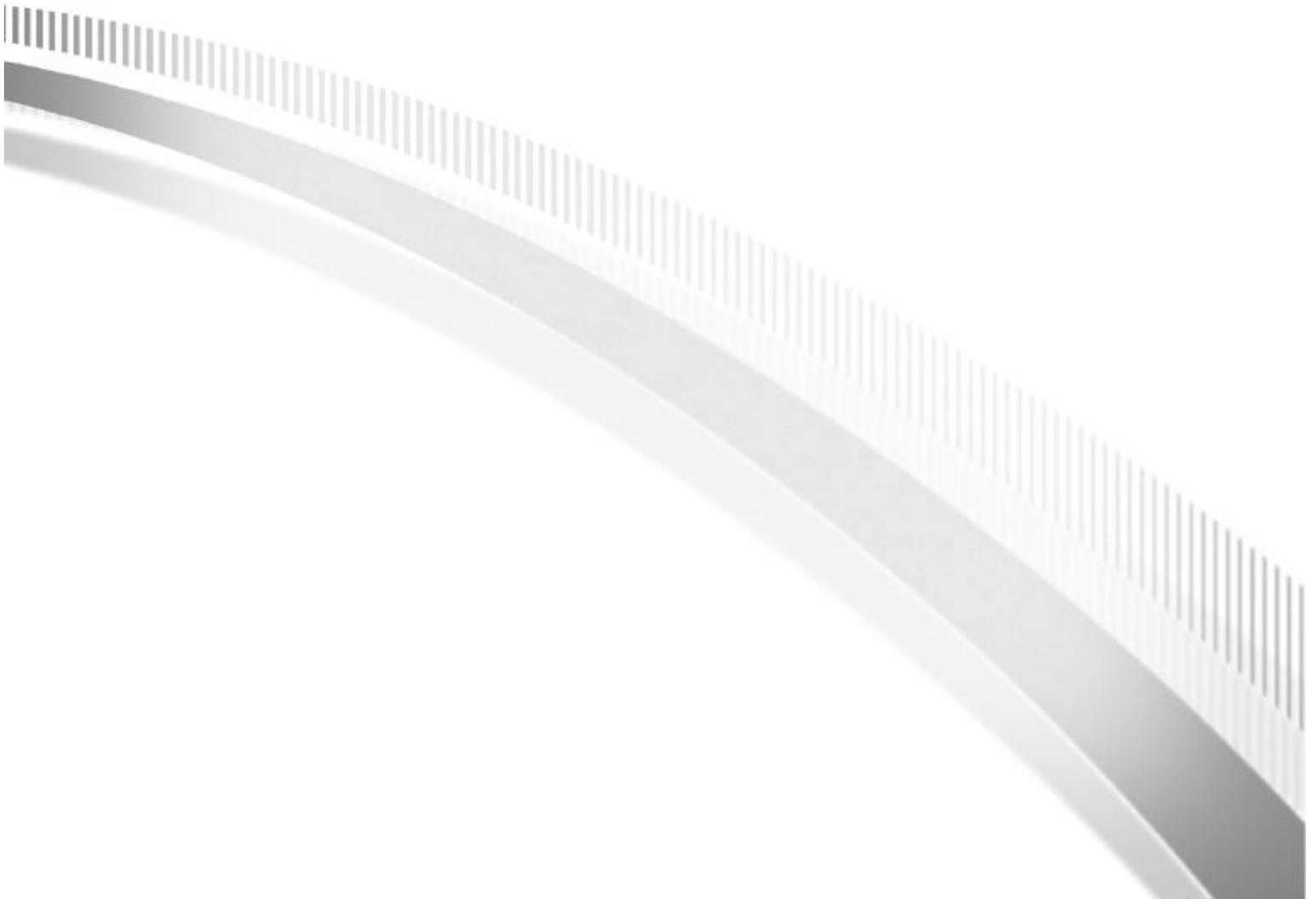
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## Preface

We are very proud of this legacy for the 2002 World Conference on Women and Sport - the **Montreal Tool Kit**. So many of us are working in isolation and with limited resources, and yet around the world many individuals and organisations are bringing about exciting changes resulting in fairer opportunities for girls and women in sport and physical activity. A consolidation of successful strategies and tools for change are contained in this legacy: The **Montreal Tool Kit**

Change has been an overall theme of the world conferences in 1994 and 1998. Montreal 2002 has continued this focus with its theme - 'Investing in Change'.

Date	Conference Location	Conference Theme	Conference Product
1994	Brighton	Challenge of Change	Brighton Declaration
1998	Windhoek	Reaching out for Change	Windhoek Call for Action
2002	Montreal	Investing in Change	The Montreal Tool Kit

As a result, the product developed for the Montreal conference is a reference manual that contains 20 tools to help delegates in their challenges to bring about change in their own community, organisation, region, or nation.

The tools and resources included in this document support evidence that sport and physical activity have the capacity to enhance health and well being; build leadership; social and democratic skills; stimulate economic regeneration; help alleviate the negative effects of poverty; improve learning; enhance productivity; and provide people with an enhanced quality of life. Ensuring sport and physical activity is accessible and affordable to all people should be a priority for all decision-makers. However, for girls and women special efforts are needed if the gender gap is ever to be eliminated.

Collectively we are making a difference. Change is happening and girls and women are finding more opportunities to participate and lead in sport around the world. We wish you success in making change and hope this **Montreal Tool Kit** provides some help in reaching your goals.

Co-Chairs of the International Working Group

Dr. Sue Neill  
 Director of Sport Policy, Sport Canada  
 Department of Canadian Heritage

The Honourable Pendukeni Iivula-Ithana  
 President, African Women in Sport Association  
 Attorney General, Namibia



## How to Use The Montreal Tool Kit

All delegates at the Conference receive the Montreal Tool Kit as part of Conference materials. Following the Conference, the Tool Kit will be posted on the IWG web site. The Tool Kit can be used by anyone interested in making sport fairer for girls and women.

Each tool is introduced first with a Description of the Tool, then When to Use it?, and finally the Format of the Tool. The tools are aimed at different areas of change:

**Section A:** Tools for Advocating Change- building the awareness, knowledge, partners and support for creating change. Tools include:

1. Building the Case for Gender Equity
2. Understanding Gender Equity
3. Creating an Advocacy Strategy
4. Building Coalitions and Partnerships
5. Non-Sexist Sport Commentary for Media
6. Declarations and Resolutions
7. Approval of the Brighton Declaration

**Section B:** Tools for Changing Organisations, Systems and Structures - focusing on change within organisations and sport systems. Tools include:

8. The Commonwealth Games Federation: A Case Study in Organisational Change
9. Creating a National Gender Equity Policy
10. Strategic Framework and Plans
11. A Gender Equitable Sport Organisation
12. Terms of Reference for a Women and Sport Committee
13. Guidelines for Conference Organisers
14. Sample Harassment Policy
15. Designing a Program for Girls and Young Women
16. Financing New Programs

**Section C:** Tools for Individual Development - focusing on supporting individual girls and women in sport. Tools include:

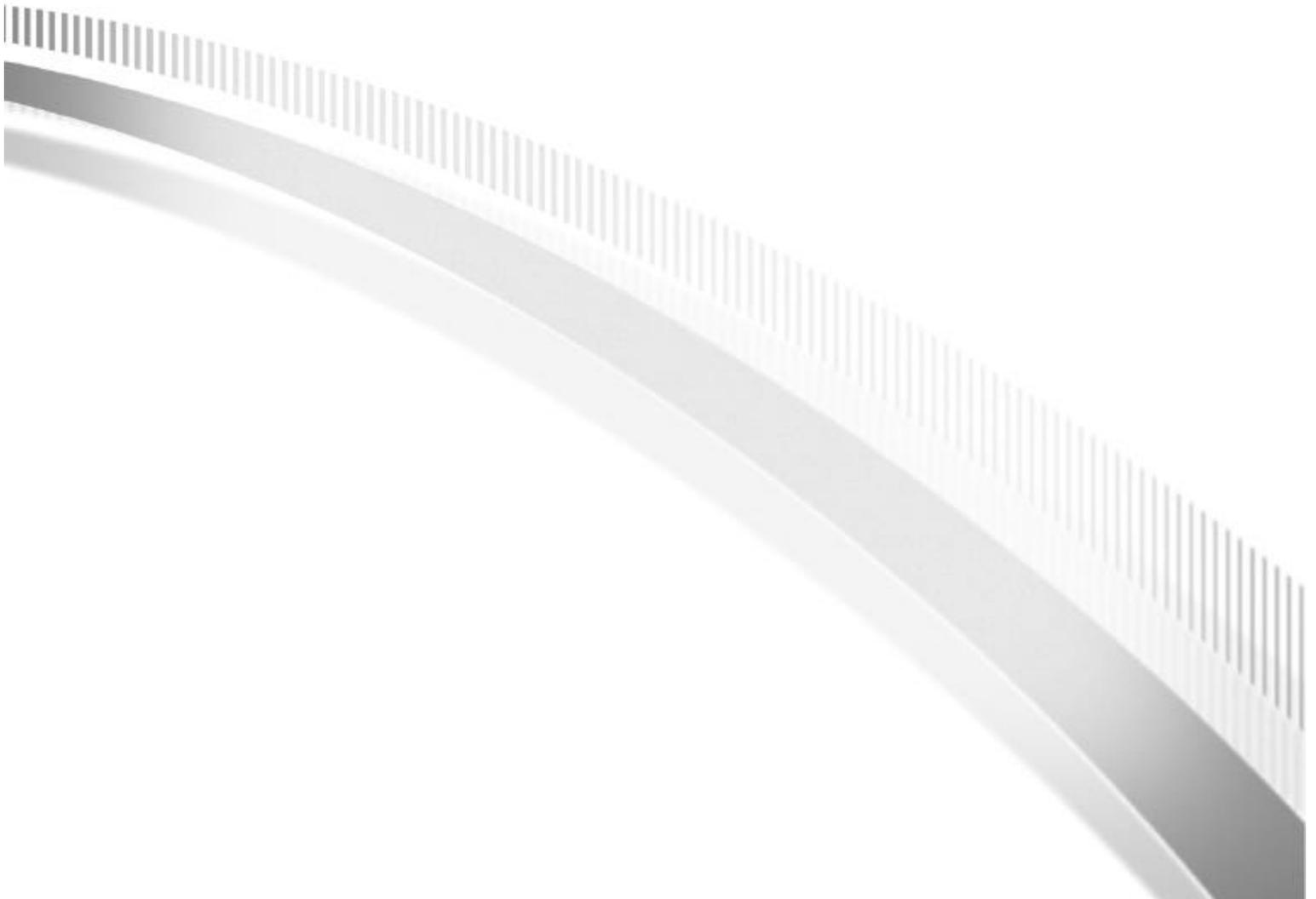
17. Building a Case for Mentoring
18. Recruiting and Retaining Women in Coaching and Officiating

**Section D:** Tools for Action- providing a tool for gathering ideas and preparing an action plan with colleagues during the final conference workshop and then understanding how to measure successful implementation of this action plan.

19. 'Making a Change' Action Plan
20. Measuring Your Success

The final section of the Montreal Tool Kit lists a wealth of resources, including interesting web sites, sample programs and written resources with contact information. This list is not inclusive, and the IWG will continue to add resource listings to its website. Please let us know of additional websites, programs, and written resources.

**Some information and tools will be more relevant than others. The tools here are for you. Feel free to modify any tool to make it more useful in your situation.**





## Section A: Tools for Advocating Change

### 1. Building the Case for Gender Equity

#### Description of the Tool

This tool proposes three steps for building a case to educate people on the issues facing girls and women in sport and physical activity. Examples of data collection and 'the case' demonstrate what a strong case could look like.

#### When to Use it?

- When you need to build awareness about the lack of fairness in current opportunities for girls and women in sport and physical activity
- When you are trying to get gender equity on the agenda of your organisation, community, nation
- When you want to build support from others within or outside your organisation. For example, the stats and facts in Step One and sample 'Case' in Step Two are an important part of Canada's 2002- 2006 Strategy, used to build awareness and gather partners around gender equity.

#### Format

The initial paragraph provides a simple three-step process for building a case for gender equity. The rest of the tool provides an example. In addition, information provided in the sample National Gender Equity Policy, Tool #9, page 26, could be used in building the case.

#### Tool

**Building a case means defining the issue in factual terms with rational arguments for change. An emotional plea for rightness or fairness is often hard to understand without a solid case for support.**

- Step 1: Gather factual information and statistics that demonstrate inequity or lack of fairness. Gathering statistics within your community, organisation, and/or nation is an important step, for without these numbers it is difficult to make a factual case. Find out participation rates for females and males at various ages, levels and roles, e.g., athlete, coach, official, volunteer administrator.
- Step 2: Translate these facts and stats into something that is interesting, readable and tells the story of why girls and women should have more opportunities to participate and lead in sport and physical activity.
- Step 3: Communicate your case to those who can influence change. It may be political leaders, bureaucrats, or decision makers in your organisation or community - but get the message out in a strong, rational manner.

#### Example of Step One

##### Interesting Facts and Stats

**"Research indicates that girls and women do not participate in sport and physical activity to the same extent as boys and men. The Canadian Fitness and Lifestyle Research Institute found significant gender differences in activity levels reported for children and youth<sup>1</sup>:**

<sup>1</sup> Canadian Fitness and Lifestyle Research Institute (1999). *Canada's Children and Youth: A Physical Activity Profile*.



- Forty-four (44%) of Canada’s children between 4 and 11 years of age were sufficiently active for health.<sup>2</sup> Of these, 53% were boys and 35% were girls.
- Overall, just over one half (52%) of male youth need to double their physical activity level, while 72% of females need to do the same.

**Similarly, a recent national survey on sport participation in Canada<sup>3</sup> provides evidence that although girls and women are becoming more involved in sport, there is much more that needs to be done.**

- Male participation rates continue to be higher than females with 43% of males playing sports compared to 26% of females in 1998.
- Adult women are participating less in sport: in 1992, over one-third (38%) of adult females participated; by 1998, this figure had dropped to just over 26%.
- Girls continue to be less active in sport than boys, with just over half (54%) of the estimated 4.1M Canadian children aged 5-14 being active in sport. Of these, boys are more active (61%) than girls (48%).
- Male coaches continue to outnumber female coaches but the number of women involved in coaching is increasing. In 1997/98, women comprised 17% of National Team coaches and in general, the salaries are higher for men than women coaches for comparable responsibilities and certification levels.
- The gender gap between male and female referees, officials or umpires is decreasing; in 1998, 43% were women and 57% were men. Canadian women comprise only 36% of international Head Officials, compared to 64%, men.

### Example of Step Two

**There is a great deal of evidence to show that commitment to girls and women in sport and physical activity will reap significant benefits to individuals, communities, and society as a whole. These benefits, as well as some fundamental reasons for supporting equity for girls and women in sport and physical activity in Canada, are outlined below.**

<p><b>It’s a Question of Health - physical, mental, emotional and spiritual<sup>4</sup></b></p>	<p><b>Participation in sport and physical activity is essential to maintaining a good body image, reducing eating disorders and chronic diseases, encouraging smoking cessation, and contributing to the ongoing cardiovascular fitness and healthy bone development of girls and women.</b></p> <p><b>With an alarming increase in obesity, maintaining appropriate body weight is one benefit of regular participation in sport and physical activity.</b></p> <p><b>Heart disease and cancer are two of the leading causes of death. Being physically fit and leading an active lifestyle provide protection against the risk of heart disease and cancer, specifically colon cancer.</b></p> <p><b>With appropriate opportunities, participation in regular sport and physical activity can help to:</b>  <b>Increase self-esteem</b></p>
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<sup>2</sup> To be considered sufficiently active for health, reported daily activity was required. A daily level of activity could be achieved through participation in a combination of both organized sports and unorganized sports and activities.

<sup>3</sup> Sport Canada (2001). *Sport Participation in Canada 1998 Report*.

<sup>4</sup> Adapted from CAAWS (2000). *On the Move: Increasing participation of girls and women in recreational sport and physical activity*.



	<p>Improve self-concept Enhance psychological well-being Increase physical competence, and Overcome boredom with positive leisure experiences.</p> <p>Participation in physical activity and sport is linked to greater levels of academic achievement and higher levels of positive social behaviour in children and youth.</p>
It's a Question of Lifestyle	<p>Participation and leadership in sport and physical activity are associated with a heightened quality of life, advancing many qualities such as hard work, fair play, character development, teamwork, reduction of antisocial behaviours and feelings of alienation.</p> <p>Sport provides opportunities for women to excel as leaders, developing skills, and increasing contribution to community.</p>
It's a Question of Fairness	<p>Girls and women's representation in sport and physical activity as participants, athletes, coaches, officials and administrators is unrepresentative of their percentage of the population where they now represent x%. Providing equitable opportunities is fair and the right direction to pursue for (name of country).</p>
It's the Law	<p>Equity is entrenched in the (name of legislation within your country that ensures equitable and fair treatment). Policies supporting equity for girls and women in sport and physical activity are a manifestation of this right. Note: not all countries have such legislation.</p>
It's a Question of Economics	<p>For every 1% increase in the percentage of the population who become active enough to derive health benefits from activity, it has been estimated that (name of country, region) would save \$x health care costs each year.</p> <p>(There may be other economic benefits beyond preventative health, such as tourism, productivity of work force, employment opportunities, sporting goods manufacturing and retail.)</p>
It's a question of Sustainability	<p>Sport and physical activity rely heavily on volunteers. With increased demands on time from other activities, people are becoming less involved as volunteers, at least in sport.</p> <p>By getting more girls and women involved as leaders in sport and physical activity, communities can remain vibrant with a ready source of dynamic human resources.</p>

There may be other points you can include in the "It's a question of...." that would be good examples for your country, organisation or community.



### Examples for Step Three

Now that the case is prepared it must be communicated to those who can influence change. Decide who needs to understand your case and decide how they will find out about it.

Who Needs to Know	How Will They Find Out
<p>e.g., Minister of Sport</p> <p>e.g., Media</p> <p>e.g., Local recreation and sport leaders</p>	<ul style="list-style-type: none"><li>• Request meeting and present case.</li><li>• Prepare and submit an article on the benefits of increasing opportunities for females to participate and lead in sport</li><li>• Present the case to individuals responsible for setting up programs and schedules for recreation and sport opportunities on your community. Ask for an increase in the number and timing of opportunities for girls and women</li></ul>



## 2. Understanding Gender Equity

### Description of the Tool

This tool is a handout to help people understand the issue of gender equity in sport. It can easily be modified and reproduced as a tool to communicate your message to those who do not understand or are confused about what gender equity means. It includes four key areas:

- 1) Achieving Gender Equity: The What?
  - Definitions of equity and gender equity
  - Description of what a gender equitable sport organisation looks like
- 2) Achieving Gender Equity: The Why?
  - Why is Gender Equity an Issue in Sport?
  - Benefits of Gender Equity to a Sport Organisation
- 3) Achieving Gender Equity: The How?
  - Tips for Affecting Change in a Sport Organisation
- 4) Achieving Gender Equity: Common Questions and Answers
  - Q: What is gender equity all about?
  - Q: Don't girls and women choose to participate less in sport? Aren't they less interested?
  - Q: Isn't the whole issue of gender equity irrelevant to many sports, in particular the single gender sports?
  - Q: Don't special measures and equity programs promote girls and women based on gender rather than on individual merit?
  - Q: Aren't gender equity programs reverse discrimination?

### When to Use it?

- When you need to build an understanding and common knowledge of gender equity in order to discuss it intelligently
- When you want to establish a common language for discussion and debate
- When you are trying to bring people on side with your change process. For example, the Commonwealth Games Federation circulated this handout to 70 Commonwealth Games Associations in order to assist their Board members in understanding gender equity.

### Format

Handout for adaptation and/or reproduction.

### Tool

#### Achieving Gender Equity: The What?

Equity is synonymous with fairness and justice; to be equitable means to be fair, and to appear to be fair. Equity addresses many forms of discrimination including discrimination on the basis of race, gender, ability, age, national or ethnic origin, and religion.

Equity and equality are often confused. Webster's dictionary defines *equality* as "of the same quantity, size, number, degree, value, intensity" and "having the same rights, privileges, ability, rank, etc." *Equity*, on the other hand, is defined as "justice, impartiality; the giving or desiring to give each person their due; anything that is fair." Equity does not necessarily mean that all persons must be treated exactly the same.

Gender equity is the principle and practice of fair and equitable allocation of resources and opportunities for females and males. Gender equity eliminates discriminatory practices that are barriers to full participation of either gender. A primary goal of gender equity is to provide all individuals with access and opportunity to a full range of activities, thus enabling them to realize their human potential.



## What Does a Gender Equitable Organisation Look Like?

**An organisation which is gender equitable has systems and structures that do not discriminate against either gender. This includes:**

- Creating opportunities for both women and men to assume leadership roles
- Ensuring a balance of women and men on committees and work groups
- Using gender inclusive language and images in publications and promotions
- Allocating resources, events and opportunities fairly to both genders
- Maintaining a database on gender patterns and trends
- Understanding specific issues facing girls and women in sport and making decisions using this information.

## Achieving Gender Equity: The Why?

### Why is Gender Equity an Issue in Sport?

**Women are under-represented at all levels of sport: in participation rates; in positions of leadership; and in public recognition. This is not because of a lack of interest on the part of women, but reflects a long history of direct and indirect forms of discrimination. It is important for men and women to work together to enhance sport for everyone.**

### Benefits of Gender Equity to a Sport Organisation

**Sport organisations have much to gain by committing themselves to gender equity in sport. For example, such a commitment**

- Ensures fuller representation of the population base that sport serves
- Uses the resources of all members, regardless of gender, thereby creating larger, stronger, and more effective organisations
- Increases the talent pool of skilled administrators, coaches, and officials
- Demonstrates a progressive organisation, responsive to social change, which may improve the image of the organisation in the eyes of government, members, spectators, media, potential sponsors, and the public
- Attracts more public interest and private investment and, in turn, attracts more members
- Increases the market segment to which the sport appeals and potentially widens the revenue base
- Demonstrates leadership, innovation, and risk-taking — an organisation at the leading edge!



## Achieving Gender Equity: The How?

### Tips for Affecting Change in Sport Organisations

Understand the power and influence structure (both formal and informal). Know who are the key influencers. Find allies in the power structure. Understand the process of change and who needs to be involved for change to take place. Build a critical mass of people committed to the change.

Challenge the system but recognize and be sensitive to existing culture, values, and structures. Be patient but determined. Do not be deterred by rejection; try again in different ways.

Make your points based on the priorities of the individual or group you are trying to influence, e.g., financial, emotional, legal, health.

Maintain clarity and commitment to your values while respecting those different from you.

Provide a vision to help others understand the benefits of change, such as more events and opportunities for girls and women and more women in leadership positions.

Do your homework. Be prepared with statistics and answers to questions. Know what you are talking about. Have a plan.

Provide advance information so that others have a chance to think about your points.

Work with individuals from other organisations committed to gender equity in sport. Build strength through alliances.

Build collective power through empowering others.

Focus on influencing others and developing effective networks.

Prepare future leaders by providing the experiences and mentoring.

Be realistic and build in short-term manageable steps in conjunction with long-term goals.

## Achieving Gender Equity: Common Questions and Answers

**Q:** What is gender equity all about?

**A:** Equity is concerned with correcting inequitable situations that stem from past practices. Equity means allocating resources and providing opportunities fairly and without bias or discrimination.

**Q:** Don't girls and women choose to participate less in sport? Aren't they less interested?

**A:** Female athletes and coaches do not prefer less recognition, less power, less money, and fewer choices than their male counterparts. The combination of cultural norms, discriminatory practice and women's position in society results in girls and women participating less in sport, although not usually by choice.



**Q: Isn't the whole issue of gender equity irrelevant to many sports, in particular the single gender sports?**

**A: Whether a sport has only female or male players, persons of the opposite gender may become coaches, administrators, and officials. That is why the principles of equal opportunity are relevant to all sports. A sport can maximise its human resources by recruiting from 100% of the population.**

**Q: Don't special measures and equity programs promote girls and women based on gender rather than on individual merit?**

**A: Because of the discriminatory nature of the sport system, it is not always possible for girls and women to succeed on their own merit. Without special measures, qualified women seldom get the chance to contribute. When selecting individuals for certain positions and tasks, research has shown that we tend to select those most like ourselves. In the case of sport, the tendency has been for men to select men.**

**Q: Aren't gender equity programs reverse discrimination?**

**A. Removal of barriers and traditions that deter the full participation of girls and women is necessary to give them a reasonable chance in the system. Introducing actions designed specifically for girls and women is necessary to level the playing field. Supporting the diverse needs of females in the short-term may create the possibility of equity in the long-term.**



### 3. Creating an Advocacy Strategy

#### Description of the Tool

This tool has two parts: part one provides a short background on elements of an advocacy strategy and sample advocacy strategies; part two is a process to assist you in creating your own advocacy strategy to meet your needs and situation.

#### When to Use it?

- When you want to challenge existing practices, ideas and the distribution of power and resources
- When you need to plan how you are going to bring about the changes necessary in order to make sport fairer for girls and women.

#### Format

**Part One** can be used as a simple handout or small presentation to help people understand advocacy. **Part Two** is a process outlined on a work sheet. The process may be modified and used however is most appropriate in your circumstances.

#### Tool

##### 1a. Ten main elements of successful advocacy strategies

- Clearly defined issue (what is the problem) with specific goals identified (what do we want to change)
- Realistic timeframe to reach goals
- Assessment of the environment in which the issue exists, e.g., other issues, legislation, priorities of decision makers
- Detailed and defensible arguments based on facts and testimony (see Tool #1: Building the Case)
- Coalitions with other groups interested in the same issue (see Tool #4: Building Coalitions and Partnerships)
- Knowledge of the opposition and the arguments they use
- Awareness of barriers to the success of the strategy, including time, lack of resources, and lack of power or access to decision makers
- Identification of who you want to reach in order to change the situation
- Clear and consistent messages
- A process for monitoring and evaluating the advocacy effort.

##### 1b. Sample Advocacy Strategies

- Education: focus on raising awareness of the issue (see Tools #1 and #2)
- Media: initiatives to shape public opinion using media stories, articles and testimonials
- Campaigns: collective efforts to seek change using many partners
- Public Policy: influence government policy makers (see Tool #9)
- Law Reform and Legislation: effort to bring about changes in existing laws or introducing new laws



## Part 2. Creating An Advocacy Strategy

<b>Step One: Getting Started</b>	
What is the issue we want to focus on? (define clearly)	
What are the facts?	
What is the environment like for promoting change, e.g., other priorities?	
Whom does the issue affect?	
Who else may be willing to help assist?	
<b>Step Two: Planning Your Strategy</b>	
What exactly do we want to achieve? (state your goals)	
What are the barriers that may prevent us from accomplishing these goals?	
Who do we need to influence to reach the goals?	
Why should they change their attitudes or behaviours?	



<b>Step Three: Developing and Communicating the Message</b>	
What is the best way to reach those we want to influence? (how, when and where)	
Prepare the tools needed to reach those we want to influence, e.g., fact sheets, meeting agenda, and media stories.	
Test the tools to make sure they accomplish what we want.	
Implement the process we have developed.	

<b>Step Four: Evaluating Results</b>	
What did we accomplish? Were our goals met?	
What worked and what did not?	
Are there other people we can influence with this approach?	
How will we share the benefits of our experience with others?	



## 4. Building Coalitions, Alliances and Partnerships

### Description of the Tool

The first part of the tool provides information on coalitions, alliances and partnerships including definition of terms, benefits, factors and barriers to success, and tips in establishing a coalition. Part Two is a process for building coalitions, alliances and partnerships. Note: in different cultures and languages, the words 'coalitions, alliances and partnerships' vary in meaning. Refer to the definition below for how the words are used in this tool.

### When to Use it?

- When you want to get other people and/or organisations to work with you on change
- When you need other resources, e.g., people, money, expertise, to bring about the changes necessary to make sport fairer for girls and women
- When you want to reduce duplication caused by more than one organisation doing similar activities in order to produce similar results
- See Benefits of establishing coalitions, alliances and partnerships in section 1a below.

### Format

Part One can be used as a simple handout or small presentation to help people understand coalition, alliance and partnership building. Part Two is a process done as a work sheet. The process may be modified for your own circumstances.

### Tool

**Definition: a partnership, alliance or coalition is defined as a relationship in which two or more parties, with shared goals, agree to do something together.**

#### 1a. Benefits of establishing coalitions, alliances and partnerships

- Increase lobbying ability and influence
- Eliminate duplication or overlap amongst similar groups
- Find solutions to complex issues
- Involve more people and resources in accomplishing common goals
- Do more or better with less by sharing costs, skills and/or programs
- Combine efforts to take advantage of opportunities
- Make use of shared knowledge, skills and resources.

#### 1b. Factors for a successful coalition, alliance or partnership

- Common interests and goals
- Understand and respect each other and their environment
- Open to doing things differently
- Clear benefits for all partners or members
- Regular and open communication
- Shared leadership.

#### 1c. Barriers to successful coalitions, alliances and partnerships

- Uneven levels of commitment
- Power imbalances
- Lack of sharing of information
- Imbalance in benefits to partners
- Conflicts over scope of activities
- Absence of a common framework
- Internal politics
- Inability of partners to make shared decisions
- Lack of management and communication structure
- Ulterior motives or different interests.



**1d. Tips for establishing partnerships, alliances and coalitions**

- Look for common ground - issues bring people together
- Focus on the positive; work to change the negative
- Develop personal relationships
- Build partnerships through shared interests, values and vision
- Have a plan that is easy to understand and initiate
- Keep people informed and involved
- Recognise and thank all involved
- Celebrate and share successes
- Don't get trapped in petty issues - keep the big picture in mind

**Part 2: Worksheet for Building Coalitions, Alliances or Partnerships**

<b>Step One: Getting People to the Table</b>	
Define common issue or problem.	
Identify potential partners (who could participate?)	
Develop commitment and understanding to common vision and goals	
Identify leadership	
Identify resources to support the partnership, e.g., people, money	



<b>Step Two: Direction Setting</b>	
Establish fair process and sharing of power	
Explore options for action	
Establish the agenda for the group's work	
Develop clear understanding of roles and responsibilities	
Agree on course of action	

<b>Step Three: Implementation</b>	
Build support in partner organisations for action plan	
Ensure regular communication on progress	
Celebrate successes	
Monitor and evaluate; adjust action as needed	
Commit to renew, revise partnership, or bring to a conclusion	



## 5. Non-Sexist Sport Commentary for the Media

### Description of the Tool

This tool is a simple guide to educate media on the appropriate portrayal of female athletes and coaches in their commentaries. It addresses the common areas where descriptions often under-value women: names, events and language.

In addition, the Women's Sports Foundation in the United States of America provides question and answers about media coverage of women's sports. They receive over 100,000 questions a year and have prepared answers to those most frequently asked.

### When to Use it?

- When you want to educate sports reporters or commentators on how to describe female athletes
- When you want to prepare media for upcoming events, e.g., Olympics, local championship
- When you need to respond to questions or concerns about media coverage.

### Format

The tool is structured as an article or handout. You may wish to send parts to your local or national media. The question-answer section may be circulated to assist your members in responding to questions or concerns on media.

### Tool

Despite the growth of women's sports, media coverage is still largely devoted to men's sports and is described in masculine language by sport commentators. It is not uncommon to hear comments and descriptions that treat women athletes differently from men, often in ways that downplay or devalue their achievements. To ensure that women athletes are treated equally and fairly in sports commentary, here are some guidelines to follow:

#### Names

Just as male athletes are referred to as "men" or "young men", female athletes should be referred to as "women" or "young women", not "girls", unless that is appropriate for their chronological age. Also use of first and last names should be consistent in coverage of men and women's events. For example, if it is Browning and Yagudin who skate with great skill, then it should be Yamaguchi and Kwan who do the same in the women's skating, not "Kristi" and "Michelle".

#### Events

In sports played by both men and women, there is a tendency for men's events to be referred to as the only game in town, as in "competition will be tough at this year's National Basketball Championship." To avoid this pitfall, events should be designated as either a men's or women's competition.

#### Descriptions

Avoid physical descriptions that place too much emphasis on physical appearances or skills not related to athletic performance. For example, "She is so lovely, you know, she really has a vulnerability that makes your heart warm to her, it fits her personality, a very appealing and vulnerable person." Just as male athletes are generally viewed in terms of their athletic attributes so should female athletes.



### Language

Here are some examples for using parallel terms, neutral words and adverbs and adjectives to describe male and female athletes:

	Don't	Do
Parallel Terms: Have you used parallel words when referring to females and males?	Men's team; ladies team, Mr. Smith, Sue Jones	Women and men Mr. Smith, Ms, Mrs., or Miss Jones
Neutral Words: Have you used neutral words whenever possible?	He (to include both sexes)	Use neutral nouns such as: coach, trainer, sprinter
Modifiers: Have you used appropriate adjectives and adverbs when describing athletes in competition?	Questionable words include <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Moody</li> <li>• Shapely</li> <li>• Cute</li> <li>• Charming</li> <li>• Well-built</li> <li>• Bouncy</li> </ul>	Appropriate words include: <ul style="list-style-type: none"> <li>• Powerful</li> <li>• Skilled</li> <li>• Agile</li> <li>• Strong</li> <li>• Graceful</li> <li>• Swift</li> <li>• Capable</li> </ul>

### Most Frequently Asked Questions About Media Coverage: Women's Sports Foundation USA

- Q1. Doesn't the media cover female athletes less often because women aren't as interested in sports as men?  
A1. There is no evidence to support this contention. Nationwide data indicate that women make up 38-42 percent of all sport and physical activity participants. Yet, research indicates that sportswomen receive approximately 6-8 percent of the total sports coverage.
- Q2. What is wrong with wanting to portray women athletes as feminine and physically attractive?  
A2. There is nothing wrong with women wanting to look feminine/attractive from a traditional perspective. However, female athletes deserve the same respect for their athletic abilities as is afforded male athletes. When a female athlete appears in a sport publication or advertisement to promote a sport or fitness product, she should be portrayed as respectfully as is her male counterpart -- as a skilled athlete.
- Q3. What is the harm in portraying female athletes as pretty and feminine?  
A3. Images are powerful tools that shape and reflect attitudes and values. By portraying sportswomen either as sex objects or as "pretty ladies", the message is that sportswomen are not strong, powerful and highly skilled individuals. Ultimately, images that ignore or trivialize females undermine the importance of women's sports and respect for the abilities of female athletes.
- Q4. So what would you have the media do? What kind of images would make female athletes happy?  
A4. The media should simply reflect the reality of women's diverse sports experiences: from grace and beauty to physical strength, endurance and power. A balanced and realistic view is what is absent in the media. Young girls and women from all ages, races, and social class backgrounds are breaking down historical barriers to their participation. The media is obligated to reflect that reality (not the homophobia or stereotypes of individual reporters or advertisers) so that sportswomen (our daughters and sisters and moms) receive the admiration, dignity and respect they deserve.... the same admiration, dignity and respect afforded male athletes.



## 6. Declarations and Resolutions

### Description of the Tool

This tool provides two examples of declarations or resolutions that have had positive impact at the international level.

1. Manila Declaration
2. Helsinki Spirit 2000

### When to Use it?

- When you want to raise the issue of gender among political leaders, decision makers in sport and society in general.
- When you ask delegates at a conference or gathering to reach agreement upon key statements of belief and/or action. This 'consensus statement' provides direction and support to delegates when they return home.
- When you want to get gender equity on the agenda at home. Most declarations and resolutions have some sort of 'sign on' or approval process that can result in governments and non-government organisations (NGO) discussing and approving the declaration or resolution through their decision-making process.
- When you are hosting a conference and think a consensus statement may be an appropriate outcome for the gathering.

### Format

The section contains the content of the Manila Declaration and the Helsinki Spirit 2000.

### Tool

#### 1. MANILA DECLARATION (1996)

**It is in the interest of equality, development and peace that a commitment be made by governmental, non-governmental organisations and all those institutions involved in sport to apply the Principles set out in this Declaration, by developing appropriate policies, structures and mechanisms which:**

- Ensure that all women and girls have the opportunity to participate in sport in a safe and supportive environment which preserves the rights and dignity of and respect for the individual
- Increase the involvement of women in sport at all levels and in all functions and roles
- Ensure that the knowledge, experience and values of women contribute to the development of sport; and in all functions and roles
- Promote the recognition by women of the intrinsic values of sport and its contribution to personal development and healthy lifestyle. (Adopted from the Brighton Declaration on Women and Sport, 1994)

#### RESOLUTIONS

**RESOLVE that: Equal opportunity to participate and be involved in sport, whether for the purpose of leisure and recreation, health promotion or high performance, be recognised as the right of every girl and women, regardless of race, colour, language, religion, creed, gender/sexual orientation, age, marital status, disability, political belief or affiliation, national or social origin.**

**RESOLVE that: Government and Non-governmental Sports Organisations provide equal opportunities to women to reach their sport performance potential by ensuring that all activities and programs relating to performance improvement take account of the specific needs of female athletes.**



**RESOLVE that:** Those supporting mass-based elite and/or professional athletes ensure that competition opportunities, reward, incentives, recognition, sponsorship, promotion and other forms of support are provided fairly and equitably to women.

**RESOLVE that:** Those responsible for the allocation of resources ensure that support is available to sportswomen and women's sport programs.

**RESOLVE that:** The planning and management of sport facilities should appropriately and equitably meet the particular needs of women in their respective communities.

**RESOLVE that:** Policies be set to ensure greater involvement of women in developing programs and designing structures which would increase the number of women coaches, advisers, decision makers, officials, administrators and sport recruitment, development and retention.

**RESOLVE that:** Those responsible for the education, scientific training and development of coaches and other sport personnel ensure that educational processes or experiences, address issues relating to gender equity and the needs of female athletes.

**RESOLVE that:** Those responsible for research and information on sport, develop policies and programs to increase knowledge and understanding of women and sport, and ensure that norms and standards are based on research on women.

**RESOLVE that:** Resources, power and responsibility be allocated fairly and without discrimination on the basis of sex.

**RESOLVE that:** Government and non-government organisations provide adequate financial support to all sports program for women.

**RESOLVE that:** An annual Women's Physical Fitness and Sport Week be declared March 1-5.

**RESOLVE that:** An International Sports Centre for Women be established in the Asia-Pacific region to serve as a training, research, and information centre as well as resource for study grants and cultural exchange program to the world-wide community.

**RESOLVE that:** A regular Asia-Pacific Conference be held under the leadership of ICHPER-SD, in coordination with the ICHPER-SD Girls and Women Sports Commission.

**RESOLVE that:** State and government machineries be enjoined to comply with the equality provisions of the Charter of the United Nations, the Universal Declaration of Human Rights and the U.N. Convention, on the Elimination of All Forms of Discrimination against Women.

## **2. HELSINKI SPIRIT 2000** (Recommendations of the 2000 European Women and Sport Conference)

The mission of the European Women and Sport (EWS) network is to promote gender equality in sport. The main objective of the EWS Group is to create a sports culture where all girls and boys, women and men shall have equal opportunities to participate, act and make decisions.

During the 1990's, several of the 41 member nations of the EWS network have made significant progress in developing equality as part of the European sports culture. Much work remains to be done in the new millennium to provide equal opportunities in sport and decision-making. Equality in sport is essential if sports culture is to develop, thrive and keep pace with the rapidly changing world.



The fourth EWS Conference was organised under the theme "Women, Sport and Culture How to change sports culture?" and held in Helsinki, Finland, on 7-10 June 2000. 250 delegates from 47 countries formulated the Helsinki Spirit 2000. These recommendations are founded on earlier documents which form the basis of equality work in sport: namely the 1994 Brighton Declaration and the 1998 Windhoek Call for Action.

**1 That women's role as a resource for sports culture and decision-making be strengthened**

- Women's know-how should be used in sports culture. The number of women involved in decision-making should be increased and supported through training and professional advancement.
- Decision-making should be transparent and ethically sustainable on all levels.
- Women and men should participate equally in discussions on the basic values and development of sport.
- Women in sport should build strong networks at regional, national and international levels.
- Women should seek elections in international bodies and be supported in those roles.
- Women and men should participate equally in international sports policy making.
- The amount of media coverage of women sports should be increased and quality improved. More women should be trained as sports journalists.

**2 That women and men share responsibility in/for equality in sport**

- Women and girls, men and boys should have the opportunity to choose their own sports and equally participate in their sport's organisational activities.
- Both women and men should participate productively in equality work.
- The structures and rules of sport must fulfil the needs of both women and men.
- Both women and men should participate in the planning of sports facilities.

**3 That sports and physical activities for people with disabilities and special needs be guaranteed an equal part in sports culture**

- People with disabilities and special needs should have equal opportunities to participate in physical activities, both in different sports and at different levels.
- Women with disabilities and special needs should have equal opportunity in sport decision-making at all levels.
- Enhance tolerance through co-operation and communication among people with and without disabilities. Promote contact among diverse groups.

**4 That the awareness and value of equality in sport be increased**

- Equality work in sport should receive fair financial resources and strong political support.
- Ongoing evaluation and research of the equality work should provide a basis for advancing the movement.
- Sport and physical activity should be promoted as a positive strategy for dealing issues on broader political agendas, e.g. health, substance abuse, nation building.
- History, archives and activities in the development of gender equality in sports should be recorded and maintained.

**5 That the Bratislava Council of Europe resolution on sexual harassment be implemented and monitored**

- The Bratislava Council of Europe resolution on sexual harassment be implemented and monitored in all European countries, both by sports organisations and authorities.
- This resolution is a highly revealing and particularly positive development. It is a challenge to create a safer environment for people in sport.

**6 That the Berlin Agenda for Physical Education and the Declaration of Punta del Este be implemented and monitored**



- Ministers for sport and education should work together with the physical education profession, to ensure that girls and boys receive high quality programmes of physical education.
- In recognition of the role of physical education in preparing girls and young women for their future in sport, physical education in school curricula should be strengthened.
- Teacher training programmes should include courses aimed at improving the inclusiveness of physical education for girls and boys, all abilities, cultural and social backgrounds. Teachers of physical education should encourage equal participation of girls and boys in school programmes of physical education, sport and physical activities.



## 7. Approval of the Brighton Declaration

### Description of the Tool

Many individuals have requested the process for approving or endorsing the Brighton Declaration. Although there is no set process, this tool provides sample resolutions and a sample document that could be used in an approval process. Usually letters or documents approving the Brighton Declaration are signed by President of an organisation and two witnesses, and then submitted to the International Working Group (IWG).

### When to Use it?

- When you want to raise the issue of gender among political leaders, decision makers in sport and society in general
- When you want to get gender equity on the agenda by establishing a 'sign on' or approval process that can result in governments and non-government organisations (NGO) discussing and approving the Declaration through their decision-making process
- When you are hosting at a high profile meeting or sports event
- When you want to raise the profile of a meeting or sports event by adding a ceremony for the official signing.

### Format

This tool contains two sample resolutions for approval by decision makers and a sample document used for an official signing ceremony.

### Resources

The Brighton Declaration and the list of organisations and nations that have approved it to date are contained in the Women and Sport Progress Report. This information is also available on the IWG website.

**NOTE:** Please email or fax a copy of any approval of the Brighton Declaration for inclusion in the records of IWG and on its Website.

### Tool

#### Sample Motion 1 for Approval

In recognition of the important role that sport and physical activity can play in the lives of girls and women, and the importance of developing a sporting culture that enables and values the full involvement of females in every aspect of sport, the (name of Association, nation) endorse the Brighton Declaration.

Moved by

Seconded by

#### Sample Motion 2 for Approval

That the (name of Association, nation) endorse the Brighton Declaration and prepare for implementation of its recommendations.

Moved by

Seconded by



Sample Document for Signing Ceremony

Logo

This document records the formal adoption of the Brighton Declaration by (name of Association, nation) at (location) on (date).

In recognition of the important role that sport and physical activity can play in the lives of girls and women, we support the aim of the Brighton Declaration to develop a sporting culture that enables and values the full involvement of females in every aspect of sport.

Signed

..... •

President

Witnessed by

..... •

..... •



## Section B: Tools for Changing Organisations, Systems and Structures

### 8. Commonwealth Games Federation: A Case Study in Organisational Change

#### Description of the Tool

This tool describes the steps in the change process that the Commonwealth Games Federation (CGF) is undertaking in order to become more gender equitable in its sports programme, in participation in the Games, and finally in leadership of the Commonwealth Games movement.

#### When to Use it?

- When you are looking for an example of a long-term change process
- When you want ideas of how to use many of the tools suggested in the Montreal Tool Kit
- When you want some hope that organisations can and do change.

#### Format

The tool is designed as a case study outlining steps in a change process for gender equity in sport. Examples used in several of the steps are included.

#### Tool

Change begins when an individual, group or organisation see a problem clearly and then mobilizes itself and others to collective action. A majority of people resist change, though usually not consciously or intentionally; they are just more comfortable with things as they know them. To change discriminatory systems and structures is a long-term process. It can be painful and frustrating; but when change happens, it can be equally rewarding and fulfilling. This case study provides an example of one organisation's process in making itself fairer and more accessible to women.

As with most international sport organisations, the Commonwealth Games Federation is an organisation run primarily by men. Over the past eight years, the CGF has made a major commitment to becoming more gender equitable and it has made significant progress. Although much work remains to be done, the CGF should be congratulated for its willingness to change.

#### Step 1: Support by Key Leaders

A change in leadership at the 1994 Games produced a change in culture that allowed the issue of gender equity to be addressed. Under the leadership of a new Chairman the following steps were encouraged and supported.

#### Step 2: Build the Case

A position paper to raise awareness of the issue was presented to the General Assembly in 1995. Although it was formally presented it was intentionally tabled until more support for the issue could be generated. During the year leading to the next General Assembly, informal discussions and external pressure from other equity events such as the UN Fourth World Conference on Women, Beijing 1995, resulted in enough support for a formal motion. The recommendation to establish a Women in Sport Committee was accepted.

The position paper contained the following information:

##### A. Introduction

This section explained the what, why and how of gender equity (see Tool #2) in order that members would understand the issue and the terms used.



B. Statistical Analysis of Current Status

This section reviewed the current status of males and females in the following categories:

- i. sports and events in the Commonwealth Games
- ii. number of participants in the Commonwealth Games
- iii. leadership in CGF, Commonwealth Games Associations (CGAs) and Organising Committees

C. Goals and Strategies

This section outlined what could be achieved and how to accomplish it, i.e., what is possible and sample manageable steps. Some of the goals and strategies are listed below as examples:

1. Sports and Events in the Commonwealth Games

Goal	Strategies
To expand the number of competitive opportunities for women at the Commonwealth Games.	<ul style="list-style-type: none"> <li>- ensure new sports include events for both men and women</li> <li>- ensure Bid Committees demonstrate gender balance in their proposed Sports Program</li> <li>- add gender balance to the evaluation criteria for Bid Selection Committee</li> </ul>

2. Number of Participants in the Commonwealth Games

Goal	Strategies
To achieve a gender balance in participants at the Games, with no less than 40% representation by either gender.	<ul style="list-style-type: none"> <li>- encourage all countries to bring and enter women athletes</li> <li>- ensure women in leadership positions on national teams, e.g., coaches, team officials</li> <li>- encourage CGAs to adopt a policy of ensuring gender ratio of team leaders similar to gender ratio of athletes</li> </ul>

3. Leadership in CGF, CGAs, Organising Committees

Goal	Strategies
To seek opportunities for gender balance when recruiting and electing leaders.	<ul style="list-style-type: none"> <li>- create opportunities for women to assume leadership roles</li> <li>- ensure women are recruited for slate of nominations for CGF and CGAs</li> <li>- ensure Organising Committees provide leadership opportunities for women, both staff and volunteer</li> </ul>

D. Recommendation

**That the CGF establish a Working Group for Women in Sport, with the following Terms of Reference: (see Tool #12)**

E. Appendices

**Appendices included the Brighton Declaration, IOC Forum, the UN Fourth World Conference on Women, Beijing 1995**



### Step 3: Establish a Women in Sport Working Group

**A working group was established using the approved Terms of Reference and ensuring both geographical and gender balance.**

### Step 4: Prepare an Action Plan

**The working group prepared a three-year work plan to guide national and international activities. The work plan included activities, tasks, timelines, responsibilities and a budget to support the plan. Sample activities included items such as:**

- Build relationships with the International Working Group and the International Olympic Committee
- Work with Bid Cities to ensure gender equity in the sports programme and organisation
- Provide support to Commonwealth Games Associations (CGA) to assist them in increasing the number of women in leadership positions and meet the IOC quotas
- Recruit and nominate talented women for leadership positions within the Federation
- Build a Commonwealth network for women in sport
- Ensure a strong Commonwealth presence and participation at the 1998 Windhoek World Conference on Women and Sport.

### Step 5: Report Regularly

**Reports from the Working Group were added to the agendas of Executive Board meetings and the General Assembly. An annual meeting for Women in Sport was included in the Committee meeting schedule. Regular reporting resulted in an opportunity to continue to build awareness and understanding of the issue, as well as celebrate the progress made.**

### Step 6: Collect Data

**Following each Commonwealth Games, statistics were updated to reflect the male and female numbers in the three categories outlined in the initial position paper: Sports Programme, Participation, and Leadership. An example of the data reporting is as follows:**

**Sports Programme Results:**

Manchester 2002 has the most gender equitable sports programme to date, with 16 sports for male athletes and 15 sports for female athletes. In 1990, 34% of events were for females; in 2002, 40% are for female athletes

### Step 7: Provide Role Models

**Women are still under-represented in leadership positions. Only one woman holds a senior Officer position and a second woman is a co-opted member of the Sports Committee. These women provide role models that inspire other women to attain leadership positions. More women are needed at the Federation and the CGA levels. Achieving credibility at the International level is a long process. Many individuals believe that longevity rather than competence is a main criteria for selecting leaders, i.e., "it's my turn" attitude.**

### Step 8: Include Gender Equity in the Sports Programme Review

**A review of the Commonwealth Games Sports Programme provided an excellent opportunity to address gender equity. In the first step, gender equity was included in the principles governing the sports programme.**



Principle 5. That gender balance is achieved by ensuring both men and women participate in any sport where the International Federation has events for both men and women, providing the sport meets the criteria in number of countries participating and level of excellence of Commonwealth participants.

**As the Sports Programme review became more refined, equity was added as one of the six criteria to assess sports for inclusion in the Commonwealth Games. The six criteria are: Commonwealth participation, performance excellence, marketability, equity, cost of the sport, and commitment of the International Federation.**

#### Step 9: Entrench Gender Equity in Organisation Documents

**One of the most important strategies for long-term change is to have gender equity entrenched in the foundational documents or legislation of your organisation or nation. In the CGF case, this was accomplished in three stages:**

- agreement on use of gender-neutral language in the Constitution
- inclusion of an article on Gender Equity in the Constitution, and
- revision of the article in order to strengthen it.

**The final article (to be voted on in July 2002) is outlined below.**

##### Article 19 Gender Equity

Both genders shall be represented on the Executive Board and on all committees and commissions with a minimum of 20% or two (2) individuals of the underrepresented gender, whichever is lower. If Gender Representation is not filled by election, the Executive Board shall co-opt according to the procedures set out in Regulation 13.

##### Regulation 13

Procedures for the co-option of Board, Committee or Commission members of the Federation:

1. Appointments shall be made by the Executive Board.
2. All CGAs shall be encouraged to make nominations and submit CVs directly to the CGF and also through their Regional Vice Presidents.
3. Appointments shall be made on merit.
4. Where 20% gender representation is not filled by election for the Executive Board and for other committees and commissions, additional members shall be co-opted.
5. A co-opted individual is granted full rights and voting privileges.
6. Other members may be co-opted in order to meet regional and athlete representation needs.

#### Step 10: Build a Network

**As the change process continues, the current priority is to establish regular communication and support for women sport leaders in the Commonwealth. Although this has been happening informally for some time, advancement in technology, and the increasing number of international events and conferences offer the opportunity to advance this strategy. Commonwealth meetings are being held in conjunction with the 2002 World Conference and at the Manchester Games. There is great potential to build a strong support network for women leaders and to ensure capable women are elected to leadership positions with the Commonwealth Games movement.**

**In conclusion, there is still much work to be done before the Commonwealth Games Federation can call itself a gender equitable organisation, but it is making steady progress - and with each year, there are more people who are part of the solution.**



## 9. National Gender Equity Policy

### Description of the Tool

A policy statement is commonly used to identify what needs to be done and why. The National Gender Equity Policy tool provides a simple framework outlining the basic information included in a national policy, and a model using the Active Women policy developed by the Australian Sport Commission.

### When to Use it?

- When you need to raise awareness of the issues around gender and sport
- When you want to gain commitment to changing the current situation from senior policy makers
- When you want commitment of resources to implement action.

### Format

The tool provides a framework in chart format, followed by a sample policy: Australia's Active Women.

### Tool

A. Statement of Policy	Usually a one sentence <b>statement</b> that outlines the <b>intended change</b> or outcome of the policy
B. Rationale for the Policy	<b>Why</b> is it necessary? What needs to change?
C. Desired Outcomes	<b>What</b> will be different as a result of effective implementation of the policy?
D. Benefits	<b>Who</b> will benefit and how?
E. Strategies	<b>How</b> will the changes be made?
F. Evaluation of Implementation	<b>How</b> will we know if we are successful?



**A. Statement of Policy (usually a one sentence statement that outlines the intended change or outcome of the policy)**

**“Australia must foster a culture that encourages and supports the full involvement of all women and girls in every aspect of sport, recreation and physical activity in Australia.”**

**B. Rationale for the Policy (Why is it necessary? What needs to change?)**

**“Nearly a third of the Australian adult population does not undertake 30 minutes of even moderate intensity physical activity, such as brisk walking, on most days of the week, which recent scientific evidence shows is the minimum required to maintain health.**

**Becoming more physically active is a key step towards improving quality of life. The involvement of women and girls in all aspects of the sport and recreation industry provides social and economic benefits to the broader community, including improving community health, establishing more support networks, reducing antisocial behaviour and creating a better community identity.**

**Historically women and girls have experienced barriers to their participation in sport, recreation and physical activity. This has meant neither they nor the community has been able to reap these benefits and rewards. Over the last 10 years several strategies have been developed in Australia and overseas to redress this situation and advance opportunities for women and girls. These strategies have partly resulted in more women and girls being involved in sport, recreation and physical activity and more competitive opportunities for them, both in Australia and internationally. These opportunities were brought about by strategies ranging from the creation of national leagues in netball, softball, basketball, cricket, soccer and hockey, to an increased number of disciplines and sports at Commonwealth and Olympic Games.**

**However, despite these initiatives and improvements, research indicates that women and girls continue to be under-represented in all aspects of sport, recreation and physical activity. Indicators highlighting inequitable status and low rate of involvement, particularly in sport, include:**

- Lower participation rates than men and boys
- Under-representation in all areas of leadership, management and decision making
- Under-representation in all areas of coaching, especially at the elite level
- Inadequate and inappropriate media coverage
- Greater 'drop-out' rates than men and boys, and
- Less sponsorship and funding than men and boys.

**Factors that are directly responsible for the low participation rate of women and girls in sport, recreation and physical activity include:**

- Lack of time or perceived lack of time
- Social stereotyping
- Lack of childcare and lack of awareness of childcare options
- Fewer opportunities available for participation
- Reduced leisure time owing to family responsibilities
- Concern for personal safety
- Lack of access to financial resources
- Harassment
- Lack of information about what is available
- Lack of skills
- Lack of culturally appropriate facilities/programs
- Lack of confidence in approaching activities alone
- Lack of access to accessible, affordable and acceptable facilities and services, and
- Cultural and social pressures.”



### C. Desired Outcomes (what will be different as a result of effective implementation of the policy?)

#### “The policy must foster a culture .... by:

- Improving access to sport, recreation and physical activity for women and girls
- Enhancing satisfaction and broadening choices for women and girls in sport, recreation and physical activity
- Increasing the number of women and girls in key decision-making and leadership positions in sport, recreation and physical activity
- Increasing the number of women and girls being physically active on a regular basis
- Improving sport, recreation and physical activity providers' awareness of the needs of, and issues concerning, women and girls in sport, recreation and physical activity
- Improving the cooperation and collaboration between various government and non-government agencies and organisations to address the needs of, and issues concerning, women and girls in sport, recreation and physical activity
- Establishing, recognising and enhancing good practices in involving women and girls in sport, recreation and physical activity, and
- Improving the status and greater public recognition of women and girls in sport, recreation and physical activity.”

### D. Benefits (Who will benefit and how?)

#### “The benefits to Australian women and girls will be:

- More opportunities to participate in a wider range of sport and physical activities
- Better access to safe, well maintained and culturally appropriate sport and physical activity facilities
- Better opportunities to fulfil potential in sport and physical activity
- Better access to decision-making roles in clubs, sporting organisations and government agencies
- Enhanced self-esteem and self-image
- Enhanced well-being and quality of life
- Enhanced feelings of enjoyment, excitement and personal challenge, and more social contacts
- Better concentration, memory, learning and creativity
- Better health awareness (leading to a greater likelihood of eating a healthy diet, becoming a non-smoker and coping better with stress)
- A lower risk of heart disease, stroke, high blood pressure and high blood cholesterol
- A lower blood lipid concentration
- Better glucose tolerance
- A lower risk of developing diabetes
- Possibly a strengthened immune system
- Possibly a lower risk of breast cancer
- Possibly a lower risk of reproductive cancers
- Better respiratory function, muscle flexibility, strength and endurance
- Better weight control
- For older women, extended physical independence through maintenance of bone density and a lower risk of injury from falls
- A greater ability to attract sponsorship and media coverage, and
- Greater status and recognition within the sport community.

#### The benefits to the Australian community will be:

- Better physical and mental health and well-being for Australian women and girls
- A more just and equitable system



- More opportunities for families to participate in sport, recreation and physical activities together
- Lower health costs
- Better employment figures
- An enhanced national economic outlook
- More tourism
- Enhanced non-family support networks
- A higher national sporting profile through the success and recognition of elite female athletes
- The recognition of Australia as a world leader in gender equity in sport, recreation and physical activity.

**The benefits to sport, recreation and physical activity providers will be:**

- An expansion of the market
- A lower drop-out rate for girls and young women
- A greater ability to meet the needs of an increasingly diverse community
- More membership and participation revenue
- A larger talent pool of volunteers (including coaches, officials and referees)
- A larger talent pool of participants (which can result in a higher profile for the organisation)
- Better management through broadening the diversity of backgrounds, perspectives, skills, talents and abilities of those in decision-making roles."

**E. Strategies (How will the changes be made?)**

**(NOTE: Active Women includes 'how the changes will be made' under three guiding principles: Equity and equality; Participation and well-being; and Education and information. Not all content contained in the policy is included in this example.)**

**"Equity and equality**

**Those organisations and individuals who provide sport, recreation and physical activity should address gender equity in all areas, including in the design and distribution of resources, and in the distribution of power and responsibility. They should particularly redress any inequities in the opportunities and outcomes available to women and girls.**

**Areas requiring special attention include:**

- Planning, designing and managing sport, recreation and physical activity facilities to ensure that they are safe, affordable, accessible and culturally appropriate environments in which to participate
- Ensuring an equitable range and choice of participation opportunities
- Eliminating all forms of harassment, abuse, violence, exploitation and discrimination
- Ensuring that all high-performance sports programs and support services including competition, sports science, promotion, sponsorship, media liaison and financial assistance take account of the specific needs and requirements of female athletes and deliver such programs and support services equitably
- Promoting gender equity through intersectoral and international cooperation and the sharing of examples of good practice.

**Participation and well-being**

**Effective collaboration between sectors should ensure ... that the importance of physical activity to health and well-being is communicated in ways that reach and stimulate all Australian women and girls, including those from diverse social, economic, cultural and physical backgrounds and**



circumstances. They should ensure that both the health benefits and any potential dangers of sport, recreation and physical activity as they affect women and girls are clearly understood.

**Those providing sport, recreation and physical activity opportunities should develop policies, programs and strategies that increase the participation, general health and well-being of women and girls by:**

- Encouraging them to participate regularly in sport, recreation and physical activity
- Ensuring that the values, needs and aspirations of women and girls from all backgrounds and circumstances are taken into account
- Increasing the number of female coaches, instructors, decision makers, officials and administrators at all levels, and
- Giving special attention to the recruitment, development and retention of women and girls in decision making and leadership roles.

#### **Education and information**

**Organisations responsible for funding, developing and delivering childcare services, education, training, development and research programs in schools and other education institutions, and for the sport and recreation industry, should ensure that they:**

- Provide children in long day care with care that ensures unbiased treatment, fosters the development of both their fine and gross motor skills, and ensures that food and drink provided meets the children's daily nutritional needs
- Create positive school environments through physical education programming that reflects gender inclusiveness and equity, fosters school-community links and incorporates a higher awareness of the physical, psychological and social benefits of sport and physical activity
- Accurately reflect women's roles in sport, recreation and physical activity; take account of women's values, attitudes, experiences (including cultural values) and levels of ability; and address issues relating to gender equity and cultural diversity
- Develop policies and programs to increase knowledge and understanding about women, ensuring that such information and research is gender inclusive and based on valid parameters'
- Encourage more women to carry out research on sport, recreation and physical activity and encourage all researchers to examine critical issues relating to women in sport, recreation and physical activity, and,
- Take into account the needs of women and girls with different backgrounds and circumstances, such as literacy levels, when delivering relevant information and resources in formats other than written English."

#### **F. Evaluation of Implementation (How will we know if we are successful?)**

**"It is expected that this policy will produce many results, and that different industry sectors, organisations and levels of government will show results in different ways. Taking this into account and allowing for probable budgetary constraints, the evaluation of this policy will focus on selected key issues for which benchmark data are currently available. More qualitative and quantitative data will be collected through structured consultation with stakeholders in 2002.**

**We expect to see positive trends in future data in comparison with the following currently available data. (Note: original Policy includes a list of existing data in Australia.)**

**Additional Data: As indicated above, further qualitative and quantitative data will be gathered through structured interviews with key stakeholders around Australia in 2002. Those stakeholders who have provided a statement of their commitment, and indicated ways in which they plan to implement the policy, will be asked to assess their organisations against these criteria in 2002 to determine the changes that have occurred and the results of those changes."**



## 10. Strategic Framework and Plans

### Description of the Tool

A strategic plan is commonly used to affect change and build a team committed to a common direction. In strategic planning, we consider the environment, inside and outside the organisation, and using that information determine where we want the organisation to be. The Strategic Framework and Plans tool gives a simple overview of a strategic framework and a sample from the Women and Sport Committee in Zone VI in Africa.

### When to Use it?

- When you want to determine what direction to take, based on a realistic assessment of what is possible and probable
- When you want to build ownership and commitment to a common direction and future vision
- When you need a common direction to focus different partners and groups on the same path
- When you want to be very clear on where you are going, what you do, and what you believe.

### Format

A simple framework done in chart form is followed by a description of the parts of the framework and an example of each from the Zone VI Strategic Framework.

### Tool

Strategic planning has tremendous potential as a practical and innovative tool for creating change. A strategic framework helps define the gap between the desired future (where we are going) and current operations (where we are now). The essence of strategic thinking and management is its careful consideration of the environment and those implications to the organisation's future and purpose. The following chart is one model that may assist in understanding the components of strategic planning and the importance of the strategic framework.

<p><b>Strategic Framework</b></p>	<p>Following a scan of the current environment, trends, and an assessment of needs of various stakeholders, a strategic framework is created, including:</p> <p><b>Vision</b> describes the desired future of an organisation. It describes an organisation that is better or different than it is at present. This preferred future provides a realistic view of an achievable and attractive future taking into account the internal and external environments.</p> <p><b>Values</b> are statements of core beliefs and convictions that establish moral and ethical priorities to guide all activities. Values tell what is right and wrong, important and unimportant.</p> <p><b>Mission</b> is a brief, clear statement of the purpose of the organisation or the function the organisation is attempting to fill, its reason for being. A Mission Statement answers three questions: What is the business of the organisation? For whom is the organisation in business? How does the organisation fulfil its function?</p> <p><b>Strategic Directions</b> are the priority areas needing focus in order to travel from the present to the desired future.</p>
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<b>Goal Setting</b>	<p><b>Goals</b> are broad but clearly defined statements of what needs to be accomplished in order to reach the preferred future.</p> <p><b>Priorities</b> are the most important initiatives or activities that need to be done in order to reach the goal and attain the vision of the future.</p>
<b>Performance Measurement</b>	<p><b>Outcomes and Reach</b> describe what are the results that will be achieved (what will be different in whom)</p> <p><b>Performance Indicators</b> are the measures used to indicate success.</p>
<b>Operational Planning</b>	<p><b>Activities</b> are actions that must be done in order to meet the goals (<b>what</b>).</p> <p><b>Tasks</b> are the manageable chunks of work needed to accomplish an activity (<b>how</b>).</p> <p><b>Responsibilities</b> are assigned to different individuals or groups to get the task done (<b>who</b>).</p> <p><b>Timelines</b> are set for the start and completion of each task (<b>when</b>).</p> <p><b>Resources</b> need to be assigned for each task including human and financial resources (<b>with what</b>).</p>

#### Sample Strategic Framework

The following example of vision, values and mission comes from Africa's Zone VI Women and Sport Committee's strategic plan.

#### "Vision 2005

Women and Sport Zone VI Committee is a stable, strong and proactive advocacy body. It influences and directs policy on women and sport in all member countries.

Through networking with other stakeholders, ensures a high level of participation of women and the girl child in sport and recreation at all levels in a free and non-discriminatory environment in accessible and safe facilities.

#### Values

The Zone VI Women and Sport believe in:

- Equity and honesty
- Supportiveness
- Commitment
- Accountability and transparency
- Sustainability
- Resourcefulness
- Diversity
- Fair Play

#### Mission

To create opportunities to increase the role and participation of women and sport and the girl child through advocacy, awareness, capacity building and regional cooperation."

Once the strategic framework is in place, an organisation can identify the gaps between its desired future (i.e., vision) and the current state. Review Tool #20 for important next steps.



## 11. A Gender Equitable Sport Organisation

### Description of the Tool

This tool provides an assessment of how gender equitable an organisation is, under the following categories:

- Systems and structures
- Leadership
- Resource allocation
- Programming
- Education, awareness and promotion

### When to Use it?

- When you want a snapshot of how your organisation is doing in becoming more gender equitable
- When you need some new strategies for your change process
- When you want a source document for goals and activities for a Strategic Plan.

### Format

The assessment tool is a detailed checklist designed to help you establish the priorities for action in becoming more gender equitable, and to celebrate those actions you have already achieved. For each strategy, determine if you have already accomplished it. If not, decide the priority of the strategy in terms of importance and timeframe.

### Tool

Bringing about a gender equitable organisation involves structural changes, a new set of values, norms and policies, new management practices, and changes in the attitudes of individuals towards equity. To help you respond to the challenge, the tool leads you through the assessment of potential strategies to determine where your organisation is at and what type of strategies are needed.

Each strategy has three columns to the right. Check the appropriate right-hand columns as follows: If the strategy has been implemented, check Done (D); for priority ranking indicating importance, use 1 (high), 2 (medium), 3 (low); for timeframe indicate short (ST), medium (MT), or long-term (LT). Using this type of chart, determine how gender equitable your organisation is and what priorities are most important for improving its gender equity.

Realising the Goal: Strategies	Done	Priority 1, 2, 3	Time S,M,L
<p><b>1. Systems and Structures</b></p> <p><b>Goal 1.1:</b> Develop gender equity policies that will improve operations and attitudes within the organisation.</p> <ul style="list-style-type: none"> <li>• Develop and widely distribute a policy statement on gender equity.</li> <li>• Make a public, high-profile commitment to implement gender equity programs.</li> <li>• Establish a board or executive position (with appropriate support) responsible for gender equity.</li> <li>• Assign staff resources to assist in the development and monitoring of a gender equity policy and plan for the organisation.</li> <li>• Ensure that gender equity is a part of the organisation's vision, mission, constitution, byelaws, strategic plans, and other foundational documents.</li> </ul>			



<ul style="list-style-type: none"> <li>• Develop an educational program to provide staff, administrators, coaches, athletes, and officials with the necessary tools and motivation to implement the gender equity plan.</li> <li>• Adopt a policy requiring gender-neutral language and a balance of female and male images in all publications, videos and advertisements.</li> <li>• Adopt policies on harassment applicable to volunteer and paid administrators, officials, coaches, and athletes. Clearly describe the complaint process, disciplinary actions and appeal procedures.</li> <li>• Establish a neutral and fair arbitration process to review issues related to sex discrimination in your organisation.</li> </ul> <p><b>Goal 1.2:</b> Establish hiring and recruitment practices that will increase the number of women participating at all levels of your organisation.</p> <ul style="list-style-type: none"> <li>• Give preference to hiring women when applicants are equally qualified and women are under-represented in the organisation.</li> <li>• Include a balance of women and men on all hiring and nominating committees.</li> <li>• Value life experiences, such as volunteer work or household management, as valid qualifications in the determination of employment.</li> <li>• Inform female athletes of paid and volunteer opportunities available within your sport</li> <li>• Advertise positions in locations and media that women visit and read.</li> <li>• Encourage women applicants by describing your sport organisation as an equal opportunity employer.</li> <li>• Consider flexible work schedules and/or job-sharing opportunities to encourage women to remain in or return to your organisation.</li> <li>• Whenever possible, ensure women candidates are short-listed.</li> </ul> <p><b>Goal 1.3:</b> Facilitate the return to sport of retired athletes.</p> <ul style="list-style-type: none"> <li>• Send information regularly to women athletes who leave your sport. Invite athletes to events and/or approach them to perform tasks that will encourage a return to your sport.</li> </ul> <p><b>Goal 1.4:</b> Establish research activities to support gender equity goals.</p> <ul style="list-style-type: none"> <li>• Collect gender-based statistics on participants, athletes and leaders as a way of determining patterns and trends.</li> <li>• Keep research in a databank and communicate results in a timely manner.</li> <li>• Establish new goals based on findings.</li> </ul>			
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<p><b>Goal 1.5:</b> Create and improve support services to decrease the barriers limiting female participation.</p> <ul style="list-style-type: none"><li>• Provide funds and services for child care or elder care for meetings and competitions.</li><li>• Provide transportation and registration subsidies.</li><li>• Ensure facilities are safe and accessible for women.</li></ul> <p><b>2. Leadership</b></p> <p><b>Goal 2.1:</b> Create equal opportunities for women to assume leadership roles in sport.</p> <ul style="list-style-type: none"><li>• Ensure that women and men have an equal number of positions on all policy and decision-making committees. Adopt a goal of 40% of underrepresented gender in all leadership positions and establish a timetable for meeting the goal.</li><li>• Limit the number of years a person can sit on a committee or be elected to an office. Discourage the holding of multiple positions in order to increase opportunities for others.</li><li>• Recruit a pool of qualified women available for leadership positions in both technical and administrative areas.</li><li>• Establish recruitment programs to attract ex-athletes and other women to positions of responsibility in your organisation.</li><li>• Promote women to international sport federations.</li></ul> <p><b>Goal 2.2:</b> Offer women opportunities for professional development in the area of leadership.</p> <ul style="list-style-type: none"><li>• Allocate professional development and apprenticeship funds to enable women to advance to more senior volunteer and paid positions.</li><li>• Include special measures to ensure that females are receiving educational opportunities that allow them access to positions of influence, (paid and volunteer).</li><li>• Assist females in developing and implementing career plans; provide career path information explaining opportunities.</li><li>• Provide females with apprenticeship programs and mentoring opportunities.</li><li>• Encourage women to become head coaches of girls' and women's teams.</li><li>• Encourage women to become qualified coaches and officials.</li><li>• Establish a "job shadow" program in which inexperienced women can observe the work of women in leadership positions in administration, coaching and officiating.</li><li>• Ensure leaders learn about gender equity issues such as discrimination, power relationships, harassment and homophobia.</li></ul> <p><b>3. Resource Allocation</b></p> <p><b>Goal 3.1:</b> Ensure equitable allocation of resources for girls and women in physical activity and sport.</p> <ul style="list-style-type: none"><li>• Provide girls and women with equitable funds, facilities, coaching, time, space and equipment to participate and compete.</li></ul>			
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<ul style="list-style-type: none"> <li>• Use equal opportunity as a mandatory criterion for disbursement of any public or private funds within your organisation. Allocate equal proportions of funds to women's and men's competitive teams.</li> <li>• Ensure that human resources (staff and volunteer) are allocated equitably.</li> <li>• Provide girls and women with funds (if necessary) to ensure that they have equal opportunities.</li> <li>• Provide females with subsidy funds to ensure that they have safe transportation and affordable membership fees.</li> <li>• Ensure that sponsors support both women's and men's programs equally.</li> <li>• Ensure that prize money available for women's and men's competitions is equal.</li> </ul> <p><b>4. Programming</b></p> <p><b>Goal 4.1:</b> Create awareness of the programming needs of girls and women and increase the number and variety of programs for them.</p> <ul style="list-style-type: none"> <li>• Solicit the opinions of female participants, athletes and leaders and develop programs to meet these needs and interests.</li> <li>• Hire women and select female volunteers to provide programming for girls and women and act as positive examples, e.g., instructors and coaches.</li> <li>• Schedule activities at times and places convenient for girls and women, including prime time.</li> <li>• Implement special measures or additional programs, when necessary, until girls and women are equally represented at all levels in your sport.</li> <li>• Ensure that programs are offered in locations that are safe for girls and women.</li> <li>• Provide skill development opportunities to those who require and want it.</li> </ul> <p><b>Goal 4.2:</b> Develop programs designed to recruit women into areas of sport.</p> <ul style="list-style-type: none"> <li>• Introduce programs to encourage females to enter non-traditional sports or to enter areas of your sport where women are under-represented, such as officiating, coaching and international representation.</li> <li>• Design programs to ensure female coaches have opportunities to become national coaches.</li> <li>• Target recruitment programs specifically at female athletes. Introduce special measures in those programs where their participation does not equal that of male athletes. Special measures can include salary subsidies, scholarships, apprenticeships, and training programs.</li> <li>• Design leagues and programs that decrease the emphasis on competition and increase the enjoyment of sport (more attractive to many females).</li> </ul>			
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<p><b>Goal 4.3</b> Ensure that competition and training opportunities for girls and women pursuing excellence in sport are equal to those provided for boys and men.</p> <ul style="list-style-type: none"><li>• At the high performance level, offer the same number and quality of program choices to females and males.</li><li>• Offer flexible training programs for individuals with family responsibilities and other special needs.</li><li>• Lobby national and international sport organisations to create equal competitive opportunities for female athletes at national and international competitions.</li><li>• Lobby educational institutions to create equitable competitive opportunities for female athletes.</li><li>• Lobby international federations to eliminate discriminatory actions such as sex testing (gender verification).</li><li>• Ensure that an equal number of females and males are allowed to qualify for national teams and represent their country.</li></ul> <p><b>5. Education, Awareness and Promotion</b></p> <p><b>Goal 5.1:</b> Develop awareness of the specific issues facing girls and women in your sport.</p> <ul style="list-style-type: none"><li>• Conduct gender equity workshops for staff, board/executive and other members. Include education about the sport organisation's legal responsibilities.</li><li>• Develop education policies and programs designed to win support for gender equity and your organisation's equity program.</li><li>• At conferences, clinics, policy and planning meetings include topics which address specific issues facing girls and women.</li><li>• Establish a feedback process so that issues of concern to girls and women can be raised and addressed.</li><li>• Select women as candidates and delegates for attendance at sport conferences to ensure concerns are raised. Try to include more than one woman so that she does not have to represent the voice of all women.</li><li>• Provide information to women about legal solutions, both internal and external to your organisation, which can be used to redress barriers to participation.</li></ul> <p><b>Goal 5.2:</b> Use positive language and visual imagery that includes both genders</p> <ul style="list-style-type: none"><li>• Use gender-neutral language in policies, byelaws, rulebooks and reports.</li><li>• Develop visual images of active girls and women in sport. Eliminate all sexist visual images.</li></ul>			
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<p><b>Goal 5.3:</b> Establish a promotional and advertising campaign to instil positive public attitudes towards girls and women in sport.</p> <ul style="list-style-type: none"> <li>• Depict girls and women in a positive manner in all promotional and educational programs.</li> <li>• Reinforce the benefits of sport and its effect on the overall health and well being of girls and women in all promotional materials.</li> <li>• Promote programs for girls and women in newspapers, magazines and women's publications.</li> <li>• Contact local women's groups and organisations to distribute materials on programs for girls and women, (e.g., churches, community centres, and women's centres).</li> <li>• Establish a speaker's bureau to promote females in sport, help build awareness of the benefits.</li> </ul> <p><b>Goal 5.4:</b> Enhance the quality and quantity of media coverage for females in sport.</p> <ul style="list-style-type: none"> <li>• Assign responsibility for increasing and improving media coverage of girls and women.</li> <li>• Develop contacts in the media and supply them with feature stories, statistics, results and photos of girls and women active in your sport.</li> </ul> <p><b>Goal 5.5:</b> Institute recognition systems for girls and women in sport.</p> <ul style="list-style-type: none"> <li>• Develop a proactive strategy to promote the recognition of girls and women in your sport, e.g., nomination of candidates for awards.</li> <li>• Give girls and women recognition for their contribution to sport through awards, bursaries, travel with touring teams, newsletter articles</li> <li>• Document a history of women's achievements.</li> <li>• Promote female role models in your sport.</li> </ul>			
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## 12. Terms of Reference for a Women and Sport Committee

### Description of the Tool

This tool provides a template for developing a Terms of Reference for a Women and Sport Committee and two different examples of Terms of References.

**Note:** One of the first strategies implemented by organisations is establishment of a Women and Sport Committee. Although there is some concern that this may 'marginalise' women, in most organisations commitment to a committee on gender issues is a step forward.

### When to Use it?

- When you want to promote establishing a women and sport committee and need to clearly define its roles, responsibilities and accountabilities
- When you have set up a committee and want to clarify its roles, responsibilities, accountabilities, and composition.

### Format

The tool is a template for establishing a Terms of Reference for a committee. Although the examples are for a Women and Sport Committee, this template works with any committee.

### Tool

1. Goal of Committee (what want to accomplish)
2. Objectives (measurable steps)
3. Anticipated Outcomes (what change in whom)
4. Specific Responsibilities and Timelines (activities and timelines)
5. Communication and Accountability (report to whom; communicate with whom?)
6. Committee Specifics
  - Composition (membership)
  - Length of Term (defined number of years)



### **Example 1: Women and Sport Commission of Hong Kong, China**

Terms of Reference defines the expected outcomes of the Committee

1. To create awareness that sport activities are fundamental to ensure the physical well being and mental health of women.
2. To encourage women's participation and involvement in physical activities and sports organisations.
3. To strive for equal opportunities for women to participate in major sports competitions and Games.
4. To publicize the achievements of women athletes.
5. To organize one educational activity in relation to women and sport to address specific needs of women in sport.
6. To urge the Sports Federation and Olympic Committee of Hong Kong, China and its member associations to fill more of their decision-making positions with women in their organisations.

### **Example 2: Women and Sport Working Group of Commonwealth Games Federation (CGF)**

#### Objectives

- To develop manageable plans and priorities to implement change within the Commonwealth Games movement and to monitor progress
- To advise the CGF on women's issues and gender equity
- To assist the CGF and Commonwealth Games in developing and maintaining a progressive and equitable approach and image

#### Specific Responsibilities

- Prepare an action plan to implement strategies in Gender Equity position paper
- Maintain database on women in sport in the Commonwealth
- Prepare a progress report on gender equity for each General Assembly
- Prepare an annual progress report for the Executive Board of the CGF
- Recommend appropriate representation of CGF at International women and sport conferences
- Provide Commonwealth Games Associations (CGA) with advice, as requested, on adopting and implementing the Brighton Declaration, setting targets, and implementing strategies to improve sport for girls and women in their nations, and
- Review bids, policies, procedures and appointments for gender equity.

#### Communication and Accountability

- Reports, at a minimum annually, to Officers and the General Assembly
- Works with Officers, Board, CGA and Organising Committees
- Establishes formal links with International Working Group, IOC, Commonwealth Secretariat and CHOGM on women's issues.

#### Workgroup Composition

- A maximum of six people, including men and women, representing the regions of the Commonwealth, who correspond by mail, e-mail, and teleconference, and meet annually, in conjunction with the CGF General Assembly.
- NOTE: the limit on number has been removed to allow all who want to contribute in this area an opportunity to participate on the working group. At the 2001 meeting, 47 people from 27 nations attended.



## 13. Guidelines for Conference Organisers

### Description of the Tool

Conferences play an important part in the promotion of knowledge about sport, and provide opportunities for networking and personal/professional development. They are therefore an important medium for influencing the culture and practice of sport.

This tool is addressed to organisers of conferences concerned with sport and physical activity. It is designed to assist them in organising the conference in such a way as to further knowledge about gender and sport, and assist in the development of a sport culture which values the full involvement and contribution of women.

### When to Use it?

- When you are hosting a conference
- When you want to provide this tool to conference organisers in order to ensure the conference reflects a balanced sport culture.

### Format

The tool is a checklist of items for consideration by conference organisers, prepared and distributed by the International Working Group.

### Tool

#### Conference Content

Include themes and keynote lectures on gender issues.

Instruct all speakers to use gender-neutral language and include material and examples from both men's and women's sport.

#### Leadership

Encourage an appropriate balance of men and women on the organising committee, programme committee, as chairs of sessions, keynote speakers, and workshop leaders. A figure of 40% is the suggested minimum for either gender.

#### Marketing

Ensure promotional and publicity materials contain images and language that will attract female participants and are not gender stereotyped.

#### Funding

Often a primary barrier to female's participation in professional and scientific conferences is financial. Sliding fee scales and/or scholarships for females should be offered where possible.

#### Venue

Choose a female-friendly venue, paying attention to accessibility, safety, comfort and price. Cater for female delegates and conference staff who may have children with them.

#### Delegates

If organisations are asked to send representatives, suggest at least 50% are women, or if only one representative, a woman should be at least nominated.

#### Networking

Where a conference is likely to be male-dominated, set up specific networking opportunities for female delegates.

Build the confidence of female delegates who are attending their first conference or who are not well known by assigning a mentor/guide to introduce them to people.

#### Social Programme

Arrange social activities that women enjoy.

#### Ceremonies

Plan opening and closing ceremonies in which females have a significant role to symbolise gender equity.



## 14. Sample Harassment Policy

### Description of the Tool

This tool provides a model policy to assist sport organisations in developing their own anti-harassment policy. Organisations are encouraged to adapt the policy to suit their own sport, and their organisational structure and policies.

### When to Use it?

- When you want to ensure your organisation is aware of and prepared to deal with harassment issues
- When you first hear rumours of potential harassment in your organisation or sport, if a policy has not already been developed.

### Format

The Hillary Commission of New Zealand has provided a sample policy that you can add your name and sport, at a minimum, or make appropriate modifications.

### Tool

#### 1. Policy Statement

[Sports organisation (enter your details here)] is committed to providing a harassment-free environment where all people involved in [sport] are treated with respect and dignity and can contribute and participate to their full potential. This benefits athletes/players, the coaches and officials, the [Sports organisation] and [sport]

We will do our best to prevent harassment by:

- Ensuring that this policy is drawn to the attention of all employees, coaches, officials, parents and athletes/players
- Responding promptly, appropriately and fairly to any complaints that are brought to our attention
- Appointing and training appropriate Harassment Contact People who can be approached for information and advice
- Reviewing regularly our policy, procedures and practices.

#### 2. Who the Policy and Procedures Cover

The Policy and Procedures cover all:

- Athletes/players
- Administrators and officials
- Coaches
- Anyone who is employed by or represents the [Sports organisation], whether paid or unpaid.

#### 3. What the Policy and Procedures Cover

The Policy and Procedures cover all situations connected with [sport] including:

- Coaching and training
- Competition
- Travel
- Social events
- Meetings or conferences.



#### 4. Definitions

4.1 Harassment is any unwelcome comment, conduct or gesture directed toward an individual or group of individuals which is insulting, intimidating, humiliating, malicious, degrading or offensive, and is either repeated or of such a significant nature, that it adversely affects someone's performance, contribution or sports environment.

4.2 Harassment may be focused on an individual's or group's race, colour, gender, physical characteristics, sexual orientation, disability or any other distinguishing characteristic.

4.3 Sexual harassment is any unwelcome behaviour of a sexual nature.

4.4 In most cases, harassment (including sexual harassment) is an attempt by one person to inappropriately exert power over another person. Harassment ranges from mild conduct such as gestures or comments to conduct that may be physical, forceful and violent.

#### 5. Responsibilities

[Sports organisation] is responsible for taking all reasonable steps to prevent harassment in our organisation and for ensuring our policy and procedures are well known throughout the organisation. This means we will take all reasonable steps to ensure that everyone in the organisation understands:

- What harassment means
- That it is against the law
- That it will not be tolerated
- That complaints will be dealt with through identified procedures. These will provide both formal and informal mechanisms.

#### 6. Legal Liability

Harassment is a form of discrimination. Sexual and racial harassment is illegal in many countries. Check legislation to confirm your organization's liability for harassment in your country.



## 15. Designing a Program for Girls and Young Women

### Description of the Tool

On The Move (OTM)<sup>5</sup> is a national initiative designed to encourage the participation of girls and young women, ages 9 - 18, across Canada. The *OTM Top 10 Success Factors* are based on OTM network experiences and academic research about programming for girls and young women. These success factors assist in the planning and design of programs for girls and young women and increase a program's ability to attract and retain participants.

### When to Use it?

- When you are designing a new programme aimed at girls and young women
- When you want to assess current programmes to see if they are meeting the needs of girls and young women.

### Format

This tool is contained within the *OTM Handbook*, a resource for practitioners in the sport, physical activity, education and health fields interested in increasing the physical activity of girls and young women. Here it is designed as information for the programmer and can be used as a checklist for design or a simple guide for new programmes.

### Tool

## Top Ten OTM Success Factors in Designing a Program for Girls and Young Women

### 1. Fun

- Girls and women believe that physical activity should be a fun and positive experience.
- There should be no tryouts, or skill or fitness-oriented prerequisites.
- Focus groups conducted with girls and women conclude that "fun" is the number one reason why they would participate in physical activity and sport.

#### Fun Programming Tips

- Perks and incentives for everyone - certificates, t-shirts, posters, group photos, ribbons, buttons, stickers, team banners, headbands, gym bags, memberships.
- Wacky awards for teams and individuals - biggest smiles, strongest handshake, most improved, most enthusiastic, most consistent, best problem-solver, best player to music.
- Parties - theme nights, music, dancing, videos, food, dress-up, baking. Invite celebrities and local female athletes
- Special events - symposiums and conferences, carnivals, sport challenge, photo exhibition, mini-Olympics, bowling, "road trips"
- Healthy lifestyles - market FUN program opportunities for social interaction and learning. Offer guest speakers on active living, nutrition, body image, smoking, etc.

### 2. A Mix of Physical and Social Activities

- Girls and young women like to know there will be more than one activity offered.
- Try a multi-activity approach to offer experiences outside the traditional realm of sport.
- Plan socializing activities for each session such as crafts, baking, discussion.
- Take into consideration the facilities you have access to (e.g., a gym, pool, kitchen, field, hall) and be creative.
- Provide participants with choices.

<sup>5</sup> On the Move: Increasing Participation of Girls and Women in Recreational Sport and Physical Activity CAAWS [www.caaws.ca](http://www.caaws.ca) or Promotion Plus [www.promotionplus.org](http://www.promotionplus.org) Aussi disponible en français



### 3. Input into Program Design

- Girls and young women are not a homogenous group. What works for one age group in one community may not work with another age group or community - ask participants what they want to do.
- Girls and young women may need some suggestions about possible activities, since their experiences may be limited. Provide parameters of choice so as to not disappoint the group.

### 4. Girls and Young Women Only

- Both the research and OTM experiences strongly advocate female-only programming.
- Girls and young women need an opportunity to participate in physical activity in their own way. Often the presence of males changes how girls and young women participate and therefore alters their experience.

### 5. A Safe and Supportive Environment

- A safe and supportive environment is crucial, especially to those girls and young women with low participation rates because they may:
  - Lack skills
  - Lack positive experiences with physical activity and sport
  - Lack self-confidence with respect to participating in physical activity/sport
  - Lack regular leisure time hours
  - Have to deal with cultural, transportation or safety barriers
  - Dislike competition
  - Be self-conscious about their bodies.
- Talk about respect and inclusivity with the group. Brainstorm a list of acceptable and unacceptable behaviours.
- Use this safe environment to provide participants with an experience where:
  - It is OK to make mistakes
  - They are accepted for who they are
  - They know there is someone there to support and encourage them.

### 6. Peer Age Groupings

- Girls and young women like to be with their peers and OTM programs that have offered too broad an age range have experienced the challenge of trying to meet needs that are very diverse.
- Use older participants as volunteers/leaders for the younger-aged programs, to provide leadership opportunities and positive role models.

### 7. Basic Skill Learning

- Instruction on the basics will allow participants to develop skills, leading to greater confidence while participating in many different activities.
- Girls and young women like playing games they can participate in fully and without competition. Try modified rules and equipment, and remember to focus on fun rather than a score.
- As confidence and skill level build, some girls and young women may want to increase the competitiveness of the program. Talk to participants and find out what they think and/or promote other sport and physical activity opportunities in your community.

### 8. Role Model Leader

- It is important to place a high value on the quality of the leader chosen to lead the program.
- Leaders should be female, enthusiastic, positive, encouraging, accepting.



- Provide program leaders with appropriate training, and ensure they are capable of responding to the myriad of issues and concerns the girls have with a balance of education, awareness and positive feedback.

#### **9. Food**

- Food is a good way to attract participants to the program.
- Incorporate food into the launch event, and include snacks at each session.
- Take advantage of opportunities to talk about nutrition, healthy eating, self-esteem and body image.

#### **10. Choice of Clothing and Music**

- Girls and young women are often self-conscious about their bodies and can suffer from a negative body image - let them choose their own clothing.
- Many girls and young women have had poor experiences in physical education, and do not want to be reminded of gym class.
- As girls and young women's comfort increases, they will begin to dress more appropriately to increase their ease in participating.
- Music adds to creating an appealing environment and reduces tension levels.



## 16. Financing New Initiatives for Girls and Women

### Description of the Tool

Too often in sport we look at only two sources of funds: government including aid grants, and sponsorship. There is tremendous competition for attracting funds from both these sources. When we are trying to gain support for female programs it is difficult if our approach is seen to be taking money away from male programs.

In establishing new programs for girls and women, we can also look at new ways of supporting these programs. Most of these ways are more sustainable than dependence on government or corporate dollars. This tool provides a list of other sources of funds that should be considered when planning a new program.

### When to Use it?

- When you have a good idea or a pilot program, but cannot move forward because of lack of money to support
- When you are thinking about all the sources of money you can tap into to assist you in moving forward.

### Format

The tool has two pages, with a description of the various sources of funds, followed by a fill-in the blank tool for you to use.

### Tool

When trying to think of ways to fund your program, there are many potential sources of money, people, facilities and in-kind contributions. Use the following list of potential sources as a guide:

#### The Customer

the individual who makes the decision to enroll the participant in the program. What elements of the program are of value or benefit to the customer? (e.g., enrollment fee, awards or certification)

#### The Consumer

the participant in the program. What elements are of value to the participant in the program?

#### The Distributor

The institution, organization or facility that delivers or hosts the program. What can be of benefit to them, e.g., advertising and promotional materials; leadership material; teacher or coach support; purchase of equipment; enrollment, registration, or administrative support.

#### Suppliers

Businesses that produce training materials, merchandise, equipment and promotional material that are needed to deliver the program, e.g., research and development support in exchange for exclusive supply; financing of inventory in exchange for exclusive supply; shipping direct to distributor or customer; reduced production costs in exchange for advertising.

#### Merchandise

- directly related to the program, e.g., badges, shirts, certificates as recognition for participation; training materials for teachers and coaches; training equipment for facilities
- not related to the program, sold to the consumer as a result of gathering address from participation in program.

#### Corporate Sponsorship

Businesses that share the same consumer provide in-kind or cash

#### Government grants

Government or agency grants, including aid dollars.



**Identify potential sources of support for your new initiative.**

Customer

Consumer

Distributor

Supplier

Merchandise directly related to the program

Merchandise not related to the program

Corporate Sponsorship (in-kind or cash)

Government grants or aid agencies

Other Potential Sources of Support



## Section C: Tools for Individual Development

### 17. Building a Case for Mentoring

#### Description of the Tool

This tool provides basic information on the benefits of a mentoring relationship, formal or informal. Building commitment to establishing a mentoring relationship is the first step and in order to do that, individuals need to know 'what they will get out of it'. Presenting your mentoring idea using a 'benefits approach' as outlined in this tool is one of the best ways to get people and organisations committed.

#### When to Use it?

- When organisations and individuals want to provide women with support, training, advice, encouragement, inspiration and networks that will assist them in reaching their potential
- When women want opportunities to learn new skills and acquire knowledge, and opportunities to network and 'get known'
- When women need someone with whom to discuss ideas and difficulties
- When women are professionally isolated and need assistance and/or support.

#### Format

One-page outlining the benefits of a mentoring programme was adapted from *Mentor as Anything!* a program of the Australian Sports Commission. *Mentor as Anything!* provides guidelines for implementing a mentoring program. It outlines both the actions required by an organisation that want to set up a mentor program and tasks for individuals who want to establish their own mentoring relationship. See resources section for more information.

#### Tool

In establishing a mentoring program, there are at least two parties:

The mentor: an advisor, teacher, and role model

The mentee: a less-experienced learner

#### Benefits to the Mentor

- Opportunity to share their knowledge and skills
- Satisfaction in helping another
- Satisfaction in supporting the next generation of leaders
- Revitalised enthusiasm and commitment to their own work
- Chances to review and update their knowledge
- Reduced feelings of professional isolation
- Challenges to their own perspectives and new ideas

#### Benefits to the Mentee

- Opportunities to learn new skills and acquire new knowledge
- Opportunities to 'get known' and build networks
- Career enhancement
- Training in organisational politics
- Support and reinforcement for their development
- Someone with whom to discuss ideas and difficulties
- Confidence and empowerment



### **Benefits to the Organisation**

- Higher skilled staff and/or volunteers
- Ability to meet quotas/targets established by external agencies
- Increased communication and support for upcoming leaders
- Support network
- More effective decision making and delivery of services with more skilled individuals
- Successful mentees often become mentors and better people managers

### **Challenges to Successful Mentoring**

- Inability of the mentee to clearly articulate needs and expectations
- Amount of time and effort involved
- Access difficulties if geographically separated
- Mentor domination and 'always right' attitude
- Inability by either parties to change or accept change
- Negative organisational culture; not supportive of learning and mentoring.



## 18. Recruiting and Retaining Women in Coaching and Officiating

### Description of the Tool

This tool, developed by the Australian Sports Commission, outlines four objectives each supported by several strategies, as a guide to involving more women in coaching and officiating roles.

### When to Use it?

- When your sport has recognised the lack of women in coaching and officiating as a priority for change.
- When the current culture of your sport does not attract women in leadership positions, especially coaching and officiating.

### Format

The tool is set up as a planning guide with objectives backed by strategies that could be easily transferred to a strategic or other planning document.

### Tool

#### **Objective: to recruit more women coaches and officials**

##### Strategies

- Encourage coaches, officials and players to identify and actively 'head-hunt' former or retiring female players to become coaches and officials
- Examine recruitment procedures to ensure they provide equal opportunities and are non-discriminatory (e.g., word advertisements to encourage women to apply; ensure a gender balance on selection panels; ask gender neutral questions, i.e., questions that do not put women at a disadvantage)
- Use objective and quantifiable criteria (e.g., qualifications, results and previous experience) rather than subjective criteria (e.g., mental toughness, decisiveness) for recruitment, and ensure the final decision is related to the job requirements and not the gender of the applicant.
- Identify young women undertaking youth leadership programs and encourage them to get involved with coaching and/or officiating
- Promote the positive rewards of coaching and officiating (e.g., improves self-esteem and confidence; organisational and communication skills; and provides great satisfaction)
- Conduct clinics/workshops focusing on helping females to develop coaching or officiating skills and techniques, and encourage them to become accredited.

#### **Objective: to retain women in coaching and officiating**

##### Strategies

- Provide training in areas where women want to develop additional expertise (e.g., negotiating, leadership skills)
- Promote the structures, career paths and opportunities available in coaching and officiating
- Acknowledge individual achievements and the contribution of women coaches and officials (e.g., at meetings, certificates of recognition, profiles in newsletters, media releases, speakers for seminars)
- Survey female coaches and officials who have become inactive to identify any barriers they may have faced which resulted in their decision to give up coaching or officiating.
- Provide an inclusive and safe work environment (i.e., one which encourages and values individual contribution, is accepting of individual differences, provides good open communication, has reasonable time demands and provides childcare)
- Be sensitive and flexible to family and time demands
- Ensure the environment is free of discrimination and harassment
- Appoint harassment officer and have this person trained.



**Objective: to improve women's access to coaching and officiating accreditation**

**Strategies**

- Provide childcare arrangements or appropriate remuneration for child care costs
- Consider the appropriateness of timing/scheduling of courses
- Consider the appropriateness and safety of a venue for training and coaching/officiating (e.g., well lit inside and outside; accessible by public transportation)
- Consider course material and resources in terms of equity and therefore suitability for all (i.e., gender neutral language; photos and graphics include both genders in active roles)
- Ensure course presenters are receptive to, and suitable for women (e.g., do they use appropriate language/terminology, actively support and depict women in coaching/officiating roles, use example, statistics and images of both genders)
- Consider conducting female only courses.

**Objective: to improve the status of women coaches and officials**

**Strategies**

- Provide a mentoring or apprenticeship program for women coaches and officials
- Nominate women for advanced coaching and officiating education
- Encourage, and if necessary, target women to take on decision making roles on coaching and officiating committees
- Ensure the organisation plans strategically and provides financial and human resources to develop female coaches and officials
- Encourage women, wherever possible, to apply for senior coach and official position (to ensure that the selection pool of talent contains men and women)
- Promote women who have achieved good positions and/or results as role models
- Ensure equity in salaries between female and male coaches doing similar jobs
- Nominate female coaches and officials for awards.



## Section D: Tool for Action

### 19. 'Making a Change' Action Plan

In the final workshop of the 2002 World Conference on Women and Sport (Saturday May 18<sup>th</sup>, 3:30 – 5:00pm) delegates will gather with individuals from similar situations or affiliations to discuss follow-up action from the conference, i.e., how can I make change when I return home?

In these groups, delegates will complete the following steps:

1. Introduce selves
  - Name
  - Where from
  - Role at home in women and sport
  - Major challenges facing you in creating positive change for women and sport.
2. Discuss strategies for change that have worked. Share ideas about what you can do.
3. Think about what you want to accomplish; review the following questions to guide your planning.
4. Record your answers on the next page.

<b>What are my priorities for change?</b>	Since we seldom have the time or resources to do everything at once, it is necessary to identify priorities for change, or the most important thing that need to change. List your priorities in the first column on the next page.
<b>What change would I like to see?</b>	For each priority, indicate the specific outcomes that you would like to achieve, i.e. what will be different as a result of your action?
<b>What do I have to do to achieve this change?</b>	Identify the specific actions that will have to take place in order to achieve your desired results.
<b>When should the actions be completed?</b>	Identify a target date for achieving your desired results. Identify target dates for the completion of each of your actions as well.
<b>Who can assist me in achieving this result?</b>	Identify individuals and groups both inside and outside your organisation who can assist you in achieving the desired results.
<b>How am I doing?</b>	Record successes related to achieving your desired results. As you progress, you may have to alter some of your actions, dates, or involve other people to help achieve your desired results.
<b>How will I know I have succeeded?</b>	Identify the indicators you will use to know when you have accomplished what you wanted.



## My Action Plan

<p><b>What are my priorities for change?</b></p>	
<p><b>What change would I like to see?</b></p>	
<p><b>What do I have to do to achieve this change?</b></p>	
<p><b>When should the actions be completed?</b></p>	
<p><b>Who can assist me in achieving this result?</b></p>	
<p><b>How am I doing?</b></p>	
<p><b>How will I know I have succeeded?</b></p>	



## 20. Measuring Your Success

### Description of the Tool

Performance measurement or evaluation is a critical tool to help identify desired outcomes (what change in whom), performance indicators (how we know we have achieved this outcome), and how we can measure this. This tool provides background information to help us understand performance measurement and a sample strategy using a goal from the gender equity policy provided in Tool #9.

### When to Use it?

- When you want to know whether your program, policy, or initiative is making a difference for girls and women in sport
- When you want to measure progress, learn from what is not working, and celebrate what is working
- When you want to prove to yourself and others that your initiatives are worth the investment of time and resources.

### Format

Following key background information, this tool provides a three-step process for establishing performance measurements, using the goal of increasing the number of women leaders as the example.

### Tool

What is Performance Measurement?

'Performance measurement' is a new ways of thinking about evaluation that allows you to develop:

- A road map that describes what difference you are trying to make and the road signs you expect to see along the way.
- A set of performance indicators that describe what these road signs look like, so that you know you have reached them.
- A strategy for collecting information on these indicators (i.e., where would this information come from, how would it be collected, who should collect it and how often).

A performance measurement strategy can be developed at any time. The best time is during planning process (see Tool #10) when you are identifying what difference you are trying to make (strategic directions and goals), and determining what needs to be done to get there (operational planning: activities, tasks, timelines, responsibilities, and resources). Going directly from strategic directions and goals to operational planning results in measuring what we have done, not what difference we have made. If we think about what difference we are trying to make, it is about measuring small steps and progress along our journey.

A very simple approach to thinking about your road map or performance logic is known as the 3 R's approach to performance measurement:<sup>6</sup>

- What are the "results" we would like to achieve (the why and the what)?
- Who are we trying to "reach" (the who)?
- What "resources" do we need (the how)?

### Defining Success

Before change is implemented, a tremendous amount of time, energy and resources may be devoted to raising awareness about the issue, gaining consensus that something needs to be done, and getting

<sup>6</sup> Montague, Steve (1997). The Three R's of Performance. Performance Management Inc., Ottawa, Ontario.



commitments from leaders and partners. What we consider success in the early phases may be quite different from what success looks like later.

For example, in adopting a gender equity policy, early success may involve formal support from key decision makers, and some resources to develop the policy. In year one success may be measured in terms of building awareness and support; in year two, by the degree of implementation; and only in year three can we start measuring success by whether or not it is making a difference.

## **Example of a Performance Measurement Strategy for increasing women officials**

### **Step 1: Determine desired outcomes**

Using the Australian Sport Commission's National Gender Equity Policy (Tool #9) one of the goals is: To increase the number of female coaches, instructors, decision maker, officials and administrators, at all levels.

If we were to go directly to action planning at this stage we would have a huge gap between what we are trying to achieve and how we are going to get there. Identifying more details on the 'what, who, by when' is needed before we figure out strategies and develop the work plan. Let us assume that based on an internal needs assessment, our first priority within this goal is women officials. So here is what the road map might look like to increase the number of women officials.

Desired outcome (what, who, by when): Increase the number of women officials at all levels of our officiating program by 2004

With the desired outcome defined it is necessary to identify success or progress markers along the way. So, after some more discussion with the planning group, here is what a road map may look like.

### **Early Success**

- Awareness by key decision-makers (Board and Officiating Committee), that fewer women officials is a problem that the organisation needs to address
- Support of the Board and the Officiating Committee to begin addressing the shortage of women officials
- Increased awareness by Board, partners and officials about the lack of women officials and the reasons why
- Formal commitment of the Board to significantly increase the number of women officials.

### **Continued Success**

- More women players entering officiating ranks
- Increased opportunities for local and state level women officials to gain experience at major tournaments
- Increased participation by local and state level women officials in major tournaments
- Male players become more accepting of women as officials at all levels.

### **Desired Success**

- Women officials feel the officiating environment is supportive of them
- More entry level women officials remain active
- More local women officials become certified at the higher state level
- More state women officials become national level officials.



Now that we have our road map of what we want to achieve, we can begin to develop our performance indicators, those measures that tell us that we have been successful.

**Step 2: Define Performance Indicators**

Performance indicators describe your desired outcomes. They can capture both qualitative and quantitative information. Sample performance indicators for increasing the number of women officials include:

Desired Outcome (what)	Performance Indicator
Formal commitment by Board to significantly increase the number of women officials (by year 1)	The number or percentage of Board members who supported the motion at the Annual General Meeting
Increased participation by local and state women officials in major tournaments (by year 2)	The change in the number of local and state women officials refereeing at Senior and Junior National Championships between Year 1 (baseline), and Years 2 and 3
More state level women officials becoming National level officials (by year 3)	The change in the number of state level women officials moving on to become national women officials between year 1 (baseline), and Year 3.

Good performance indicators are precise, measurable and collectable. Sometimes you may have more than one indicator but it is rare that you would have more than three. If you do, then you might have more than one desired outcome in your road map. In this case, you may want to try breaking it down a little bit more so that you have more precise outcomes.

**Step 3: Develop collection strategy**

Once you have developed your outcomes and your performance indicators, you can then develop your strategy for collecting the information. This entails identifying:

- From where you will get the information: from a file, a form, a database, a person, or another source?
- How you will get the information: review the file, analyse the database, interview or survey the person?
- Who should collect this information: you, the association, someone at the local level?
- How often should it be collected: once, every 6 months, annually?

A good performance measurement strategy captures key outcomes and key indicators, only measuring what you consider important.

In measuring the success of your program, you have a road map that shows what difference you are trying to make, how it contributes to higher-level outcomes, and three years of data that demonstrates your success in making a difference to girls and women in sport.



## Section E: Resources

NOTE: the following list of resources is not inclusive. Please submit any additional resources that you feel should be shared to the International Working Group, for addition to this Tool Kit and their website [www.iwg-gti.org/](http://www.iwg-gti.org/) (IWG Secretariat: Tel: +81-3-5446-8983; Fax: +81-3-5446-8942; e-mail: [iwg@jws.or.jp](mailto:iwg@jws.or.jp))

### I. Useful Websites

#### **Active Australia** [www.activeaustralia.org](http://www.activeaustralia.org)

Active Australia is a Federal Government initiative managed by the Sport Development Group at the Australian Sports Commission. They have many excellent resources on women and sport, including the Active Women policy included as part of Tool #9, A National Gender Equity Policy.

Contact: PO Box 176 Belconnen ACT 2616  
Telephone: 02 6214 1111 Facsimile: 02 6251 2680

#### **Canadian Association for the Advancement of Women and Sport and Physical Activity** [www.caaws.ca/](http://www.caaws.ca/)

CAAWS is in business to encourage girls and women to get out of the bleachers, off the sidelines, and onto the fields and rinks, into the pools, locker rooms and board rooms of Canada (site also available in French).

Contact: N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5  
Phone: 613-562-5667, Fax: 613-562-5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

#### **Canadian Health Network** [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

Welcome to the Canadian Health Network (CHN). Through this single 'doorway' of CHN, you will find multiple sources of credible, practical health information, all easily accessible through a variety of search options (information aussi disponible en français).

#### **European Women and Sport** [www.EWS-online.com](http://www.EWS-online.com)

It is the longest established regional women and sport grouping and has been working through a whole range of European networks.

Contact: EWS Secretariat, Deutscher Sportbund, Otto-Fleck-Scheise 12, D-60528 Frankfurt/M. Germany.  
Phone +49 69 67 00 216, Fax +49 69 96740594, Email: [ews@dsb.de](mailto:ews@dsb.de)

#### **Expect the best from a girl** [www.academic.org](http://www.academic.org)

Contact: WOMEN'S COLLEGE COALITION, 125 Michigan Avenue, NE, Washington, DC 20017  
Phone: +1 202-234-0443, Fax: +1 202-234-0445, Email: [msm@trinitydc.edu](mailto:msm@trinitydc.edu)

#### **Feminist Majority Foundation** [www.feminist.org/gateway/sp\\_exec2.html](http://www.feminist.org/gateway/sp_exec2.html)

The Feminist Majority Foundation (FMF), which was founded in 1987, is a cutting edge organization dedicated to women's equality, reproductive health, and non-violence.

Contact: 1600 Wilson Boulevard, Suite 801, Arlington, VA 22209,  
Phone : +1 703-522-2214, Fax : 703-522-2219, Email: [femmaj@feminist.org](mailto:femmaj@feminist.org)

#### **Gender Equity in Sport** <http://bailiwick.lib.uiowa.edu/ge/>

Info on gender equity related topics.

#### **Girls Athletics** [www.girlathletics.com/](http://www.girlathletics.com/)

Everything a young woman wishes to know about sports and sports related issues.

#### **Harassment and Abuse Prevention in Sport** [www.harassmentinsport.com](http://www.harassmentinsport.com)

Developed a user-friendly handbook on harassment specific to the needs of the sport community. People from within the sport community, who understood the unique norms and culture of sport, developed the handbook.

Contact: [info@harassmentinsport.com](mailto:info@harassmentinsport.com)

#### **Hillary Commission** [www.hillarysport.org.nz/](http://www.hillarysport.org.nz/)

The Hillary Commission for Sport Fitness and Leisure has been set up by the Government to develop sport and physical activity so that more people can be involved, enjoy an active lifestyle and develop their skills - perhaps even become champions.

Contact: Hillary Commission, PO. Box 2251, Wellington  
Phone: +64 4 472 8058, Fax: +64 4 471 0813, Email: [sitemail@hillarysport.org.nz](mailto:sitemail@hillarysport.org.nz)



**International Association of Physical Education and Sports for Girls and Women**

[www.smith.edu/collegerelations/athconf/](http://www.smith.edu/collegerelations/athconf/)

IAPESGW supports its members working for women's and girls' sport and physical education, and provides opportunities for professional development and international cooperation.

**International Olympic Committee (IOC)** [www.olympic.org](http://www.olympic.org)

The IOC site includes information on the Olympic movement as well as past and upcoming Games.

Contact: 1, Quai d'Ouchy, CH.1001, Lausanne, Switzerland

**International Working Group on Women and Sport (IWG)** [www.iwg-gti.org/](http://www.iwg-gti.org/)

The IWG is an informal, co-ordinating body consisting of government and key non-government organizations with the over-arching objectives of promoting and facilitating the development of opportunities for girls and women in sport and physical activity throughout the world (information aussi disponible en français et espagnol).

Contact: IWG Secretariat, P.O. Box 1111-HHD, Tokyo-Chiyoda Central Station, Tokyo 100-8612 Japan.

Phone: +81-3-5446-8983; Fax: +81-3-5446-8942; E-mail: [iwg@jws.or.jp](mailto:iwg@jws.or.jp)

**Japanese Association for Women and Sport** [www.jws.or.jp/](http://www.jws.or.jp/)

**Melpomene Institute for Women** [www.melpomene.org/](http://www.melpomene.org/)

Helps girls and women of all ages link physical activity and health through research, publication and education.

Contact: 1010 University Avenue, St. Paul, MN 55104

Phone: +1 651-642-1951, Fax: +1 651-642-1871, Email: [health@melpomene.org](mailto:health@melpomene.org)

**Olympic Women** <http://www.olympicwomen.co.uk/>

This site is dedicated to women sporting pioneers, many of whom are Olympians.

Contact: Email [stephanita@olympicwomen.co.uk](mailto:stephanita@olympicwomen.co.uk)

**Promotion Plus** [www.promotionplus.org](http://www.promotionplus.org)

Ensure that all girls and women in physical activity and sport in the province of British Columbia have access to a complete range of choices and opportunities; have equity as participants, competitors and leaders; and become fully participatory and actualise their potential.

Contact: 305 - 1367 WEST BROADWAY, VANCOUVER, B.C. CANADA, V6H 4A9

Phone +1 604 737 3075, Fax +1 604v 738 7175, Email: [promoplus@mindlink.bc.ca](mailto:promoplus@mindlink.bc.ca)

**The 2002 Gay Games** [www.sydney2002.org.au](http://www.sydney2002.org.au)

Aim for celebration of lesbian visibility in sport. The Games in Australia are aiming for 50% participation from women.

Contact: Sydney 2002 Gay Games Ltd, GPO Box 2763, Sydney NSW 2001, Australia

**UNESCO** [www.unesco.org](http://www.unesco.org)

UNESCO, United Nations Educational, Scientific and Cultural Organization is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

Contact: UNESCO, 7, place de Fontenoy, 75352 PARIS 07 SP, France

Tel. national: 01 45 68 10 00, international: +33 1 45 68 10 00

Fax national: 01 45 67 16 90, international: +33 1 45 67 16 90

**Women and Sport in Mediterranean Countries** <http://membres.lycos.fr/fscm/>

The Association of Women, Sport and Culture in the Mediterranean homepage.

**Women's Health Matters** <http://www.womenshealthmatters.ca>

A reliable source of health information for Canadian women. This site is a joint project of the Sunnybrook and Women's Health Sciences Centre and the Centre for Research in Women's Health (information aussi disponible en français).

**Women In:** <http://www.womenin.com/>

A monthly newsletter about women in the World. This month they feature Sports and CAAWS is included. Have a look.



**Women in Sport Career Foundation** [www.wiscfoundation.org/](http://www.wiscfoundation.org/)

To provide women and girls professional guidance, education, and support to pursue and manage sports related careers.

**Womens Sport Foundation -UK** [www.wsf.org.uk](http://www.wsf.org.uk)

Committed to improving and promoting opportunities for women and girls in sport at every level.  
Contact: 305-315 Hither Green Lane, Lewisham, London, SE13 6TJ  
Tel/fax: +44 20 8697 5370, Email: [info@wsf.u-net.com](mailto:info@wsf.u-net.com)

**Women's Sports Foundation - USA** [www.womenssportsfoundation.org](http://www.womenssportsfoundation.org)

A charitable educational organization dedicated to increasing the participation of girls and women in sports and fitness and creating an educated public that supports gender equity in sport.  
Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554  
Phone: 1-800-227-3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

**WomenSport International** [www.de.psu.edu/wsi/index.htm](http://www.de.psu.edu/wsi/index.htm)

WSI is an international organization dedicated to advancing sport and physical activity for women and girls.

**Women's Sports Page** <http://fiat.gslis.utexas.edu/~lewisa/womsprt.html>

An index of links to women's and girls' sports pages around the WWW.

**Women's Sports Wire** [www.womensportswire.com/wire.html](http://www.womensportswire.com/wire.html)

Resource for Women's Sports News and Information  
Contact: Women's Sports Services Office - +1 714 848 1201, Women's Sports Services Fax - +1 714 848 5111

[www.sportswork.com](http://www.sportswork.com) an online employment resource for employers within the sporting, exercise, fitness and recreational industries. We offer unlimited job postings for employers at NO CHARGE!

## II. Programs

**Action Sport Community Programme, Newham, U.K.**

To provide opportunities for minority women to increase their activity levels within the community.  
Contact: Jean Wright, London Borough of Newham, c/o Women's Sports Foundation, London Women's Centre, Wesley House, 4 Wild Court, London WC2B 5AU, United Kingdom, Internet: [www.wsf.org.uk](http://www.wsf.org.uk)

**Adult Education Institute**

To provide innovative programmes to college/university women in the area of sport and recreation through existing college/university structures.  
Contact: Jenny Thomas, Head of Physical, Education Department, Morley College, c/o Women's Sports Foundation, London Women's Centre, Wesley House, 4 Wild Court, London WC2B 5AU, United Kingdom, Internet: [www.wsf.org.uk](http://www.wsf.org.uk)

**A Health Information Booklet : Sports Practice and Diabetes**

To create awareness in girls of diabetes and benefits of sport participation.  
Contact: Dr. Nabilah Ahmed Abdelrahman, Dean-Faculty of Physical, Education for Girls, 55 Moustafa Kamel Street, Fleming Alexandria, Egypt, Phone: +20 3 546 5171

**Career Opportunities for Girls and Women in Sport and Physical Education**

To educate females that there are many career opportunities from which they can choose and prosper for self-fulfilment, service to one's nation and the world at large.  
Contact: Dr. F.B. Adeyanju, Dept. of Physical and Health Education, Ahmadu Bello University, Zaria, Nigeria, Email: [fbola@abu.edu.ng](mailto:fbola@abu.edu.ng)

**Coaching Female Athletes**

To provide advice and development of policy concerning issues impacting women in sport.  
Contact: Australian Sports Commission, National Programmes -Women, P.O. Box 176, Belconnen, ACT 2616 Australia, Email: [Debbie.Simms@ausport.gov.au](mailto:Debbie.Simms@ausport.gov.au), Internet: [www.ausport.gov.au/partic/wsresour.html](http://www.ausport.gov.au/partic/wsresour.html)



### **Israel's Unit for the Advancement of Women in Sport**

To encourage talented young athletes to reach national and international levels of competition.  
Contact: Shlomit Toor, Manager, Unit for Women in Sport, Sport Authority of Israel, Wingate Institute, 22 Zamenhof Street, Hertzelia B 46592 Israel, Phone: +972 9 863 9541

### **Media Guide for Athletes and Coaches**

To provide practical tips and checklists for coaches and athletes to make the most of their media opportunities.  
Contact: Promotion Plus, 305-1367 West Broadway, Vancouver, British Columbia V6H 4A9, Canada, Email: [promoplus@mindlink.bc.ca](mailto:promoplus@mindlink.bc.ca), Internet: [www.promotionplus.org](http://www.promotionplus.org)

### **Mentor as Anything!**

To help individuals and organisations provide women with the support, training, advice, encouragement, networks and inspiration that would assist them in achieving their goals and potential.

Contact: Available for the Australian Sports Commission  
PO Box 176 Belconnen ACT 2616 Australia Phone: (02) 6214 1915 Fax: (02) 6214 1995 Email [pubs@ausport.gov.au](mailto:pubs@ausport.gov.au)

### **On the Move : A Handbook**

To provide experience to encourage non-active teenage girls and women to participate in fun-filled, supportive, recreational physical activities.

Contact: Promotion Plus, 305-1367 West Broadway, Vancouver, British Columbia V6H 4A9, Canada, Email: [promoplus@mindlink.bc.ca](mailto:promoplus@mindlink.bc.ca), Internet: [www.promotionplus.org](http://www.promotionplus.org)

### **Promotion Plus Resource Kits**

To provide documents that can be easily used by those in sport leadership positions.

Contact: Promotion Plus, 305-1367 West Broadway, Vancouver, British Columbia V6H 4A9, Canada  
Email: [promoplus@mindlink.bc.ca](mailto:promoplus@mindlink.bc.ca), Internet: [www.promotionplus.org](http://www.promotionplus.org)

### **Sport for All : Women in Sport Project**

To promote health and fitness in women and to give quality to their lives.

Contact: Ionnis Economou, Director General for Sport, 25 Panepistimiou Street, Athens 101 10 Greece  
Phone: +30 1 325 1760

### **Sport Solution**

A joint project of Athletes Can, the Sports Law Centre, and the Dispute Resolution Centre. Athletes Can is pleased to announce that the services of The Sport Solution are now being offered to provincial athletes. The Sport Solution is now available to assist your athletes, free of charge, in resolving any disputes that may arise during their athletic careers.

Contact: Toll-free: (888) 434-8883 Email [sportsolution@lawlab.law.uwo.ca](mailto:sportsolution@lawlab.law.uwo.ca)

### **Strategies for Change: Creating New Opportunities for Girls in Sport**

To encourage teenage girls to become more actively involved in sport and physical activity.

Contact: Active Girls Campaign, Programme Co-ordinator, National Programmes-Women, P.O. Box 176, Belconnen, ACT 2616 Australia, Email: [Debbie.Simms@ausport.gov.au](mailto:Debbie.Simms@ausport.gov.au), Internet: [www.ausport.gov.au/partic/wsresour.html](http://www.ausport.gov.au/partic/wsresour.html)

### **The Old Aged Administration**

To promote their participation in sports.

Contact: Laila El Shahat, Sport Specialist, The Supreme Council of Youth and Sports, 26<sup>th</sup> July Street, Sphinx Square, Meet Okba, Cairo Egypt, Phone: +202 346 4138

### **Winning Women : Women and Girls in Sport**

To improve the position, image and profile of women and girls in sport.

Contact: Trish McKelvey, Manager Sport Development, Hillary Commission, Level 9, Investment House, Featherston & Balance Streets, P.O. Box 2251, Wellington New Zealand, Email: [trishm@hillarysport.org.nz](mailto:trishm@hillarysport.org.nz), Internet: [www.hillarysport.org.nz](http://www.hillarysport.org.nz)

### **Working with Islamic Women and Girls in Sport : A Guide**

To dispel myths about perceived constraints of Islam and women's sport participation

Contact: Prof. Dr. Margaret Talbot, President IAPESGW, Leeds Metropolitan University, Beckett Park, Leeds LS6 3QS, United Kingdom, Email: [M.Talbot@ccpr.org.uk](mailto:M.Talbot@ccpr.org.uk), Internet: [www.udel.edu/physed/bkelly/iapesgw.html](http://www.udel.edu/physed/bkelly/iapesgw.html)



### III. Written Resources

#### A. Body Image

##### **Adolescent Women, Tobacco and Physical Activity**

An in-depth exploration of the links between dropping out of physical activity and taking up smoking. Shows coaches, physical activity leaders, youth workers, teachers, and parents how addressing both behaviours can improve the life circumstances of adolescent women. (English and Français) [www.caaws.ca](http://www.caaws.ca)  
 Contact: CAAWS, N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5  
 Phone: +1 613 562 5667, Fax: +1 613 562 5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

##### **Body Outlaws: Young Women Write About Body Image and Identity**

Ophelia Edut  
[www.chapters.indigo.ca](http://www.chapters.indigo.ca); Phone: 1 800 832 7569

##### **Eating Disorders in Sport: Practical Tips and Strategies**

A helpful pamphlet for parents, coaches, sport organizations and fitness leaders. (English and Français) [www.caaws.ca](http://www.caaws.ca)  
 Contact: CAAWS, N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5  
 Phone: +1 613-562-5667, Fax: +1 613 562-5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

##### **Self-Esteem, Sport and Physical Activity**

A common sense guide to enhancing self-esteem in children and adolescent women. Of special interest to parents, teachers, coaches, leaders and sport and active living organizations. (English and Français) [www.caaws.ca](http://www.caaws.ca)  
 Contact: CAAWS, N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5  
 Phone: +1 613 562 5667, Fax: +1 613 562 5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

##### **The Body Image Trap: Understanding & Rejecting Body Image Myths**

Marion Crook  
[www.chapters.indigo.ca](http://www.chapters.indigo.ca); Phone: +1 800 832 7569

##### **The Health Benefits of Physical Activity for Girls and Women**

Colleen Reid, Lesley Dyck, Heather McKay and Wendy Frisby  
[www.bccewh.bc.ca/pub.htm](http://www.bccewh.bc.ca/pub.htm)  
 Contact: British Columbia Centre of Excellence for Women's Health  
 E311-4500 Oak Street, Vancouver, BC, V6H 3N1  
 Phone: +1 604 875 2633 Fax: +1 604 875 3716, Email: [bcccewh@cw.bc.ca](mailto:bcccewh@cw.bc.ca)

##### **The Female Athlete Triad**

[www.wsf.org.uk/publications.htm](http://www.wsf.org.uk/publications.htm)  
 Contact: 305-315 Hither Green Lane, Lewisham, London, SE13 6TJ  
 Tel/fax: +44 20 8697 5370, Email: [info@wsf.u-net.com](mailto:info@wsf.u-net.com)

#### B Gender Equity

##### **An Introduction to the Law, Sport and Gender Equity in Canada**

An essential guide to understanding the legal obligations of gender equity in sport. Numerous case studies to illustrate legal principles and their implications for sport organizations. (English and Français) [www.caaws.ca](http://www.caaws.ca)  
 Contact: CAAWS, N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5  
 Phone: +1 613 562 5667, Fax: +1 613 562 5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

##### **Creating Gender Neutral Coaches Employment and Compensation - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)  
 Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554  
 Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)



### **Games Analysis**

Offers data on the participation rates of Canadian athletes, coaches and leaders at recent major international Games. Offers suggestions to reverse imbalances and achieve positive change for women. (English and Français)

[www.caaws.ca](http://www.caaws.ca)

Contact: CAAWS, N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5

Phone: +1 613 562 5667, Fax: +1 613 562 5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

### **Fair Play: Current Facts on Women's Sports**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/equity/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/equity/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **From 'Fair Sex' to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras**

J.A. Magnan and Roberta A. Park (English)

[www.amazon.com/](http://www.amazon.com/)

Contact: P.O. Box 81226, Seattle, Washington 98108-1226, Email: [orders@amazon.com](mailto:orders@amazon.com)

### **Making An Informed Decision About Girls' Participation on Boys' Teams**

Should girls sign up for boys' teams? This handbook addresses this complex question and is a tool for informing leaders about the options involved in making a sound decision related to girls' participation on boys' teams.

[www.caaws.ca](http://www.caaws.ca)

Contact: CAAWS, N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5

Phone: +1 613 562 5667, Fax: +1 613 562 5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

### **Out of the Picture: Gender Bias & Children's Perceptions of the Proposed Pictograms for the 1996 Olympic Games**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **Single Sex Sport and Leisure Provision**

[www.wsf.org.uk/publications.htm](http://www.wsf.org.uk/publications.htm)

Contact: 305-315 Hither Green Lane, Lewisham, London, SE13 6TJ

Tel/fax: +44 20 8697 5370, Email: [info@wsf.u-net.com](mailto:info@wsf.u-net.com)

### **Sport and Gender in Canada**

Philip White and Kevin Young

Research on how sport is 'gendered' represents one of the fastest areas of growth in sport studies in the last few decades. Canadian scholars from a number of fields, including sociology, kinesiology/physical education, women's studies, men's studies, cultural studies, and gay studies, are brought together in this collection to examine a wide range of gender related issues, all of which contribute to a larger body of knowledge about how gender operates as a key factor in the way sport is played, organized, and funded. (English)

[www.amazon.com/](http://www.amazon.com/) Contact: P.O. Box 81226, Seattle, Washington 98108-1226, Email: [orders@amazon.com](mailto:orders@amazon.com)

### **Title IX: An Educational Resource Kit - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **Title IX Media Helper**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **The Women's Sports Foundation Gender Equity Report Card: A Survey of Athletic Opportunity in American Higher Education**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)



**The Women's Sports Foundation Report on Title IX, Athletics and the Office for Civil Rights: An Examination of Letters of Findings Issued by the Office for Civil Rights in the Post-Civil Rights Restoration Act Era** [www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

**Towards Gender Equity for Women in Sport: A Handbook for Sport Organizations**

Focusing on the importance of gender equity in sport, the Handbook outlines the goals of an ideal gender-equity organization and highlights practical ways to achieve these goals. (English and Français) [www.caaws.ca](http://www.caaws.ca)

Contact: CAAWS, N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5

Phone: +1 613 562 5667, Fax: +1 613 562 5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

## **C. Gender, Sexism and Sexuality**

**Coming on Strong: Gender and Sexuality in Twentieth-Century Women's Sport**

Susan K. Cahn

[www.barnesandnoble.com/](http://www.barnesandnoble.com/)

**Consuming Identities: Young Women, Eating Disorders and the Media**

Marie L. Hoskins and Kristy Dellebuur

[www.bccewh.bc.ca/pub.htm](http://www.bccewh.bc.ca/pub.htm)

Contact: British Columbia Centre of Excellence for Women's Health

E311-4500 Oak Street, Vancouver, BC, V6H 3N1

Phone: +1 604 875 2633 Fax: +1 604 875 3716, Email: [bccewh@cw.bc.ca](mailto:bccewh@cw.bc.ca)

**Documenting Visibility: Selected Bibliography on Lesbian and Bisexual Women's Health**

Jaquelyne Luce with Janet Neely, Teresa Lee and Ann Pederson

Free download at [www.bccewh.bc.ca/pub.htm](http://www.bccewh.bc.ca/pub.htm)

Contact: British Columbia Centre of Excellence for Women's Health

E311-4500 Oak Street, Vancouver, BC, V6H 3N1

Phone: +1 604 875 2633 Fax: +1 604 875 3716, Email: [bccewh@cw.bc.ca](mailto:bccewh@cw.bc.ca)

**Eliminating Homophobia: Resources for Use in Women's Sports and Fitness - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

**Out of Bounds: Women, Sport and Sexuality**

Helen Lenskyj

[www.amazon.com/](http://www.amazon.com/)

Contact: P.O. Box 81226, Seattle, Washington 98108-1226, Email: [orders@amazon.com](mailto:orders@amazon.com)

**Sex/Gender Verification in International Sports - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

**Strong Women, Deep Closets: Lesbians and Homophobia in Sport**

Pat Griffin

[www.amazon.com/](http://www.amazon.com/)

Contact: P.O. Box 81226, Seattle, Washington 98108-1226, Email: [orders@amazon.com](mailto:orders@amazon.com).

**The Stronger Women Get, the More Men Love Football: Sexism and the American Culture of Sports**

Mariah Burton Nelson

[www.barnesandnoble.com/](http://www.barnesandnoble.com/)



## **D. Harassment and Sexual Abuse**

### **Sexual Abuse in Sport - Recognition and Prevention**

[www.wsf.org.uk/publications.htm](http://www.wsf.org.uk/publications.htm)

Contact: 305-315 Hither Green Lane, Lewisham, London, SE13 6TJ

Tel/fax: +44 20 8697 5370, Email: [info@wsf.u-net.com](mailto:info@wsf.u-net.com)

### **Prevention of Sexual Harassment in Athletic Settings - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

## **E. Parents and Sports**

### **A Parents' Guide to Girls' Sports (6th Edition)**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **Wilson Report: Moms, Dads, Daughters and Sports**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

## **F. Taking action**

### **Community Action Program Introduction Booklet**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **NGWSD Community Action Kit**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **Women, Sport and Physical Activity : Sharing Good Practice**

This handbook was created to showcase the multidimensional possibilities already created and being used to enhance the lives of women and men throughout the world. Policies, projects, and programmes have been selected that represent a wide range of creative thinking and implementation throughout the world.

Contact: ICSSPE/CIPESS, Am Kleinen Wannsee 6, 14109 Berlin, Germany, Fax: +49 30 805 6386

Email: [icsspe@icsspe.org](mailto:icsspe@icsspe.org), [www.icsspe.org](http://www.icsspe.org)



## **G. Teaching and Coaching**

**Girls and Boys in Elementary Physical Education: Issues and Action** (CAHPERD) Disponible en français également. <https://nt5.magma.ca/cahperd/index1.htm>

Contact: CAHPERD, 403-2197 Riverside Drive, Ottawa, Ontario K1H 7X3 Canada  
Phone: 1 800 663 8708 x221 or +1 613 523-1348 x221, Fax: +1 613 523-1206  
Email: [bookstore@cahperd.ca](mailto:bookstore@cahperd.ca) or [info@cahperd.ca](mailto:info@cahperd.ca)

**Girls in Action...** (CAHPERD) English / Français

It provides discussion tools to help teachers and girls approach the issues that impede or discourage them from participating in physical education.

<https://nt5.magma.ca/cahperd/index1.htm>

Contact: CAHPERD, 403-2197 Riverside Drive, Ottawa, Ontario K1H 7X3 Canada  
Tel.: 1 800 663 8708 x221 or +1 613 523-1348 x221, Fax: +1 613 523-1206  
Email: [bookstore@cahperd.ca](mailto:bookstore@cahperd.ca) or [info@cahperd.ca](mailto:info@cahperd.ca)

**Gender Equity in Coaching** (Coaching Association of Canada) English / Français

<http://www.coach.ca/women/e/resources/books.htm>

Contact: Coaching Association of Canada, Women in Coaching Program  
Phone: +1 613 235 5000, Fax: +1 613 235 9500  
Email: [cflett@coach.ca](mailto:cflett@coach.ca)

**Gender Equity Through Physical Education** (CAHPERD) English / Français

<https://nt5.magma.ca/cahperd/index1.htm>

Contact: CAHPERD, 403-2197 Riverside Drive, Ottawa, Ontario K1H 7X3 Canada  
Phone: +1 800 663 8708 x221 or +1 613 523 1348 x221, Fax: +1 613 523-1206  
Email: [bookstore@cahperd.ca](mailto:bookstore@cahperd.ca) or [info@cahperd.ca](mailto:info@cahperd.ca)

**Physical Education: A Positive Place to Learn - Tips for Teachers** (CAHPERD)

<https://nt5.magma.ca/cahperd/index1.htm> English / Français

Contact: CAHPERD, 403-2197 Riverside Drive, Ottawa, Ontario K1H 7X3 Canada  
Phone: +1 800 663 8708 x221 or +1 613 523 1348 x221, Fax: +1 613 523-1206  
Email: [bookstore@cahperd.ca](mailto:bookstore@cahperd.ca) or [info@cahperd.ca](mailto:info@cahperd.ca)

**Syllabus Guide for Teachers and Lecturers (2001)**

[www.wsf.org.uk/publications.htm](http://www.wsf.org.uk/publications.htm)

Contact: 305-315 Hither Green Lane, Lewisham, London, SE13 6TJ  
Tel/fax: +44 20 8697 5370, Email: [info@wsf.u-net.com](mailto:info@wsf.u-net.com)

## **H. Teen Athlete and Sport**

**The Women's Sports Foundation Report: Health Risks and the Teen Athlete**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554  
Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

**The Women's Sports Foundation Report: Sport and Teen Pregnancy**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554  
Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

## **I. Women in Sport**

**Active Women as Consumers - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554  
Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)



### **An Inside Edge: Training Essentials for Young Women in Sports and Fitness**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **Careers - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

Contact: Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554

Phone: +1 800 227 3988 (U.S. only), +1 516 542 4700, Fax: +1 516 542 4716, Email: [wosport@aol.com](mailto:wosport@aol.com)

### **Careers in Sports and Recreation for Women and Girls (1997)**

[www.wsf.org.uk/publications.htm](http://www.wsf.org.uk/publications.htm)

Contact: 305-315 Hither Green Lane, Lewisham, London, SE13 6TJ

Tel/fax: +44 20 8697 5370, Email: [info@wsf.u-net.com](mailto:info@wsf.u-net.com)

### **Funding Women's Sports - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

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### **Girls and Women in Sport High School Curriculum - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

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### **Girls & Sports: The Winning Combination - Video**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/videos/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/videos/index.html)

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### **Girls & Women in Sports - Video**

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### **Go Get Fit: A Woman's Guide to Finding the Right Sport**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html)

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### **Honoring the Legacy: Fifty Years of the International Association of Physical Education and Sport for Girls and Women**

M. Ann Hall and Gertrud Pfister (English)

[www.caaws.ca](http://www.caaws.ca)

Contact: N202 - 801 King Edward Avenue, Ottawa, ON, Canada, K1N 6N5

Phone: +1 613 562 5667, Fax: +1 613 562 5668, Email: [caaws@caaws.ca](mailto:caaws@caaws.ca)

### **Images and Words in Women's Sports - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

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### **Miller Lite Report on Sports & Fitness in the Lives of Working Women**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

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**Miller Lite Report on Women in Sports**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

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**Participation Statistics - expert packets**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/experts/index.html)

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**Researching and Writing on Women's and Girls Sport**

[www.wsf.org.uk/publications.htm](http://www.wsf.org.uk/publications.htm)

Contact: 305-315 Hither Green Lane, Lewisham, London, SE13 6TJ

Tel/fax: +44 20 8697 5370, Email: [info@wsf.u-net.com](mailto:info@wsf.u-net.com)

**Sports in the Lives of Urban Girls: A Resource Manual for Girls' Sports in Urban Areas**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/guides/index.html)

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**The Women's Sports Foundation Report: Addressing the Needs of Female Professional and Amateur Athletes**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

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**Women and Sport Information Pack (2000)**

[www.wsf.org.uk/publications.htm](http://www.wsf.org.uk/publications.htm)

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**Women's Sports Experience**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html)

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**Women's Sports Facts**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/ed/index.html)

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**Women's Sports Foundation Report: Minorities in Sports**

[www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/shop/res/index.html)

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