

Discrimination in Sport

Comparative Study on Young People in Europe

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King Baudouin
Foundation

Working together for a better society

**Discrimination in Sport.
Comparative Study on Young People in Europe**

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Executive summary

This study was commissioned by the King Baudouin Foundation (KBF) with the objective of studying the current state of discrimination in sport in Europe. It was conducted between July 2012 and March 2013 in 11 European countries. It was implemented by Schwery Consulting, a social enterprise working in the field of sport and corporate social responsibility with a specific focus on eastern Europe.

Research looked at discrimination on the basis of race, religion, ethnicity, nationality and gender. It examined the barriers preventing children and young adolescents (here, people aged between 10 and 14) from participating in organised and non-organised sports.

Methodology

Qualitative and quantitative research tools were applied to ensure that the findings had a solid scientific grounding. An innovative technique – the Crowdsourced Research Tool (CRTOOL) – was piloted in order to secure first-hand accounts from young people regarding their attitudes and experiences in the area of discrimination in sport. The CRTOOL consisted of an interactive online survey and a managed discussion forum, with a special effort made to make it fun. One positive side-effect of this research tool was that the children were able to gain experience of using social media.

Each country provided a sample comprising roughly 120 children, with 1,233 participants in total. The discussions on the online forum were often quite passionate, with children from Netherlands, for example, contributing 276 comments to a discussion thread in the space of just one month.

In addition to the survey and the discussion forum, semi-structured qualitative interviews were conducted with experts and

project officers. Interviews were conducted with a total of 47 people, during which details of 44 good practices were collected. Most of the interviews took longer than the allocated time, demonstrating the interviewees' enthusiasm for this subject.

As far as the authors are aware, this is the first report presenting comparative empirical data on the topic of discrimination in sport among young people in Europe. It concludes with a set of recommendations developed for sports organisers, schools, NGOs and researchers, as well as the private and public sectors.

Discrimination in sport based on race, religion, ethnicity and nationality

The study showed that, in general, Europe's young people are not racist. Four out of five children and young adolescents surveyed have friends with a different skin colour; 82% think that "it is good to have players with different skin colours in the same football team", and there is no disparity between boys and girls regarding this attitude.

However, the fight against racism remains an ongoing task. 16% of respondents feel discriminated against because of their skin colour or religion. One in ten has been a victim of a racist incident. These figures double for young people from a migrant background. A tendency towards racism in young people is often a consequence of socialising with a peer group that is influenced by organised racist groups. To counteract this, face-to-face work is recommended to identify dissonance between attitudes and behaviour and offer non-racist alternatives with the same "fun factor".

During difficult economic times there is an increasing tendency towards discrimination, which is often aggravated by budget cuts for inclusive initiatives. Experts agree that

the fight against racism can only be successful if governments support an anti-discrimination policy and violations are punished. Some positive steps in this direction can be observed in Italy, Serbia and Russia.

In general, minorities are heavily under-represented in coaching and managerial positions in sport, particularly in football. Only 3% of football coaches in the United Kingdom are black, whereas around 20% of players are black. In addition to “hard” quotas and regulations there are good practices that seek to achieve the same goal by means of softer approaches (such as specific training courses for minorities or equality standards for clubs).

Young people from a migrant background seem to have an affinity with combat sports. It was shown that significantly more children and young adolescents from ethnic minorities practise boxing, judo and karate than “natives”. Contact sports have the potential to serve as a good entry point when it comes to approaching and supporting ethnic minorities.

Growing numbers of ethnically homogenous sport clubs are forming at grassroots level in some European countries and these exist mainly in urban regions. On the one hand, governments have been seen to try to steer away from such developments but, on the other hand, these teams offer an entry point for groups in society that might not otherwise find their way into sport. Further research is required to understand the role and potential of homogeneous clubs.

Coaches play a key role in influencing access to sport for all. However, research findings suggest that, today, coaches lack the qualifications necessary to deal with diversity and inclusion. The survey showed that clubs are less attractive for girls, children from a migrant background and those with limited skills.

It is recommended to develop specific coaching modules focusing on diversity and inclusion, and to develop codes of conduct for all

relevant stakeholders (children, coaches, referees, parents, managers, etc.). For schools, it is recommended to set up an online forum on diversity and inclusion and to organise regular workshops to make young people aware of the issue of racism and other forms of discrimination.

Discrimination in sport based on gender

Girls are less active than boys as regards participation in sport outside school (with 70% of girls participating, compared with 83% of boys). Less than 50% of the girls surveyed have ever joined a club (compared with 67% of boys). Moreover, girls coming from migrant backgrounds are discriminated against twice over. They have a lower rate of participation in sports than boys (18 percentage points lower), which falls further (another 6 percentage points) if they come from a migrant background.

The survey also showed major differences of opinion regarding the suitability of individual sports for girls. For instance, 40% of boys believed that boxing was not suitable for girls, compared with 26% of girls. The same gender gap could be observed for all sports tested. The boys’ stereotypes regarding the suitability of sports for girls would seem to be a major barrier to overcoming gender discrimination.

Women remain under-represented in coaching and managerial positions in sport. Intensifying efforts that enable children to identify with women, and people from ethnic minority groups, as role models will help change assumptions, such as boys’ stereotypes regarding girls’ abilities, which cement barriers to participation. Enabling these groups to demonstrate their ability to perform in sports that are traditionally dominated by white men will benefit sport structures in countries across Europe.

Although separate changing rooms were a key issue highlighted by experts as a way of improving female participation in sport, the survey results showed that other issues were more of a concern. Surprisingly, only

12% of girls (compared with 19% of boys) listed a lack of facilities (changing rooms, pitches, etc.) as their reason for inactivity outside of school.

The study challenged the assumption that boys are looking to improve their skills, whereas the social element (i.e. team spirit) is more relevant for girls. It showed that the development of skills is even more important for girls than it is for boys, while team spirit is significantly more important for boys when deciding to join a club.

Regional differences in terms of discrimination in sport

Regional differences in terms of acceptance levels for different kinds of discrimination were observed. In western Europe, racism is broadly viewed as a serious “injustice”, whereas homophobia is still regarded as less serious. In eastern Europe, the fight against racism has only just begun while other forms of discrimination are still broadly tolerated. Homophobia, for example, remains a legal form of discrimination in some eastern European countries.

These regional differences also extend to activity levels. The percentage of children playing sport outside school is lower in eastern Europe (73%) than in the other regions (80%), and the percentage of those participating in organised sports is below 50% in the east (compared with over 60% in other regions).

Young people in eastern Europe also have fewer friends with a different skin colour and correspondingly lower tolerance when it comes to accepting their presence in the same team. Furthermore, only 63% of the survey respondents from eastern Europe think that the two sexes can play football together (compared with 70% in western and 78% in southern Europe).

There is strong evidence that discrimination based on race, religion, ethnicity, nationality and gender is a bigger issue in eastern Europe than in the west. However, experts suggest that economic factors seem to be the primary barrier to a broad level of access to sport in eastern Europe. As having a migrant background and coming from a low-income family are highly correlated, there is an even greater need to make sports activities affordable for people in these social groups that wish to participate.

Ultimately, public and private sectors need a healthy society in which more human needs are met and aspirations grow to create expanding demand for business. It is recommended that both sectors make inclusive policy, such as codes of conduct and curricula, a pre-requisite for support of different initiatives, and take necessary steps to promote minimum standards of diversity and inclusion among all stakeholders.

Foreword

Is there still evidence now in 2013 of discrimination in sport in our society? And to what extent is discrimination an obstacle for youngsters who want to do sports? This report supplies an answer to the above questions as well as many others.

For years 'diversity' and 'migration/integration' have remained important topics in the work carried out by the King Baudouin Foundation. Research, study days, publications and support for numerous (local) projects are at the top of the list. The same goes for 'sport and integration', both already of particular interest to the Foundation for the past two decades.

In 2005 the King Baudouin Foundation launched the 'Stand Up Speak Up' campaign to empower football fans to voice opposition to racism in football. The campaign was launched following a surge in racist incidents in football across Western Europe. Also more subtle forms exist. Ethnic minorities are under-represented in all areas of European football, as spectators, players, referees, and in managerial positions.

The aim of Stand Up Speak Up was to encourage the silent majority of non-racist fans to speak up against racist behaviour in and around football stadiums.

The symbol of the campaign was two interlocked wristbands, one black and one white. The wristbands were available for a requested donation. Five million wristbands were produced and distributed across Europe.

Six million Euros were raised through donations and this money created the Stand Up Speak Up fund. The fund was managed by the King Baudouin Foundation and supported by Nike. The fund gave money to over 250 projects across Europe.

Now, eight years further on, we want to know to what extent racism – and in a broader sense discrimination – is still present in football and in sport in general.

The KBF commissioned Schwery Consulting to carry out research into this issue. It approached youngsters, project supervisors and experts in the four regions of Europe – North, South, West and East. While its findings form the basis of this very interesting report, it also comes up with recommendations for the sports world, education and other stakeholders.

Happy reading!

The King Baudouin Foundation

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1. Introduction

This study examines whether discrimination is still a major barrier preventing young people in Europe from participating in sport. The King Baudouin Foundation (KBF) commissioned Schwery Consulting – a social enterprise working in the field of sport and social responsibility with a specific focus on eastern Europe – to carry out this study, which was conducted between July 2012 and March 2013 in 11 European countries.

1.1. Objectives of the study

In the past seven years, the KBF has allocated significant funds raised by the “Stand Up, Speak Up” (SUSU) campaign to initiatives and projects aimed at combating racism in sport. The Mulier Institute, the Centre for Research on Sports in Society, was tasked with conducting a baseline study to establish guidelines and identify relevant experts and organisations in eight western European countries. That report was published in 2005.¹

The present study differs from the 2005 report in several respects. The objective of this study was to look at whether racism and other forms of discrimination are still a major barrier preventing children and young adolescents from participating in sport. In addition to discrimination based on race, religion, ethnicity and nationality, we also looked at gender-based discrimination.

It has been observed that people typically reduce physical activity at transitional points in their lives. One of the most critical periods in a young person’s life is puberty. There is ample evidence that physical activity declines significantly during these years, even more

for girls than for boys. As a result, we decided to focus our study on young people between the ages of 10 and 14, despite the methodological challenges that working with this age group could potentially pose.

Given the popularity and impact of football in Europe, there was a particular focus on that sport – but without disregarding other sports, which could potentially differ considerably as regards discriminatory barriers. Discrimination can occur at various levels; we studied it from the point of entry in terms of access to sports facilities (“access”), to having the opportunity to join a club (“membership”), and finally to active promotion and support within the club (“promotion”).

In selecting the countries to study, priority was given to those with existing project experience,² taking care to ensure that all of the various European regions were represented in the survey. Eastern Europe was especially critical, given that there was hardly any previous project experience that we could draw on. The following countries were selected and grouped accordingly:

¹ Sterkenburg, Jacco van; Janssens, Jan; Rijnen, Bas (eds.) (2005), *Football and Racism. An inventory of the problems and solutions in eight West European countries in the framework of the Stand Up Speak Up campaign*, Mulier Institute, Arko Sports Media, Nieuwegein.

² Following racist incidents in European football in 2004, a campaign was launched under the slogan “Stand Up, Speak Up”. In addition to raising awareness, the campaign raised money for projects combating racism in sport. Since its launch, more than 240 projects in 12 countries have been supported.

Western Europe

United Kingdom
The Netherlands
Germany
France
Belgium

Southern Europe

Italy
Spain
Turkey

Eastern Europe

Serbia
Poland
Russia



Chart 1.01: Countries involved in the study

The research project can be grouped into the following four components:

Type of discrimination
(racism, gender-based discrimination)

Sport differences
(football, other sports)

Level of discrimination
(access, membership, promotion)

Regional differences
(western, southern, eastern Europe)

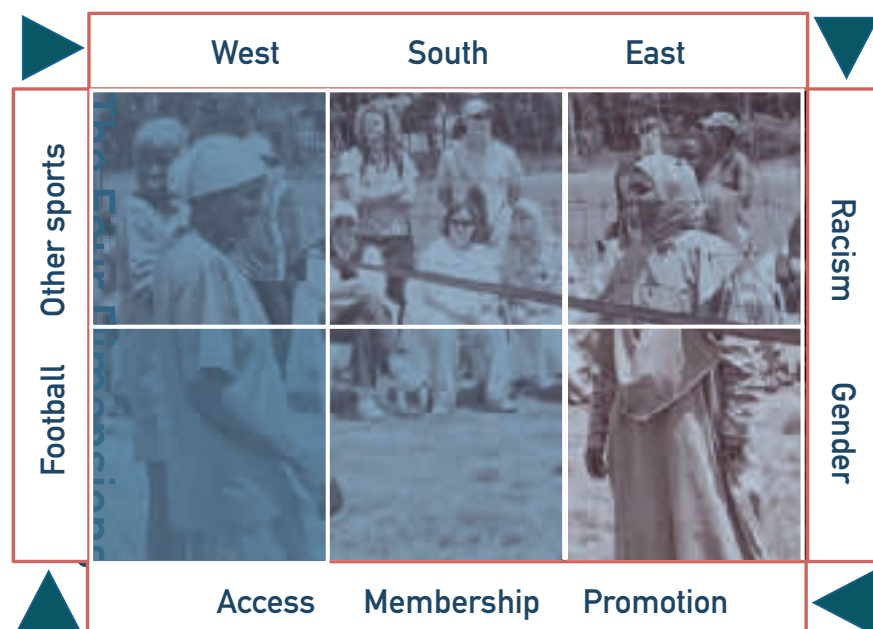


Chart 1.02: Aspects of the research study

1.2. Our approach

Qualitative and quantitative research tools were used in order to ensure that findings had solid foundations. An innovative technique – the Crowd-sourced Research Tool (CRTOOL) – was piloted in order to secure first-hand accounts from young people regarding their attitudes and experiences in the area of discrimination in sport. The CRTOOL consisted of an interactive online survey and a managed discussion forum. One positive side-effect of this research tool was that children were able to gain experience of using social media.

The online survey consisted of questions on participants' backgrounds, attitudes towards sport, membership of clubs, and opinions on racism and gender-related discrimination. Several animations and pictures were used to make the process more fun. Three video clips were produced, demonstrating different types of discrimination, and added to the survey.³

The ethnicity of the respondents was determined on the basis of the language they spoke in to their parents and/or grandparents. Asking the children directly was deemed too complex and inappropriate for the age group. One-third of the surveyed children stated that they spoke to one or both of their parents in

a language other than that used with their teacher at school (and were therefore categorised as "first-generation migrants" in our research). The same percentage indicated that they spoke to one or both of their grandparents in a language other than that used with their parents and teacher (making them "second-generation migrants"). The remainder, those that spoke the same language to their teachers, parents and grandparents, were categorised as "natives" in our research.

The surveys were conducted in both public and private schools in the capital cities of each country. Six different schools were chosen in each country, and these came from different neighbourhoods in order to gather more comprehensive data across the full socioeconomic spectrum. Each country provided a sample of roughly 120 children, with a total of 1,233 children participating, and boys and girls were represented in nearly equal proportions (see Chart 1.03). There were passionate discussions online via the CRTOOL. In total, more than 1,000 comments were registered, with the most active discussion taking place in Netherlands (where there were 276 comments on a single discussion thread).

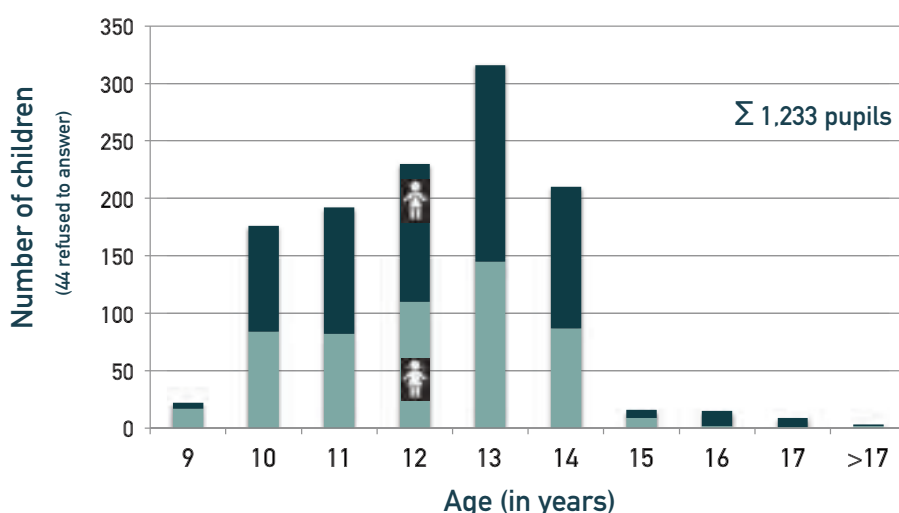


Chart 1.03: Survey participants by age and gender

³ The clips were produced with the help of the Under-10 and Under-11 teams of FC Zürich "LetziKids".

Background information

■ Crowd-sourced Research Tool

Crowd-sourcing is the practice of obtaining feedback from a large group of people using the power of social media. To complete the research task, a special application – the CRTOOL – was created.

There are several advantages to using the CRTOOL:

- measurable – qualitative and quantitative data could be collected
- monitored – experts guided the participants and monitored the process carefully
- flexible – user-friendly 24-hour access for participants giving feedback
- fun – with animations, photos and video clips
- low-cost – less expensive than traditional techniques (e.g. focus group discussions)
- educational – participants could gain awareness of social media.

Background information

■ Good practices

A good practice is defined as an approach or method that shows superior results relative to other approaches or methods in terms of achieving a certain objective. Logically, good practices are only valid for a certain time period and region. There is no judgment on whether the objective itself is praiseworthy.

To qualify as a good practice:

- it should be a real practice, not just an idea of what could be done;
- the approach or method should stand out by comparison with others, allowing a certain objective to be achieved in a more efficient way;
- there must be some evidence of the superiority of its results.

In-depth interviews were conducted with at least two leading experts in the field of discrimination in each country. A semi-structured interview framework was developed in order to encourage those experts to discuss their views and express their opinions regarding discrimination in their cultures – specifically its presence in youth sport in their countries.

In-depth interviews were also conducted with two project officers per country, people with direct experience of implementing anti-discrimination projects at grassroots level. In countries where SUSU funded projects were supported, we were interested in interviewing project officers and participants who had seen those anti-discrimination programmes first-hand in order to learn from their local experience.

In total, 47 people were interviewed (see list of interviewed people in the appendix). Although they were planned to last approximately 45 minutes, most of the interviews took more than one hour. This gives some

Key figures

11	Countries involved
44	Good practices
47	In-depth interviews
1,233	Children surveyed
1,324	Freebies distributed

indication of the enthusiasm that interviewees had with regard to this issue. Most of the interviews were conducted by phone or via Skype and were recorded. A couple of interviews were conducted face-to-face on account of geographical proximity.

During the interviews, we listened out for examples of good practices, recording a total of 44 measures of this kind. We avoided the term “best practices”, which would logically require some proof of superiority by comparison with all other approaches.



Chart 1.04: Overview of the project's main pillars

Limitations

The target group of children and young adolescents between 10 and 14 years of age cannot speak for the attitudes of the general population regarding racism and other forms of discrimination in sport. Racist incidents making the headlines in newspapers take place nearly exclusively at the level of professional sport. Nevertheless, the insights provided by this survey of young people allow us a glimpse of the future using an age group that is still largely free of ideological convictions and their various manifestations.

The focus of this study was discrimination based on race, religion, ethnicity, nationality

and gender. Other forms of discrimination – such as homophobia, or discrimination based on disability, economic status or individual skills – were either peripheral to our study or could not be examined using the age group chosen. Some research gaps are outlined in the chapter looking at recommendations.

The survey data from those 11 countries has to be interpreted with caution, as it was gathered in schools situated in the countries' capital cities. Discrimination in sport in rural areas may differ significantly from experiences in urban centres. The interviews with experts and project officers were only partially able to compensate for this limitation.

2. Discrimination in sport based on race, religion, ethnicity and nationality

Discrimination based on race, religion, ethnicity and nationality (henceforth grouped together and referred to as “racism”) continues to be a widespread phenomenon in Europe.⁴ According to a 2010 Amnesty International report on human rights, the economic downturn has led to a rise in discrimination, racism and xenophobia in Europe.⁵ Racism manifests itself both (i) institutionally, in schools and sports clubs, and (ii) overtly, in stadiums and other places where sports fans meet. Even in regions where robust measures are in place to combat racism, and where expert NGOs focusing on the issues are backed by both public and private support, high-profile racist incidents still arise, reinforcing the fact that there is still a lot of ground to cover.

The majority of young people are not racist ...

The survey asked young people about their attitudes towards other ethnic groups. It showed that the majority of young people in Europe today are not racist. Four out of five children surveyed have friends with a different skin colour. More than 80% think that “it is good to have players with different skin colours on the same football team”, and there is no disparity between boys and girls regarding this attitude (Chart 2.01).

Although there are regional differences, we can see that racism is a marginal phenomenon in schools. The survey also showed that 81% of girls and 75% of boys are capable of spotting racist incidents during a football

match and regard them as “unfair”. Only 9% of children regard them as “fair” (see Chart 4.07 for regional differences).

A tendency towards racism in young people is often a consequence of socialising with a peer group that is influenced by organised racist groups. In these circumstances, a lack of positive action allows such tendencies to develop. One expert said: “We often observe contradictions between their ‘racist’ behaviour and their environment.”⁶ For instance, they may have friends with different skin colours, but can be seen joining in with racist chants at the stadium. In such situations, experts recommend working with them face-to-face in order to identify dissonance between attitudes and behaviour and offer them non-racist alternatives with the same “fun factor”.

Background information

■ Overt versus institutional racism

Overt racism: that which is consciously carried out in public places, which intends to damage or harm those on the receiving end.

Institutional racism: any kind of system of inequality based on race. It can occur in institutions such as public government bodies, private business corporations, and schools (public and private).

⁴ European Network Against Racism (2013), *Recycling Hatred: Racism(s) in Europe Today. A Dialogue between Academics, Equality Experts and Civil Society Activists*, Brussels, February.

⁵ Amnesty International (2010), *The State of the World's Human Rights*.

⁶ Interview with Reinhard Koch, German project officer, “The Ball is Colourful”, 2 October 2012.

Good Practice

■ “The Ball is Colourful”, Germany

When German initiatives targeting large groups of right-wing extremists failed, specific programmes were developed to address the issue of racist incidents. Workshops involving small groups and face-to-face support for members of right-wing nationalist movements were introduced. Experience gained from work tackling racism and work with disabled people is applied in this process, which comprises three stages:

1. Understand the environment they live in. What is their status in the group?
 2. Identify dissonance between their behaviour and attitudes. Is there an incentive to get out?
 3. Create equivalents with the same “fun factor”.
- www.sportstattgewalt.de

Do you think it is good to have players with different skin colours on the same team?

Do you have friends who have skin colours different from yours?

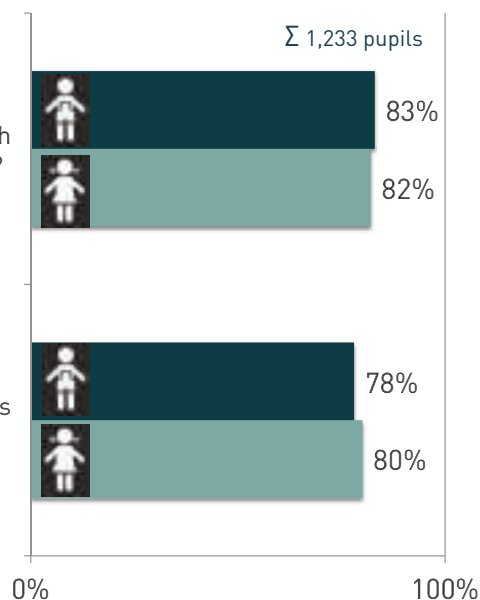


Chart 2.01: Young people's attitudes towards racism

... but racism remains an issue

The fight against racism is an on-going issue. 16% of the young people surveyed feel discriminated against because of their skin colour or religion. One in ten respondents state that they have been victims of racist incidents. These figures more than double when looking at young people from a migrant background, with one in three feeling discriminated against because of their skin colour or religion, and one in five having been the victim of a racist incident (Charts 2.02 and 2.03).

Although many good practices exist when it comes to fighting racism in sport, anti-racism communication and education has become a continuous task, not least owing to the widespread displays of overt racism seen in professional sport.

Experts recommend continuing with anti-racist communication at professional events and scaling up projects that have already been implemented successfully. There are many good practices allowing awareness to be raised at local and international level, but

Do you feel discriminated against because of your skin colour or religion?

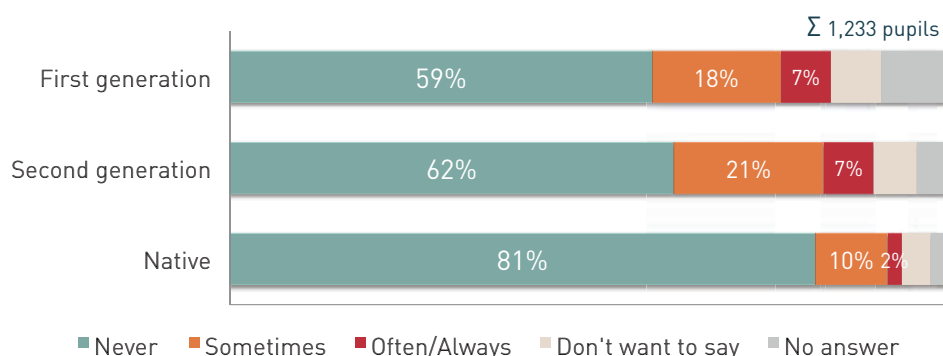


Chart 2.02: Discrimination based on skin colour or religion; breakdown by generation

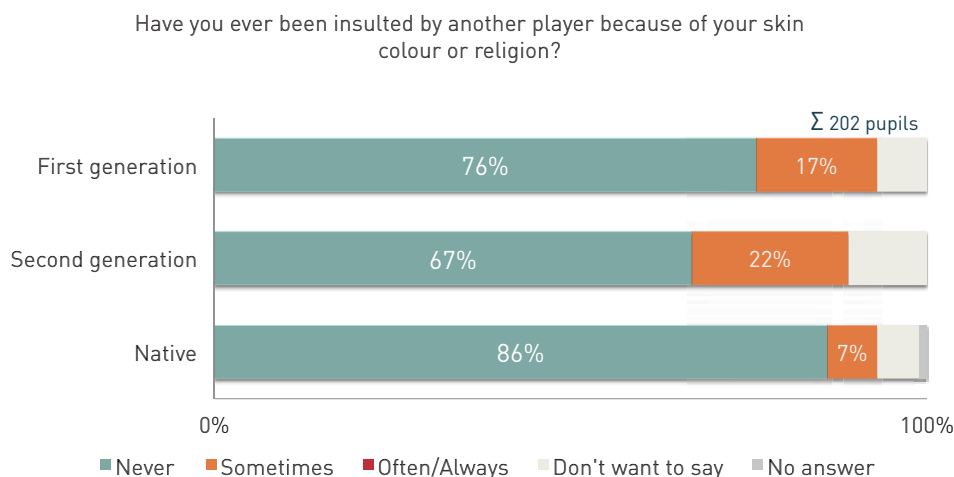


Chart 2.03: Victims of racist incidents; breakdown by generation

these efforts have to be continued and even intensified. "If we were to stop such programmes, the phenomenon would immediately proliferate, flushing away the successes of past initiatives."⁷

The situation is quite different in eastern Europe, where there is a significant lack of project experience, and both overt and institutional racism in sport are part of the daily routine.

■ **"The existing projects are just a drop of water on a hot stone."**⁸

Alexander Rakowitz

Even though there are low numbers of ethnic minorities in Poland, there is a structural form of racial discrimination which is linked to the culture of the sports supporter. "This culture is aggressive, xenophobic and racist and leads to discrimination against people from different ethnic backgrounds, who would otherwise like to take part in fan culture. For example, the Roma population would like to attend sports events, especially at local level, but this is still impossible in Poland. They are completely excluded."⁹

The presence of aggression and nationalism among fans in stadiums is also apparent in Russia – even in other sports, such as basketball and handball. Overt racism in Russia can be explained by the situation in Russian society, which is closely related to the increasingly nationalist and racist tendencies among Russian "ultras".

Government support can make the difference

During an economic downturn, governments often cut funding for initiatives that focus on fighting racism. This is counter-productive, since racism tends to increase in times of hardship, when jobs are scarce and the national mood is characterised by anxiety and anguish.

■ **"The negative aspect is that all this is an end in itself: when the economic support ends, all these very important activities end."**¹⁰

Marcello Giannatiempo

The progress that has been made in certain countries could be halted or even reversed

Good Practice

■ **"School of supporting – The Dragons", Italy**

A SUSU-supported schools programme in Italy called "School of supporting – The Dragons" aims specifically to improve the conduct of fans at sports events. This is a new approach targeting children aged 11 to 15 that revolves around the idea that racism in sport can be beaten by promoting a culture of rooting for your own team, rather than being against your opponents. Before matches, meetings are organised between players, referees, the police and pupils; and during matches, educators in the stands (one for every 20 children) help the children to support their team in different and creative ways.

⁷ Interview with German project officer Reinhard Koch, 12 October 2012.

⁸ Interview with Serbian project officer Alexander Rakowitz, 6 October 2012.

⁹ Interview with Polish expert Rafał Pankowski, 6 November 2012.

¹⁰ Interview with Italian expert Marcello Giannatiempo, 8 November 2012.

Background information

■ Rooney Rule, United States

The Rooney Rule was introduced in 2003 after the owner of the Pittsburgh Steelers, Dan Rooney, highlighted the small number of black coaches and managers in the game, despite the large number of black players. It requires teams to interview a minimum number of minority candidates for head coaching and senior football operation positions. By the start of the 2006 season, the overall percentage of African American coaches had jumped to 22%, up from 6% prior to the Rooney Rule.

owing to cuts in government spending. In England, the activities of “Football Unites, Racism Divides” (FURD), a youth project and registered charity that addresses issues of racism and community cohesion, doing a lot of work with young black people and ethnic minorities, have been limited in recent times owing to the economic situation in the United Kingdom and cuts in government spending, according to an expert in England. This has resulted in some programmes being scaled down and others being axed, particularly affecting volunteering programmes.

Governments also have a huge influence on the extent of overt racism in society. In both Italy and Serbia, experts mentioned that racism – or violence in sport more widely – had declined owing to tougher legislation.

In Russia, too, there have been some positive developments. The authorities have reduced the overall number of racist murders in recent months. “Racist manifestations by supporters and ultras have recently been effectively deterred by authorities exercising force. In 2011, eight people got life sentences for hate-driven murders.”¹¹

■ “Without SUSU, we [the Balkan Alpe Adria Project] would not have had an entry point in the Balkans.”¹²

Alexander Rakowitz

Experts agree that governments must continue to focus on this issue, irrespective of external (i.e. economic and political) factors. There is a need for both legislative action to discourage overt racism and support for softer approaches, such as those advocated by NGOs. Where there is very limited public funding for fighting racism, the support of private sources such as SUSU is especially important – particularly in central and eastern Europe.

Under-representation of minorities in coaching and other leadership positions

Our research suggests that there is considerable under-representation of minorities in coaching and other leadership positions within football, at both professional and amateur levels across Europe. “Among the 92 professional clubs in England, there are currently only three black managers. When you also consider the approximately 550 positions below the level of manager at these clubs, there are currently only 20 who are from a black or ethnic minority background – a figure that represents 3.5% of the total positions available.”¹³

■ “Many sports have historically shied away from addressing the problem, wrongly believing that by talking about it, they will help stir up a problem that doesn’t really exist.”¹⁴

Piara Powar

The key reason for this under-representation is, according to experts, that clubs recruit on the basis of “who you know”.¹⁵ Clubs’ owners also seem to have fixed stereotypes about black and ethnic minority candidates, which leads to an element of uncertainty and means that they are not likely to be interviewed.

In the absence of proactive initiatives aimed at changing behaviour, there is a vicious circle. Clubs are not hiring black coaches and managers, which means that many potential black recruits ask why they should waste their time and money gaining qualifications if they are unlikely to get a job at the end of it. Currently, only around 3% of UEFA-licensed (i.e. top-level) coaches in England are black. This figure should be closer to the 20% mark, matching the percentage of black players.

¹¹ Interview with a Russian expert, 29 November 2012.

¹² Interview with Serbian project officer Alexander Rakowitz, 6 October 2012.

¹³ Interview with English expert Dr Steven Bradbury, 6 November 2012.

¹⁴ Interview with English expert Piara Powar, 6 November 2012.

¹⁵ Ibid

One possible solution is to forcibly open up these structures¹⁶ by introducing a rule establishing mandatory quotas for minority groups at various levels within the football pyramid in England. The Rooney Rule, which was introduced in the United States in 2003 and requires American football teams to interview a minimum number of minority candidates for open positions, is one solution that has been proposed in order to help open up those structures for ethnic minorities.

However, there is also evidence of softer approaches being adopted with a view to addressing this disparity. Programmes such as FURD's coaching modules for ethnic minorities and women can help children to identify with these people as role models and dispel myths about girls' lack of suitability for sport. Intensifying such efforts and covering more sports and regions can help to avoid resorting to stronger measures, such as quotas.

Arsenal FC has become the first club in England to reach the advanced level of the Equality Standard for Professional Football (awar-

ded by Kick It Out!).¹⁷ This demonstrates that the club is adopting a holistic approach to the issues of inclusion, diversity and equality, and that it has policies and practices in place across the club to illustrate this. Another good practice in this area is that of the Black and Asian Coaches Association (see text box).

Training for coaches and teachers

Coaches and teachers are some of the main authority figures for young people. They play a huge role in establishing direct access to sport for all. It is in their presence, and under their influence, that ideas are formed and patterns of behaviour are cemented, so their approach to access to physical activity is critical. Consequently, it is of great importance that teachers and coaches are acutely aware of issues surrounding racism.

In Russia, as noted by a Russian expert, "Xenophobia is deeply implanted in school education and reinforced institutionally and on the base of everyday attitudes of school administrators and teachers."¹⁸

Good Practice

■ Black and Asian Coaches Association (BACA), United Kingdom

BACA has been set up to ensure that there are increasing numbers of black and Asian coaches, particularly by encouraging them to gain coaching qualifications. The BACA supports and mentors coaches through this process with a view to increasing the number of black and Asian coaches in two to three years' time. BACA also runs a high-profile awareness-raising campaign in order to keep this issue in the media spotlight. www.kickitout.org/baca

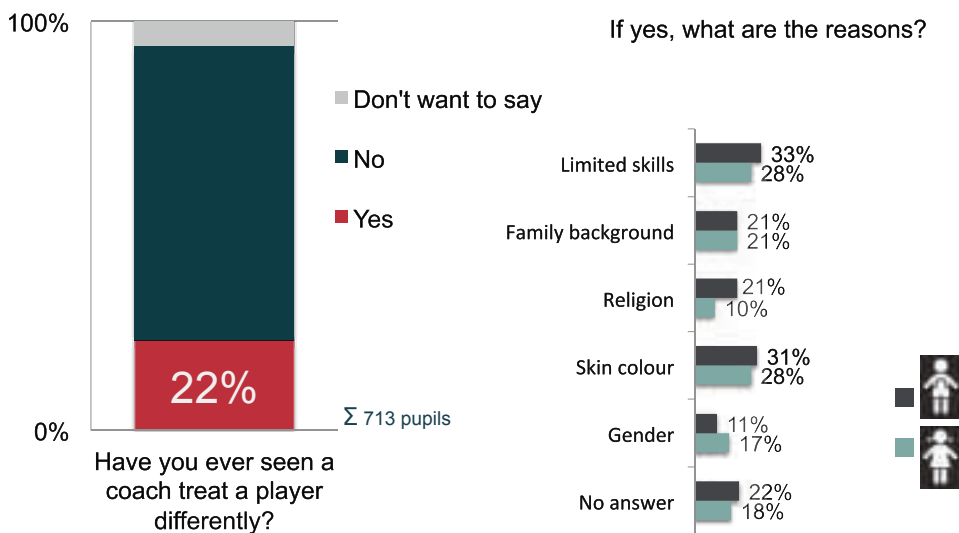


Chart 2.04: Reasons for unequal treatment by coach; breakdown by gender

¹⁶ Interview with English expert Dr. Steven Bradbury, 6 November 2012.

¹⁷ www.arsenal.com/news/community-news/diversity-award

¹⁸ Interview with Russian expert, 19 November 2012.

Good Practice

■ Gelijk Spel ("Drawn Game"), Netherlands

"Gelijk Spel" is a workshop teaching children about different religions and backgrounds and allows them to put questions to players from a nearby professional football team. The workshop focuses on the idea of players being a role model for the children. Last year organisers worked with various players from NEC Nijmegen, who helped to make the programme a success. When a school joins the programme, all of its pupils are obliged to participate, so the programme has considerable reach.

www.wijstaanvoordewijk.nl

■ **"Sport is children's guardian angel. As such, it is extremely important that coaching standards are developed and that coaches are educated correctly."**¹⁹

Igor Janković

22% of respondents to our survey say that they have seen a coach treating a player differently. The biggest reason given for unequal treatment was 'limited skills' (31%), followed by 'skin colour' (29%) and 'family background' (21%) (Chart 2.04).

There is not much gender disparity in these answers. However, a much higher percentage of boys have witnessed a coach treating a player differently on the basis of his/her religion.

It is unfortunate that most coaches at amateur level do not hold any coaching qualifications. A study in Germany showed that 60% of

German coaches at amateur level do not have any qualifications.²⁰ This is especially critical when coaching individuals from a migrant background. "If even teachers need to get support from external experts to deal with migrants in their schools, how can we expect an unqualified coach to manage these tasks?"²¹

■ **"Today's coaches are profoundly overextended with their tasks."**²²

Gunter A. Pilz

Those coaches that do hold qualifications rarely have specific training on diversity and inclusion issues. In the United Kingdom, for example, it is not compulsory or common for a club to have a diversity officer.²³ Two experts in the United Kingdom mentioned specifically that equality or diversity training courses should be introduced in professional clubs and be made mandatory for club staff to attend.²⁴

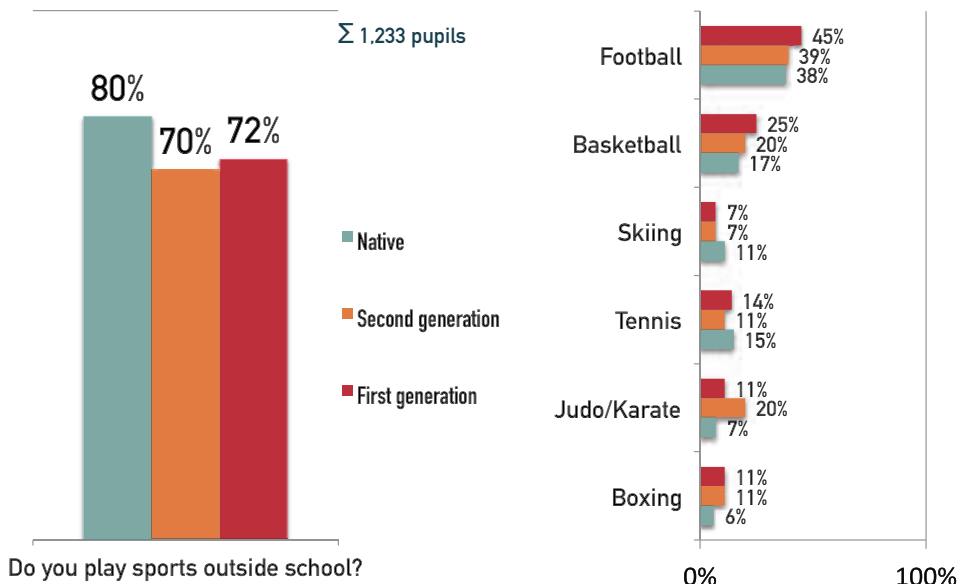


Chart 2.05: Sports preferences of migrant populations

¹⁹ Interview with Igor Janković, Football Association of Serbia, 1 October 2012.

²⁰ www.dosb.de/uploads/media/Dankesrede_Prof_Gunter_A_Pilz_20120907.pdf.

²¹ Interview with expert Prof. Gunter A. Pilz, 30 October 2012.

²² Ibid.

²³ Interview with project officer Zanib Rasool, 8 November 2012.

²⁴ Interviews with project officer Zanib Rasool, 8 November 2012, and Dr. Steven Bradbury, 6 November 2012

Our interviews with experts and project officers also highlighted some examples of good practices, with close interaction between external providers and teachers and coaches proving to be crucial for long term success.

Combat sports as an entry point

Armed with research that identified combat sports such as tae kwon do and kickboxing as being attractive to young people from ethnic minorities, the Dutch government allocated funds to various programmes with a view to encouraging more young people from ethnic minorities to participate and promote Dutch values and norms.

Our experts reported that discrimination against ethnic minorities is a problem in team sports and shared the view that migrant populations have a preference for combat sports. In Russia, according to one Russian expert, “there is no ethnic or religious discrimination in access to combat sports”.²⁵

Our survey findings support this view, with “native” children much less inclined to participate in judo, karate or boxing than “first and second-generation” children.

We can also see from Chart 2.05 that first and second-generation children have a stronger preference for the more popular and economically accessible team sports football and basketball. In contrast, some of the traditionally more elitist sports, where the economic barrier to participation is

higher, such as tennis and skiing, are preferred by native children.

Dealing with ethnically homogeneous clubs

Growing numbers of ethnically homogeneous sports clubs are forming at grassroots level in some European countries. According to one Dutch expert, “there are more than 100 ethnically homogeneous clubs in Netherlands today, and the government does not approve of this development”.²⁶

Experts in Belgium and England also raised the issue of this voluntary ethnic separation. One English expert reported: “Such clubs are often seen as problematic by the leagues, the regional or county FAs and other local clubs, which means that representatives from these clubs are even less likely to be elected onto any committee.”²⁷

A German project officer pointed out that this phenomenon mainly occurs in urban areas where large groups from a specific ethnic background can come together and form a club to “be among their own kind”.²⁸

On the one hand, these clubs appear to be discriminating – albeit on a voluntary basis – by only having players from a specific ethnic group. However, on the other, homogeneous clubs could offer individuals with an entry point towards social integration.

More research needs to be conducted in this area to examine the long-term impact of ethnically homogeneous clubs.

Good Practice

■ Minimaxi Football League (MFL), Serbia

MFL is a grassroots project implemented by the Serbian Football Association. It stemmed from two major issues – overly interfering parents and violence in society – which were threatening to have an impact on the game. Matches are made less competitive by the absence of scoreboards and the addition of a third half to give weaker players the opportunity to perform. An ethical code of conduct has also been developed for all stakeholder groups.

www.mini-maxi.org

²⁵ Interview with Russian expert Rustam, 29 November 2012.

²⁶ Interview with Dutch expert Dr. Jacco van Sterkenburg, 30 August 2012.

²⁷ Interview with English expert Dr. Steven Bradbury, 6 November 2012.

²⁸ Interview with German project officer Peer Wiechmann, 19 September 2012.

3. Discrimination in sport based on gender

A significant milestone for gender equality in sport was achieved in 1978, when UNESCO recognised sport and physical activity as a human right. However, despite the progress made since then, a large amount of work remains to be done in order to narrow the gender gap.²⁹ Gender discrimination continues to be a controversial topic in sport. In this chapter, we will examine several types of barriers faced by girls throughout Europe, while providing examples of good practices to illustrate the progress made.

Boys play football; girls practise gymnastics

When you talk about discrimination, most people think of racism. The lack of gender equality is often seen not as a form of discrimination, but as a historical truth that will take time to heal.

All over Europe, our survey shows a significant gender gap when it comes to physical activity. 83% of boys – but only 70% of girls –

say that they play sport outside of school. This gender gap increases when looking at membership of clubs, with only 48% of girls (compared with 67% of boys) reporting that they participate in organised sport (Chart 3.01).

According to our survey, some sports are clearly more popular with one sex than the other. Volleyball is more attractive for girls (17% versus 6%), as is gymnastics (17% versus 3%). For boys, football (58% versus 13%) and basketball (25% versus 12%) are

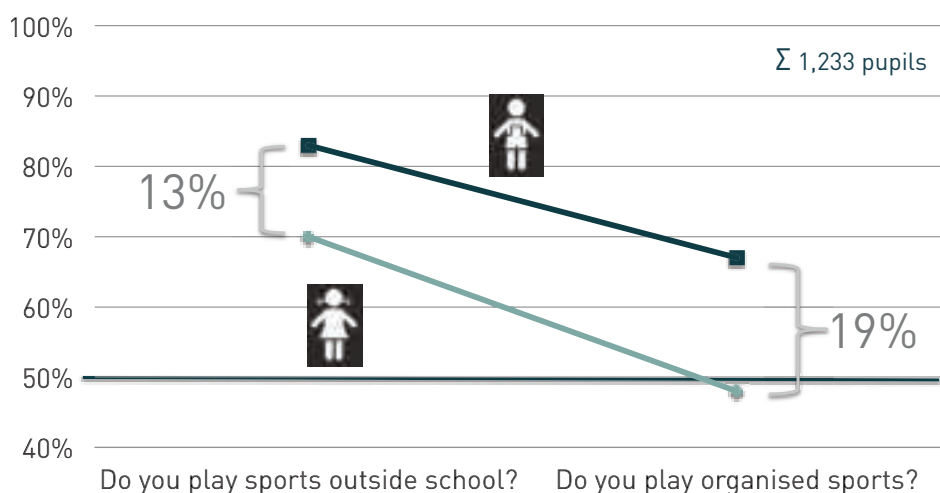


Chart 3.01: Organised versus non-organised sport; breakdown by gender

²⁹ <http://www.womenssportsfoundation.org/home/research/articles-and-reports/equity-issues/pay-inequity>

Good Practice

■ DFB Mobile, Germany

The German Football Association uses 30 mobile stations to visit football clubs nationwide. The objective of these visits is to give predominantly unqualified youth coaches practical tips on promoting women's football and dealing with children from migrant backgrounds. Since the initiative began in May 2009, more than 10,000 events have been held, benefiting 500,000 people.

www.training-wissen.dfb.de

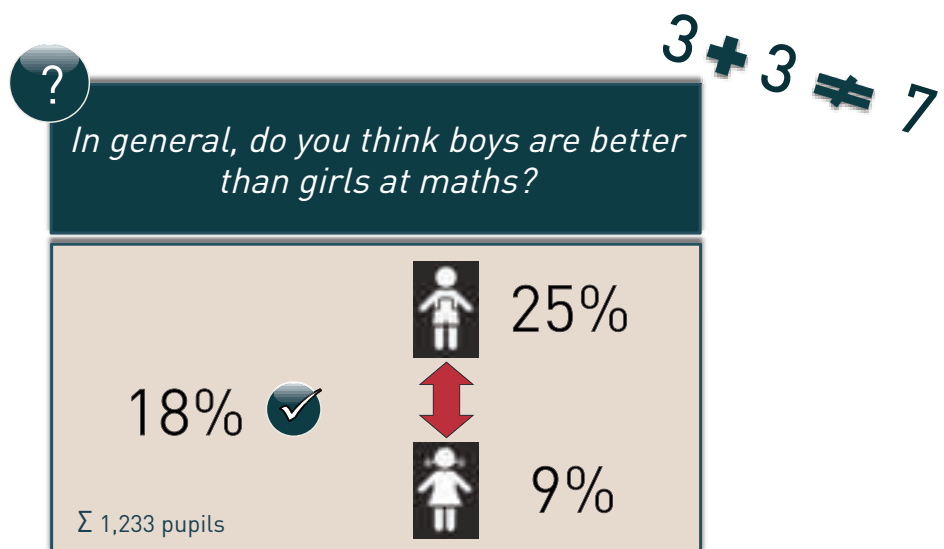


Chart 3.02: Who is stronger at maths?

favoured. Running (25% versus 23%), swimming (27% versus 21%) and cycling (20% versus 26%) are equally appealing to girls and boys.

as one German expert explained:

■ "Girls are regarded as 'not feminine enough' if they play football."³⁰

Michel Wieviorka

Social conditioning and gender roles start at a very young age. Teachers and coaches often perceive gender differences in sports as natural and may even enforce them. These differences are broadly accepted in society,

Stereotypes still exist

Throughout history, girls and boys have been separated into stereotyped categories. At

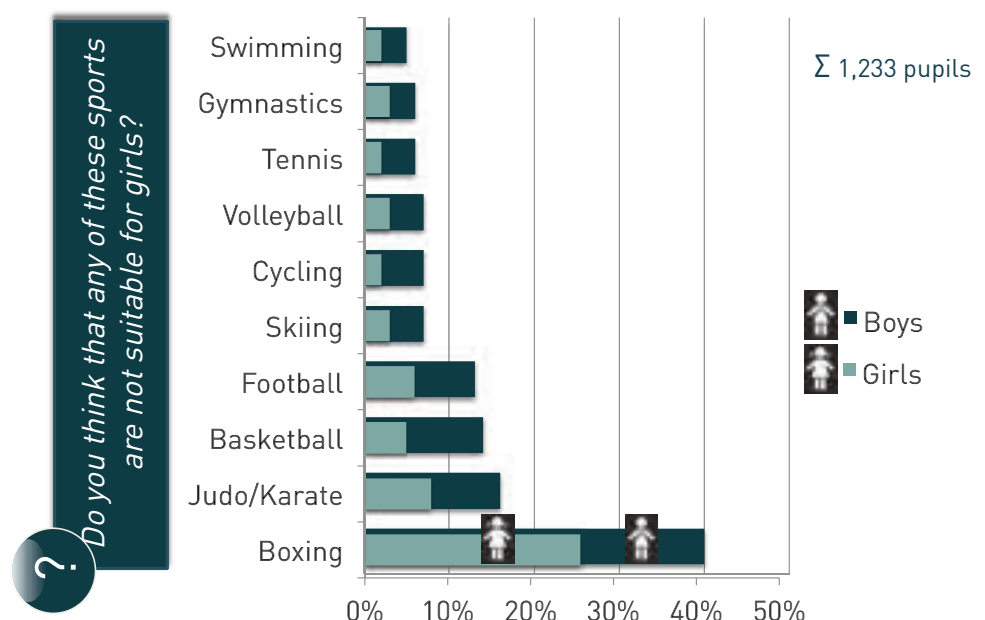


Chart 3.03: Suitability of sports for girls; breakdown by gender

³⁰ Interview with French expert Michel Wieviorka, 28 August 2012.

school, boys were seen as being stronger at maths, while girls preferred languages. But do these stereotypes still exist?

The pupils in the survey were asked: "Do you think that boys are better than girls at maths?" A total of 18% of respondents agreed. However, when the answers are broken down by gender, a major gap appears: 25% of boys and only 9% of girls still believe in boys' natural superiority in this area (Chart 3.02).

Boys are a major part of the solution

The gender gap is even more obvious when it comes to sport. The pupils were asked: "Do you think that any of the sports are not suitable for girls?" The results showed that 40% of male respondents believe that boxing is not suitable for girls, compared with 26% of female respondents. Similarly, 16% of boys think judo and karate are not appropriate for girls, while only 8% of girls concur.

The research shows that, across all sports, boys were more likely than girls to indicate that sports were "not suitable for girls". This gender gap is significant, or even highly significant, for most sports.³¹ These findings show that, even at such a young age, twice as many boys than girls think that certain sports are not suitable for girls (Chart 3.03).

This gender gap is especially critical during transitional periods such as puberty. If the opposite sex does not value the physical activities in question, there is a high probability of those activities being dropped. This is supported by research indicating a sharp drop in physical activity between the ages of 9 and 15, with stronger declines for girls than boys.³²

Our research focused on girls' access to sport, as this was identified as a major barrier. However, to get the full picture of gender discrimination, it is necessary to study the barriers for boys as well. Do girls have the

Good Practice

■ Football Association of Norway

The Football Association of Norway has led the way as regards sports organisations by electing a woman to its executive board. Quotas in Norway allowed Karen Espelund to be elected to its board, and she has since gone on to be the first woman to sit on the UEFA Executive Committee. www.spiegel.de

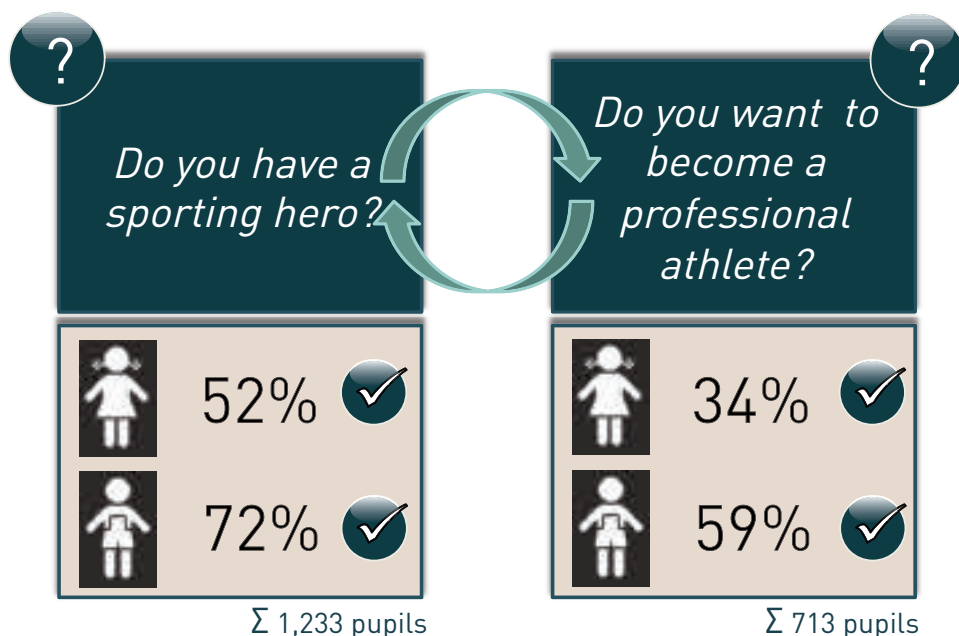


Chart 3.04: The influence of role models; breakdown by gender

³¹ For sailing, skiing, boxing, judo and karate, the difference is significant (5% confidence level); for basketball, swimming, volleyball, gymnastics and football, it is highly significant (1% confidence level).

³² Nike, Designed to Move: A Physical Activity Action Agenda, 2012, Page 6.

Good Practice

■ FURD, United Kingdom

In the United Kingdom, FURD supports the development of female coaches by providing funding to women who are interested in obtaining coaching certificates. The recruitment of more female coaches supports the continued progress and development of women's sport. Similarly, it is important to create an environment that supports women's desire to become involved in coaching and recognises their achievements. www.furd.org

same stereotypes when it comes to boys' involvement in traditionally female sports? Is there also a gender gap as regards the suitability of boys for gymnastics, dance, volleyball, etc.? Further research is necessary to discover the male side of gender discrimination in sport.

Shortage of female coaches

Women are under-represented in coaching positions. Girls often relate better to women as mentors and role models, and female coaches also have the potential to weaken existing stereotypes among boys (see the section entitled "Boys are a major part of the solution").

The limited number of female coaches for team sports is a major barrier preventing young girls from participating in sport. In Italy, for instance, it was observed that while a female football coach was present at a particular club, the number of girls joining the club steadily increased. In contrast, a decline in female participation was seen in subsequent years, owing to a lack of female coaches.

In Turkey, women athletes are completely under-represented in sport, and football in particular. "In professional sports, only 2% of athletes are women, but if we exclude football, that figure increases to 27%. The major issue is physical and psychological violence from the trainer and coach. This needs to be addressed by ensuring that more women trainers are in place to encourage families to allow their children to play sports."³³

Influential role models

Role models can play a major part in promoting access to sport and development within it. "Sport helps to empower girls and women because it changes attitudes. It helps female competitors to realise their own potential and makes others see them in a new light.

■ **"When a female athlete triumphs, she often becomes a role model for her family, her community or even her country."**³⁴

Anita DeFrantz

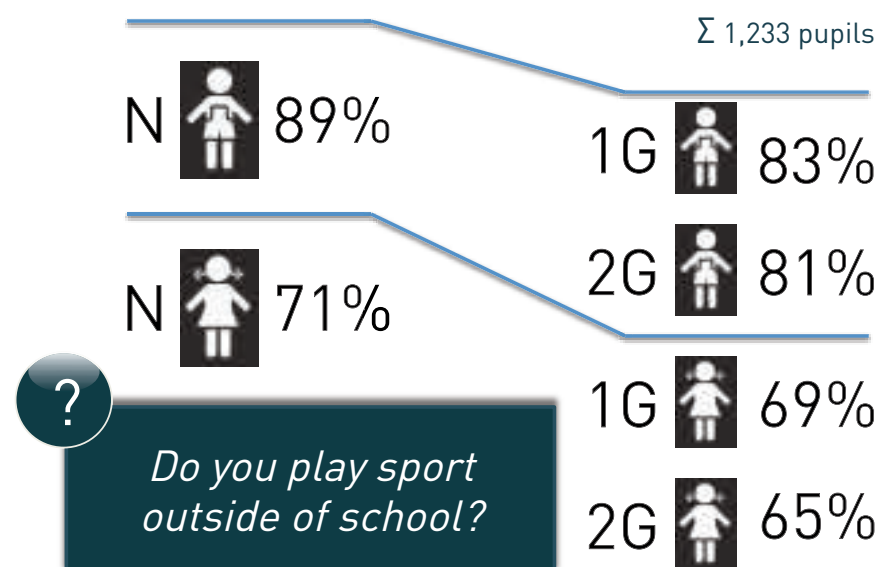


Chart 3.05: Double discrimination against girls from a migrant background

³³ Interview with Turkish expert Canan Koca Arıtan, December 2012

³⁴ Anita DeFrantz, Chairwoman of the IOC's Women and Sport Commission.

Why don't you play sport outside of school?

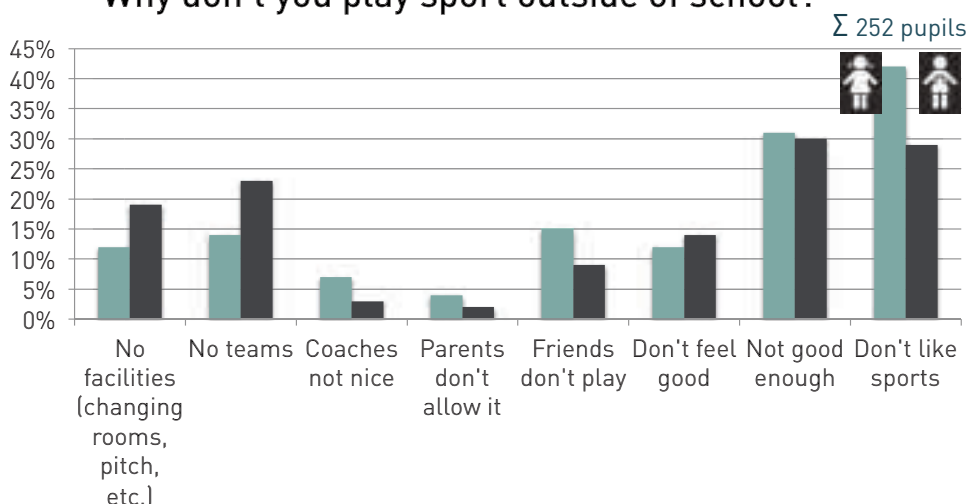


Chart 3.06: Reasons for not playing sport outside school; breakdown by gender

Respondents were asked if they have a sporting hero. The results show that 72% of boys have a sporting hero, compared with 52% of girls. Those percentages are correlated with the likelihood of boys and girls wanting to become professional athletes: 59% of boys want to become a professional athlete, compared with 34% of girls. The difference between the genders in both questions is highly significant (Chart 3.04).³⁵

The responses were just as revealing when respondents were asked to name their sporting hero. Two football players – Lionel Messi (16%) and Cristiano Ronaldo (11%) – dominated the list, and the top six sporting heroes, who accounted for 37% of all answers, were all male. The results also showed that girls were more likely than boys to name a person close to them, such as their coach or a relative.³⁶

Double discrimination

Many factors can contribute to children not participating in, or dropping, sports and physical activity. Low-income families, women and girls, and overweight people begin some

way behind the starting line. Our research shows that coming from a migrant background is also a limiting factor and is often correlated with lower economic status. Therefore, girls from a migrant background are discriminated against twice over: they have a lower rate of participation in sports than boys (18 percentage points lower), which falls further (another 6 percentage points) if they come from a migrant background (Chart 3.05).

The lack of changing rooms as a barrier

Experts saw sports facilities without separate showers and changing areas as a major barrier to access sport. Girls do not feel comfortable being in the same area as boys in these situations once they have begun puberty. Not having separate changing rooms is considered a barrier to access for many sports, but especially football and basketball, as highlighted by Italian project officers.

However, the survey results as regards the importance of appropriate facilities (changing rooms, pitches, etc.) as a reason for girls' inactivity outside of school were surprising. Only 12% of girls listed a lack of facilities as

Good Practice

Public swimming pools, Netherlands

Public swimming pools have introduced time slots when the swimming pool is open only to female swimmers, allowing girls to swim in bathing suits and suitable clothing in a non-threatening environment.

³⁵ The difference between the percentage of boys and girls that have a sporting hero is highly significant (1% confidence level), as is the difference between the percentage of boys and girls wanting to become professional athletes.

³⁶ When asked to name her sporting hero, one clever girl responded: "Why do you want to know? You don't know him. He's my coach!"

the main reason why they do not participate in sports outside of school, whereas 19% of boys pointed to this as a barrier (Chart 3.06).

Why girls play

Our survey results also challenged the stereotypical view that girls are the less techni-

cal and more social of the sexes. When asked about their reasons for joining a sports club, the development of skills was even more important for girls than for boys (58% compared with 54%), In contrast, soft factors such as team spirit were significantly more important for boys when deciding to join a club (43% compared with 29%) (Chart 3.07).

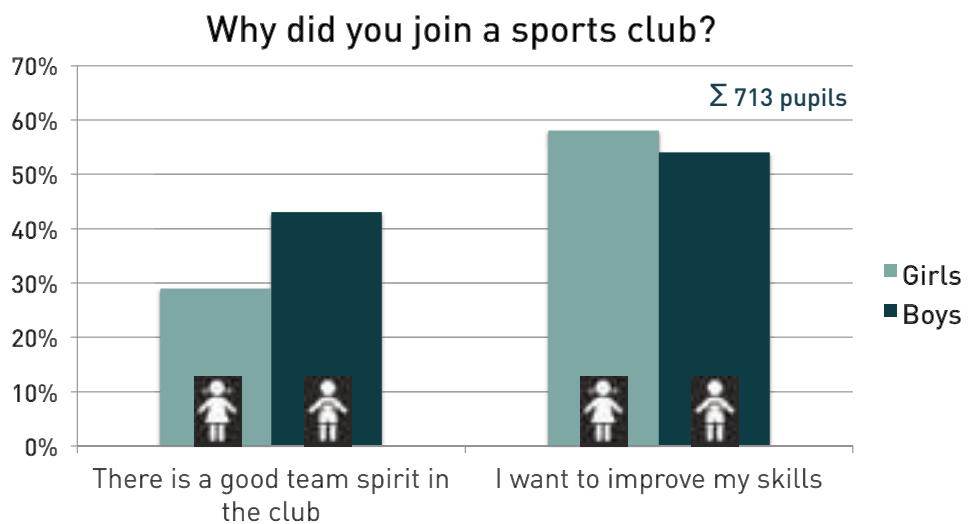


Chart 3.07: Reason for joining a sports club

4. Regional differences in terms of discrimination in sport

Discrimination in sport is a general matter of concern across Europe. Nevertheless, the study showed some major differences between eastern, western and southern European countries. Generally, in western and southern countries, the problem is widely recognised and the tools to deal with it are – with the exception of action to tackle homophobia – already on the table. In eastern countries, the SUSU campaign has made a significant contribution in terms of bringing the issue into the mainstream. However, countries in this region have only just begun to tackle discrimination in sport.

Acceptance levels for different kinds of discrimination

There are different forms of discrimination, and some are more tolerated in society than others. In western Europe, for instance, racism is broadly viewed as a real “injustice”, whereas homophobia is still regarded as less serious. The decision by the Sports Court of the German Football Association (DFB) to reduce the punishment that one player was given after he appealed on the basis that his abuse of another player was not racist, “just” homophobic, demonstrates that there are different acceptance levels for different forms of discrimination.³⁷ In eastern Europe, experts distinguish strictly between discrimination based on race and discrimination based on national identity.

When comparing western and eastern European countries, we have seen major differences between the two in terms of the progress

made with tackling racism and other forms of discrimination.

■ “We don’t have racism in Serbia; we just have nationalism.”³⁸

Serbian project officer

In Russia, Poland and Serbia, racism is still a major issue in football and some other sports. Incidents such as fans of FC Zenit St Petersburg asking the club not to buy any black players³⁹ and FIFA punishing the Bulgarian and Hungarian football associations for racist abuse by their fans at international matches⁴⁰ are just some of the examples that stand out.

In eastern Europe, the fight against racism in sport has only just begun. Meanwhile, other forms of discrimination based on nationality, disability and gender are still broadly tolerated. Homophobia remains a legal form of discrimination in Russia. Manifestations of

Good Practice

■ “Vienna Meets Balkan”, Vienna

This is an annual international youth tournament in Vienna. Local migrant communities, ethnic minorities, local football teams and international guests from the western Balkans come together once a year to play football, have fun, cement intercultural relations and take a stand against racism, nationalism and intolerance. The tournament is organised in cooperation with the football associations of Serbia, Montenegro and Bosnia and Herzegovina, and with the support of UEFA, VIDC, the King Baudouin Foundation and the city of Vienna. www.footballforequality.org

³⁷ www.welt.de/sport/article1128786/Schwul-Schwarz-Schwabbel.html.

³⁸ Interview with Serbian project officer, 15 October 2012.

³⁹ www.bbc.co.uk/sport/0/football/20770678.

⁴⁰ www.fifa.com/aboutfifa/organisation/news/newsid=1982124/index.html.

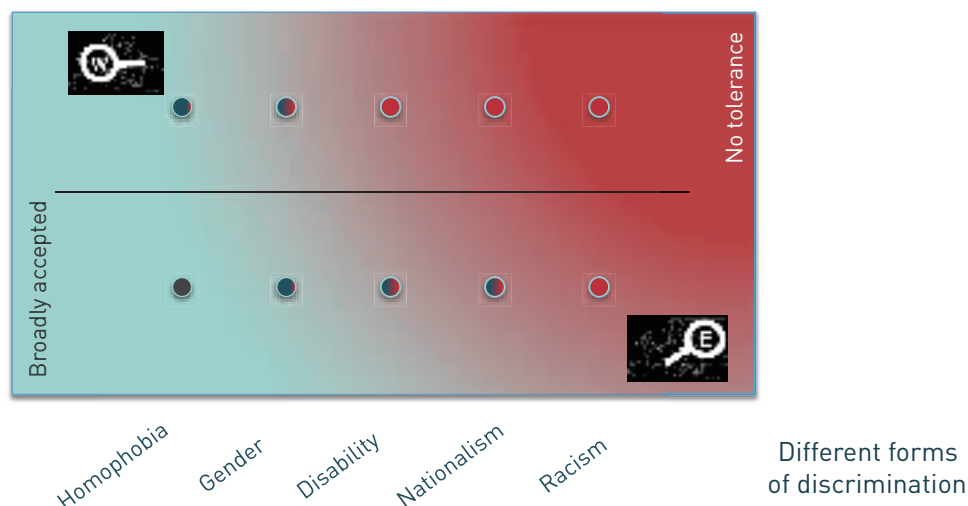


Chart 4.01: Social acceptance of different forms of discrimination in sport from eastern to western Europe

homosexuality have consequently been prohibited in the past and there is no hope of that changing in the near future. Indeed, following the examples of the cities of St Petersburg and Novosibirsk, the Russian parliament has just passed new legislation banning the promotion of homosexuality, with serious penalties for its infringement (Chart 4.01).⁴¹

Regional differences in the level of activity

The percentage of children playing sport outside school is lower in eastern European

countries (73%) than in other regions. And the percentage of children participating in organised sport in this region is below 50%. Four out of five children interviewed in western and southern Europe play sport outside school; three out of five have joined a club or team (Chart 4.02).

The survey showed that young Europeans have quite similar sport preferences. The most popular sports among urban children in southern and western Europe were football (49% and 40%), swimming (33% and 23%),

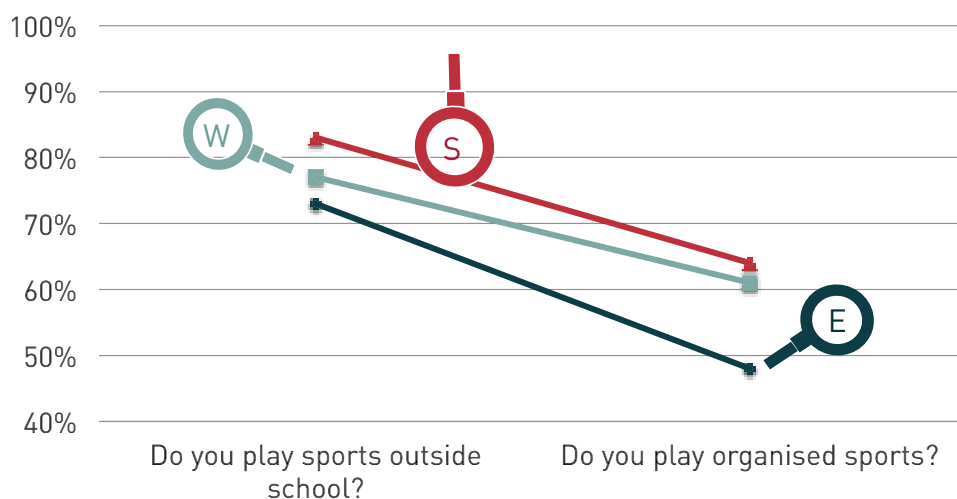


Chart 4.02: Organised and non-organised sport; regional differences

⁴¹ www.nytimes.com/2012/03/01/world/asia/anti-gay-law-stirs-fears-in-russia.html?_r=0.

Why don't you play sports outside school?

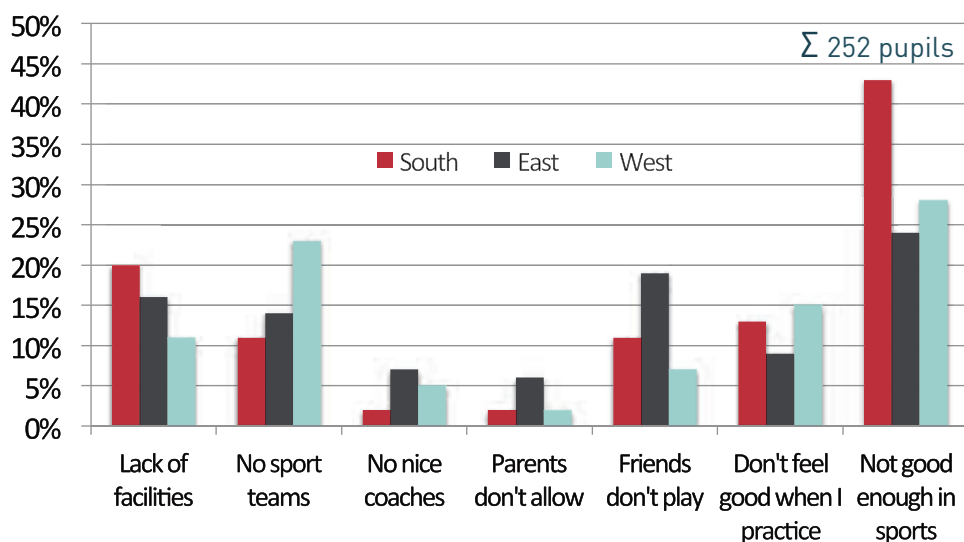


Chart 4.03: Reasons for not being active outside school; regional differences

running (31% and 24%) and cycling (31% and 21%). In contrast, the most popular sports in eastern countries are football (31%), cycling (24%), basketball (21%) and volleyball (16%).

perceived skill level. Over 40% of southern European children provided this response, compared with 24% and 28% in the east and west respectively.

Perceived skill level is a barrier

The survey indicated that 4% of the children were not active outside of school because their parents would not support them. Survey results show that this happens more often in the east than in the west. However, by far the most prominent reason why children are not physically active outside of school is their

20% of children in southern Europe, 16% of those in eastern Europe and 11% of those in western Europe mentioned a lack of facilities as the reason why they do not play sport outside school. Experts from western European countries rarely referred to a lack of facilities as a major barrier. The opposite was true in our interviews with experts in southern and eastern countries [Chart 4.03].

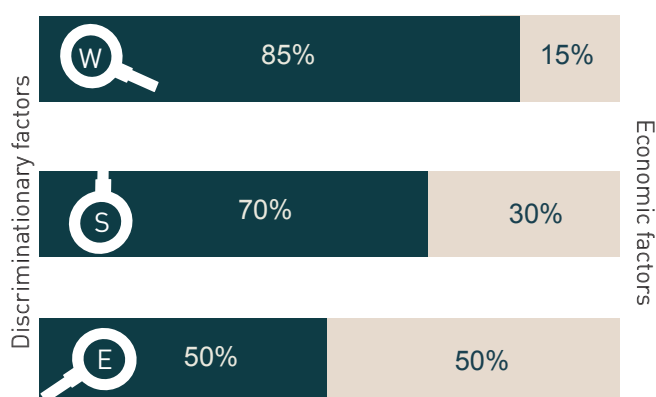


Chart 4.04: Discriminatory versus economic barriers to sport

Limiting economic factors

There is strong evidence that discrimination based on race, religion, ethnicity and nationality is a bigger issue in eastern Europe than in the west. However, when asking about the barriers preventing access to sport, economic factors were highlighted much more often in discussions with our experts in the east, as compared to those in the west. Chart 4.04 illustrates how frequently 'economic factors as a barrier to accessing sport' were mentioned in interviews with the experts and project officers from the three regions.

■ **"The economic situation is the major barrier in Serbia. Clubs have limited funds and parents have to pay EUR 100-300 per season for facilities."**⁴²

Igor Jankovic

Limited financial resources and high membership fees remain a major barrier for low-income families. As having a migrant background and coming from a low-income family are highly correlated, there is an even greater need to make sports activities affordable for



Chart 4.05: Friends from other cultures

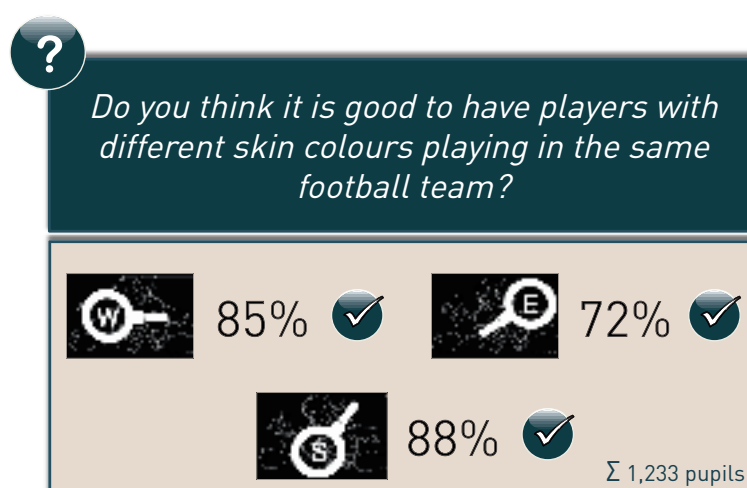


Chart 4.06: Tolerance of other ethnic groups in the same team

⁴² Interview with Serbian project officer Igor Jankovic, 1 October 2012.

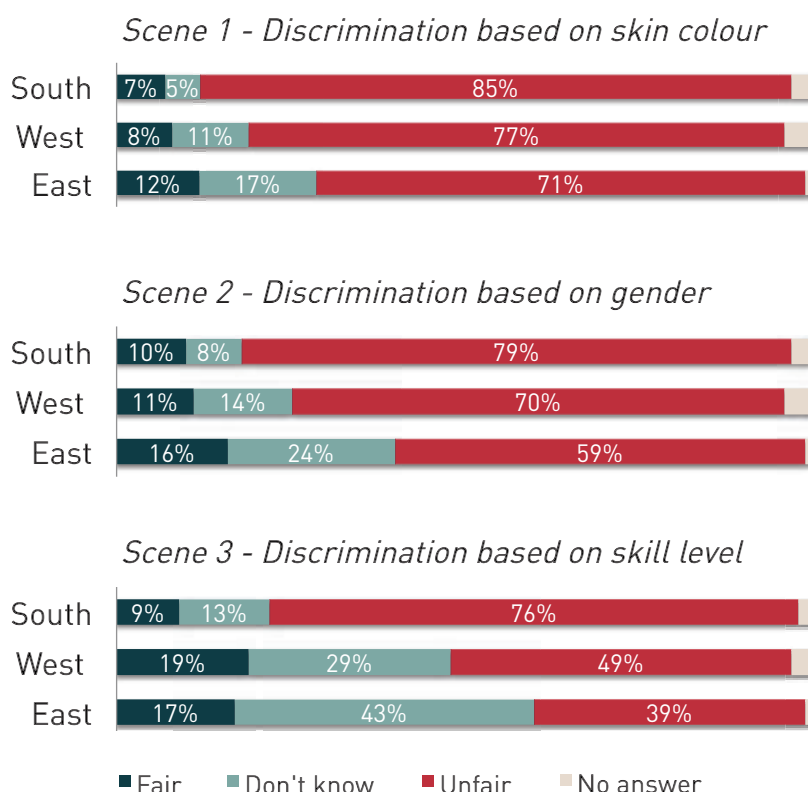


Chart 4.07: Spotting different forms of discrimination

people in these social groups that wish to participate.

“One of the main barriers [to accessing sport] is economical limitations: migrant and one-parent families cannot afford for their children to attend sports clubs. Access criteria, especially those based on property, must be expanded.”⁴³

Positive experiences weaken stereotypes

There are major regional differences when it comes to contact with, and tolerance towards, other ethnic groups. In eastern Europe, children have less contact with other ethnic groups: 63% have friends from different ethnic groups, compared with 86% in western Europe and 82% in southern Europe (Chart 4.05).

The same is true regarding tolerance towards other ethnic groups. Only 72% of the eastern European children think that “it is good to

have players with different skin colours in the same football team”; 19% do not know; and 7% disagree. Although the large majority of the survey sample seem to be tolerant towards other ethnic groups, this does not represent the general population in eastern Europe. Recurring incidents show that racism there feeds on ingrained institutional support (Chart 4.06).

■ **“In Russia, xenophobia is deeply implanted in school education and is reinforced institutionally through the everyday attitudes of school administrators and teachers.”⁴⁴**

Russian expert

What is “fair” and what is “unfair”?

The children surveyed were shown video clips enacting three different forms of discrimination. One clip depicted two black players being

⁴³ Interview with Russian project officer Natalia Yudina, 19 November 2012.

⁴⁴ Interview with Russian expert, 19 November 2012.

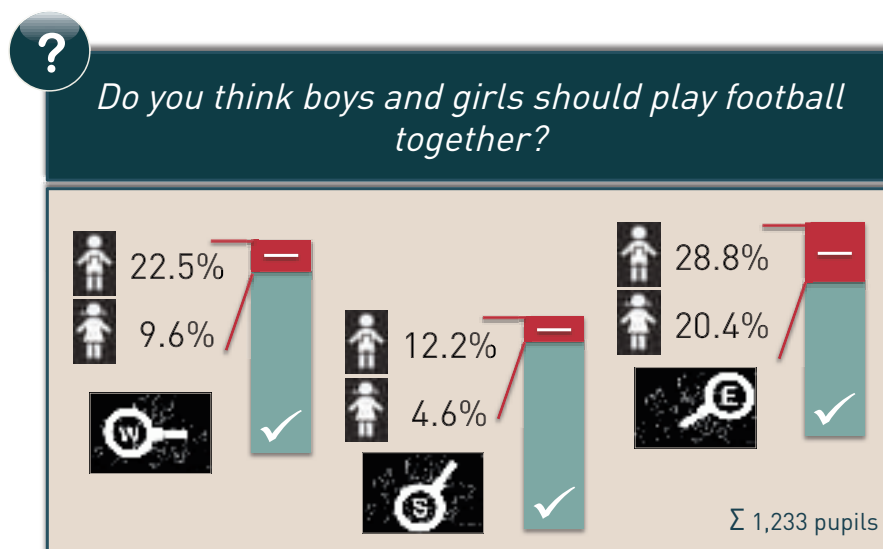


Chart 4.08: Acceptance of mixed teams; breakdown by gender and region

excluded from the team, a second showed girls being prevented from playing football with boys, and a third showed players with limited skills being left out of the game.

The results underscore a clear distinction between the different forms of discrimination. The racist incident was the one most frequently spotted and termed “unfair”, followed by the clip showing discrimination against girls. However, discrimination against less skilful players was less often seen as “unfair”. The results also showed that eastern Europe lags behind when it comes to fighting the various forms of discrimination: 71% thought the racist incident was “unfair”, compared with 59% for the discrimination against girls and 39% for the discrimination against less skilful players (Chart 4.07).

Mixed feelings about mixed sports

The chapter on gender discrimination has shown that girls have more difficulty accessing sport than boys. This is the same across Europe. Nevertheless, there are notable regional differences as regards the extent of these barriers.

The survey results indicate that in eastern Europe preventing girls from playing sport with boys is broadly tolerated. Only 63% of the children from eastern Europe think that the two sexes can play football together. 29% of the boys from that region disagree, as do 20% of the girls. The percentage of children open to mixed football is significantly higher in western and southern Europe, although there is more disagreement between boys and girls regarding this question in those areas (Chart 4.08).

5. Recommendations

The study provided many new insights, pointing to areas where action could be considered. These recommendations outline the manner in which the first few steps could be taken. The first two are general recommendations for all stakeholders, and the rest relate mainly to particular stakeholder groups. Each recommendation aims ultimately to help remove discriminatory barriers and promote the fundamental human right of universal access to physical education and sport.⁴⁵

1 Focus on diversity and inclusion

The study showed that levels of acceptance vary depending on the form of discrimination. We suggest using and promoting the positive terms “diversity” and “inclusion”, instead of focusing on racism and other negatively connoted forms of discrimination.

This change of perspective has various advantages:

- for corporate entities, it is easier to show commitment to a positive term;
- “diversity” and “inclusion” encapsulate all forms of discrimination, without prioritising one over another;
- people are not forced to enter into dialogue about forms of discrimination that are still widely accepted and may even remain legal in their region.

2 Raise the bar

Regional differences regarding the acceptance level of various forms of discrimination need to be considered to form a coherent strategy.

In eastern European countries, discrimination based on race, ethnicity, religion or nationality is still a major issue. Greater efforts are needed to integrate ethnic minorities into mainstream sports structures. As economic factors represent the main barrier, incentives are needed to make sport affordable for lower-income groups, where the migrant population is over-represented.

Western Europe has begun to address the issue of homophobia – the last taboo in sport. Contributing to existing efforts and establishing good practices can help to lift the discriminatory bar and place added pressure on eastern and southern countries, encouraging them to enter the debate.

Good Practice

■ **Beratungsnetzwerk Sport und Politik (BSP), Germany**

The BSP is an advisory network involving stakeholders such as NGOs, the German Football Association, the German Olympic Committee and the national government. It advises clubs on how to deal with discrimination.

www.ver-eint-gegen-rechtsex-tremismus.de

⁴⁵ UNESCO's *International Charter of Physical Education and Sport*, 1978.

Sports organisers

Good Practice

■ Minimaxi Football League, Serbia

As a way of trying to overcome discrimination in team sports, the Football Association of Serbia has come up with a unique initiative. The MFL is a grassroots football league for children which requires all stakeholders (players, coaches, managers and parents) to follow a code of conduct. For instance, if parents don't obey the code of conduct, the referee can stop the game and send the perpetrator away from the pitch. If the person does not comply with that request, the game ends. www.mini-maxi.org

Sports clubs are often young children's first point of contact with sport. Many children participate in organised sports activities long before they enrol at school. Research has shown that positive experiences early in life increase the probability of lifelong physical activity.⁴⁶

1 Develop a coaching curriculum focusing on diversity and inclusion

Coaches must get the necessary training to ensure that they do not discriminate. Training should be provided by organisations that have experience of identifying various cultural sensitivities and are able to teach coaches to provide an informative and unprejudiced environment for children to learn and develop in.

This study has shown that sports clubs are less attractive for:

- people from a migrant background;
- girls;
- people with limited skills.

Sports associations and clubs generally focus on the selection and nurturing of talent with no regard for social circumstances. To make clubs more attractive for ethnic minorities, girls and less skilful children, the development of a curriculum with a strong focus on diversity and inclusion is key.

Researchers, NGOs and corporate entities can work together to develop coaching modules that prescribe activities relevant for diversity and inclusion. The aim is to ensure that a child's first experience of sport is a positive one, irrespective of the child's ethnicity, skin colour, religion, gender or skill level.

Leading federations and associations need to support the integration of such a curriculum into existing coaching modules. The mobile coaching stations set up by the German Football Association – which focus on girls and

children from migrant backgrounds – are a good example in this regard. However, the content must be adaptable in order to respect cultural sensitivities and allow a focus on various different minorities. In order to obtain broad support, modules have to be developed as part of an interactive process involving key stakeholders (such as sports' governing bodies, government ministries, sports clubs, coaches and NGOs).

2 Establish an inclusive⁴⁷ code of conduct for all relevant stakeholders

All relevant stakeholders in organised youth sport should be included in the process of promoting diversity and inclusion. The involvement of children, coaches, referees, parents, managers, etc. can help to identify critical issues and create a general consensus on the action needed. A code of conduct signed by all groups can help to prevent abuse by establishing clear procedures governing violations.

The process involves the following steps:

- identify stakeholders and critical issues;
- agree a code of conduct;
- sign and publish the code of conduct.

Professional football clubs must work with a wider range of stakeholders (including national associations, fan clubs, security services, NGOs and local government) to stamp out acts of overt racism and safeguard the progress that has been made in terms of tackling this issue at institutional level.

⁴⁶ Nike, *Designed to Move: A Physical Activity Action Agenda*, 2012.

⁴⁷ Here, 'inclusive' is used as a synonym to both 'anti-discrimination' and 'diversity and inclusion'.

3 Promote women and minorities in coaching and other leadership positions

The under-representation of women and ethnic minorities in coaching and management positions in sport is an issue across Europe. Their involvement at these levels plays a key role in garnering respect and helping organisations to develop inclusive strategies.

This will also help to change assumptions, which cement barriers to participation. Enabling these groups to demonstrate their ability to perform in sports that are traditionally dominated by white men will benefit sport structures in countries across Europe.

Programmes such as FURD's coaching modules for ethnic minorities and women can help children to identify with such people as role models, dispelling myths such as the notion that girls are not suited to sport. Intensifying such efforts and covering more sports and regions can help to avoid resorting to stronger measures, such as quotas.

4 Create equivalents with a considerable "fun factor" for "at risk" young people

This study has shown that the large majority of young people today are not racist. A tendency towards racism in young people is often a consequence of socialising with a peer group that is influenced by organised racist groups. A lack of positive action allows such tendencies to develop.

In such situations, experts advise working with perpetrators in face-to-face meetings in order to identify dissonance between attitudes and behaviour and offer them non-racist alternatives with the same "fun factor".

"The Ball is Colourful" is a successful programme that started in Germany with the aim of showing how the fight against right-wing extremism can be supported by workshops and face-to-face meetings. Government support is critical if such programmes and initiatives are to be a success.

Good Practice

■ Web portal for ultras, Russia

The Russian web portal "Offside" attempts to disprove common preconceptions about Russian ultras. It is visited not only by left-leaning fans, but also by nationalists, whose opinions on the portal often dispel the myth of considerable political polarisation and antagonism between European ultras. The portal shows a more complex situation and highlights the latest developments in terms of the various ways of supporting a club. In particular, it provides evidence of a growing apolitical consensus against racism.

www.offside-mag.com

Good Practice

■ Educational workshops, Poland

A series of free workshops were held by the Never Again Association for teachers and educators in Poland. The aim was to increase awareness and knowledge of how to counteract racism, xenophobia and intolerance, with a particular emphasis on racism in sport through the campaign "Let's kick racism out of stadiums". Workshops focussed on teaching skills that could be called upon in the classroom - during social studies, history, languages and Polish culture classes - and also during physical education classes. www.men.gov.pl

Schools

Involving schools is integral to promoting access to sport. It is at school that children's ideas are formed, patterns of behaviour are established and access to physical activity is most important. Sensitisation programmes should be fun, as children are most receptive to learning new things when they are playing.

1 Support diversity and inclusion workshops in schools

Social exclusion is a major source of frustration and often leads to an inactive lifestyle. Introducing a diversity and inclusion curriculum can sensitise children to social exclusion at an early stage in life and help them to adopt an active stance on the issue. Diversity and inclusion messages should be age-appropriate, fun, supported by a suitably trained teacher or expert and monitored properly for them to be implemented successfully in schools.

2 Set up diversity and inclusion forums online in schools

Digital innovation can be used to increase the "fun factor". The creation of an online discussion forum can encourage debate on topical issues and help to garner direct feedback from the children. It can even be integrated into the diversity and inclusion workshops as a legacy component. As a positive side effect, this will also introduce children to the responsible use of social media.

NGO's

Many good practices have been devised by NGOs focusing on various aspects of discrimination in sport. These organisations focus on specific social issues, such as tackling racism, encouraging female participation in sport and promoting sport for disabled people. This study has shown, however, that there is still a lack of good practices in eastern Europe. Discrimination in sport has still not been tackled in a strategic manner in most countries, and organisations addressing these issues are scarce and often forced to work underground.

1 Involve NGOs as promoters of diversity and inclusion

Suitable NGOs can play an important role in promoting diversity and inclusion. Educational courses can be organised in cooperation with schools and clubs to make children sensitive to issues surrounding discrimination and develop strategies with a view to avoiding problematic conduct in the future. Events can

be held in conjunction with local authorities to celebrate diversity and inclusion.

Given the wide range of acceptance levels for the various different forms of discrimination, a regional approach would be better suited to tackling critical issues. The seven selection criteria elaborated in "Designed to Move" act as a good filter for projects.⁴⁸ The sharing of responsibilities among key stakeholders is a prerequisite for a sustainable impact.

⁴⁸ Nike, *Designed to Move: A Physical Activity Action Agenda*, 2012.

Researchers

This study has contributed to a better understanding of the discriminatory barriers that prevent access to sport. It looked at discrimination based on race, religion, ethnicity, nationality and gender in 11 European countries and revealed differences between geographical regions, between different types of sport, and between organised and non-organised sport.

1 Close remaining research gaps

The study was necessarily structured around obvious research gaps. Some of these were known at the start and informed the initial focus of the study, while others only became apparent during the research process. More research is necessary in order to close these gaps and provide information on breaking down discriminatory barriers in sport. Four major research gaps are outlined here, along with some hypothetical research titles:

- The study focused on racism and gender-based discrimination. Other forms of discrimination were more peripheral. Experts often highlighted economic factors as a major barrier, especially in eastern Europe. Discrimination against disabled people also seems to be a key issue in eastern Europe. Is disability still a major barrier preventing access to sport, and what good practices exist in order to deal with it? How influential are economic barriers as regards access to sport?
- In the last couple of years, sports' governing bodies and clubs have started to tackle the problem of homophobia and adopt a clear stance on this issue. Nevertheless, there is still a lack of knowledge on how to deal with homophobia and implement the necessary policies. What should be done to protect and support players who decide to come out?
- Increasing numbers of ethnically homogeneous clubs are being established, mainly in urban areas. On the one hand, they act as an entry point, allowing access to sport, but on the other hand, they would seem to run counter to integration policies. They can be seen as a symbol of separation and are not welcomed by all governments. How should the issue of ethnically homogeneous clubs be approached in order to optimise their potential as regards societal integration?
- We found a gender gap in the opinions of boys and girls as regards the suitability of various sports for girls. Does a clear gender gap also exist for female-dominated sports? Do the same stereotypes exist among girls, and are there any good practices that we can learn from in order to deal with this issue?

Public sector

Discrimination increases during difficult economic times and is aggravated by budget cuts for inclusive initiatives. Government support is therefore crucial for a successful fight against all forms of discrimination.

1

Support initiatives and enforce regulations

An inclusive initiative is successful if governments provide long-term support in order to raise awareness of diversity and inclusion. Inclusive content needs to be integrated into the school curriculum through workshops and other innovative forms. Inclusive initiatives are successful if violation of regulations are punished.

2

Make inclusive policy a standard for support

Developing a curriculum and code of conduct for all stakeholders are major steps towards providing non-discriminatory access to sport. Governments and municipalities can make a significant contribution by insisting that such policies are a pre-requisite to receiving support.

Private sector

The SUSU campaign shows that corporate entities can make a significant contribution to raising awareness and contributing to a successful fight against all forms of discrimination. They can apply their expertise to support initiatives that go hand-in-hand with business objectives. Broader access to sport is the core business of many corporates benefitting from an active and healthy population.

1

Promote diversity and inclusion

By taking a clear stance towards diversity and inclusion, corporate entities can enhance brand value, actively contribute to overcoming stereotypes, and provide broad access to sport, irrespective of race, religion, ethnicity, nationality or gender. Strong statements such as "If you have a body you are an athlete", made by Bill Bowerman, co-founder of Nike, are illustrative of how corporate entities can contribute to overcoming stereotypes.

2

Support inclusive policies in organised sports

The corporate world can make a significant contribution by promoting minimum standards on diversity and inclusion to all stakeholders and by supporting the development of curricula for gender equality and the involvement of minorities in clubs at all levels, from participation to coaching and management positions.

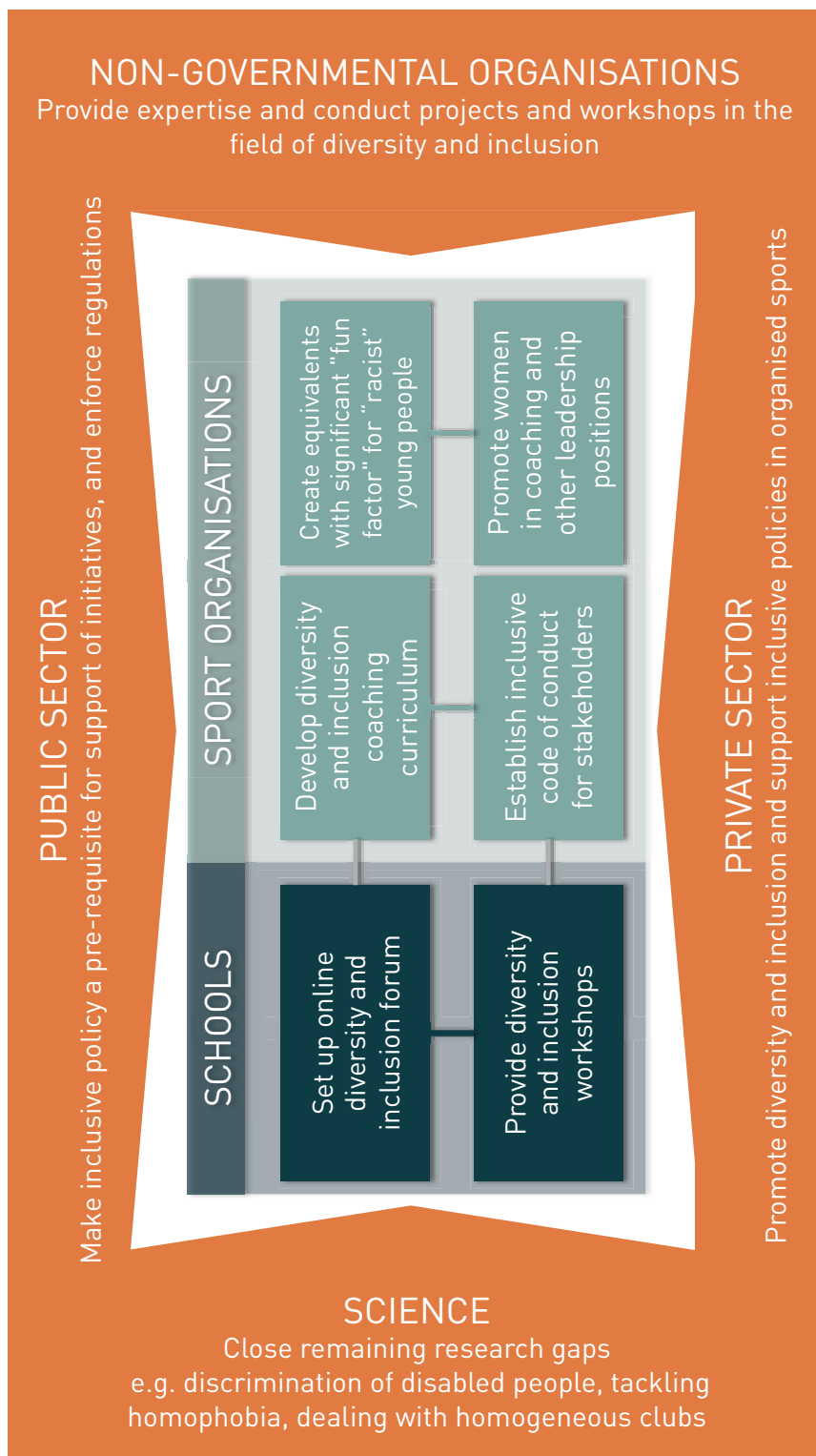


Chart 5.01: Overview of recommendations for stakeholder groups

Appendix

List of experts and project officers interviewed

Name	Organisation	Country
Olga Miriasova	Institute of Sociology, Academy of Sciences	RUS
Rustam	Ultras Enlightenment Web-Portal	RUS
Ilya Budraitskis	Russian Socialist Movement	RUS
Ekaterina Demintseva	Institute of Africa, Academy of Sciences	RUS
Natalia Yudina	SOVA	RUS
Michał Bilewicz	Institute of Sociology, University of Warsaw	POL
Ireneusz Krzemiński	Institute of Sociology, University of Warsaw	POL
Rafał Pankowski	Never Again Association/FARE Network	POL
Jacek Purski	Never Again Association/FARE Network	POL
Joanna Naranowicz	Never Again Association	POL
Leszek Naranowicz	Never Again Association	POL
Małgorzata Sawoch	Never Again Association	POL
Wiktor Marszałek	Never Again Association/FARE Network	POL
Fulya Kanur	Association for Supporting Contemporary Life, Bandırma City Branch	TUR
Tanıl Bora	Ankara University, Faculty of Political Sciences	TUR
Canan Koca Arıtan	Hacettepe University	TUR
Sezgin Vatansever	TGEV-Educational Volunteers Foundation	TUR
Daniele Di Nunzio	Istituto di Ricerche Economiche e Sociali, Rome	ITA
Cecilia Zuppini	Comunica, società cooperativa sociale	ITA
Lucia Martina	Vita Consulting	ITA
Marcello Giannatiempo	Scuola Calcio Primavera	ITA
Michele Marchetti	Centro Sportivo Italiano	ITA
Casto Antonio Valero	Tias school, Lanzarote	SPA
Jesus Angel Gabaldón	Arcipreste de Canales school, Castilla la Mancha	SPA
Prince Ababacar	Torre Espana	SPA
Wilson Gómez Meneses	Centre for Psychosocial Education	SPA

Name	Organisation	Country
Prof. Gunter Pilz	Tolerance and Recognition against Racism	GER
Reinhard Koch	Zentrum Demokratische Bildung	GER
Peer Wiechmann	Cultures Interactive eV	GER
Nicole Selmer	Frauen und Fußball	GER
Dr Jacco van Sterkenburg	Utrecht University	NED
Danielle Lanzaat	Wijk en Welzijn, Stichting De Schoor	NED
Joep Goessens	Gelijk Spel	NED
Marc Theeboom	Vrije Universiteit Brussel	BEL
Marc Cloes	University of Liege – Department of Sport Sciences	BEL
Zanib Rasool	Rotherham United Community Sports Trust	UK
Simon Hyacinth	Football Unites Racism Divides (FURD)	UK
Piara Power	FARE Network	UK
Dr Steven Bradbury	Loughborough University	UK
Dr Michel Wieviorka	Fondation Maison des Sciences de l'Homme	FRA
Ana Kosovac	Serbian Ministry of Youth and Sports	SRB
Alexander Rakowitz	Balkan Alpe Adria Project (BAAP)	SRB
Igor Janković	Football Association of Serbia	SRB
Kurt Wachter	FairPlay-vidc	AUT

List of participating schools

■ BELGIUM

Hoofdstedelijk Atheneum Karels Buls - Brussels
Technisch Atheneum Victor Horta - Evere
K.A. Emanuel Hiel - Schaarbeek
Sint-Niklaasinstituut - Anderlecht
Athenée Royal Uccle 2 - Uccle
Institut Ste Ursule - Fôret

■ FRANCE

Junior High School of Sacré Coeur - Versailles
112 Boulevard Berthier School - Paris
14 Street Titon School - Paris
29 Street Joseph de Maistre School - Paris

■ GERMANY

Kurt Schumacher Grundschule - Berlin
Grundschule am Planetarium - Berlin
Spartacus Grundschule - Berlin
Paul und Charlotte Kniese Schule - Berlin
Käthe Kollwitz Oberschule - Berlin
Fritz Kühn Schule - Berlin

■ ITALY

Istituto Comprensivo - Rome
"Parco della Vittoria" - Rome
Scuola Secondaria di primo grado - Rome
"Gioacchino Belli" - Rome

■ NETHERLANDS

Simon Carmiggelt School - Delft
De Triangel - Delft
OBS Ru Pare - Amsterdam
Margrietschool - Halfweg
Basisschool De Horizon - Delft
Mozaïekschool - Delft

■ POLAND

Integrative Gymnasium Number 82 - Warsaw
Primary school Number 139 - Warsaw
Primary School Number 65 - Warsaw
Social Gymnasium - Warsaw
Sports Gymnasium Number 17 - Warsaw
Gymnasium Number 4 - Warsaw

■ RUSSIA

Gymnasium Number 21 - Moscow
Gymnasium Number 24 - Moscow
Gymnasium Number 148 - Moscow
Gymnasium Number 179 - Moscow
Gymnasium Number 690 - Moscow
Gymnasium Number 711 - Moscow
Intellectual - Moscow

■ SERBIA

Dositej Obradovic - Belgrade
Ujedinjene nacije - Belgrade
Ivo Andric - Belgrade
Drinka Pavlovic - Belgrade
Ljuba Nenadovic - Belgrade
Milan Dj. Milicevic - Belgrade

■ SPAIN

Colegio El Valle - Madrid
Colegio Salesianos de Atocha - Madrid
C.F.P. Salesianos Pan Bendito - Madrid
CEIP Miguel Hernández - Madrid

■ UNITED KINGDOM

Berger School - London
Capital City Academy - London
Skinners Academy - London
Kingston Grammar School - London
The Urswick School - London
Emmanuel School - London

■ TURKEY

Ahmet Simsek College - Istanbul

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■ “Discrimination, exclusion, manifestations of pervasive xenophobia and racism are still all too often present in the world of sports both in western and, especially, in eastern Europe. The sports setting reflects and reinforces the wider social issues. The world of sports also has an important social responsibility: to rid itself of discrimination as well as to contribute to the struggle against discrimination in broader society, especially among the young.

“The broad-ranging study conducted by Schwery Consulting shows that the challenges are very acute, but it also highlights signs of hope – young people are often receptive to the message and values of anti-discrimination and there is a pool of successful educational initiatives contributing to a non-discriminatory, racism-free culture, challenging xenophobia and various forms of exclusion across the continent.”

Dr Rafal Pankowski,
Associate Professor Collegium Civitas (Warsaw),
‘NEVER AGAIN’ Association