

# ethos

engaging with gender-based  
violence through sports

## Tool Kit

### ETHOS: ENGAGING WITH GENDER-BASED VIOLENCE THROUGH SPORTS

RESISTIRÉ Project:  
Responding to outbreaks through co-  
creative inclusive equality strategies

*ALTIS SPORT CLUB*

*CENTRE FOR GENDER STUDIES, PANTEION UNIVERSITY OF SOCIAL AND POLITICAL  
SCIENCES*

MAY 2023

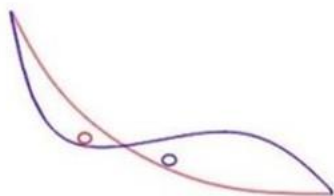


**RESISTIRÉ**  
Reducing gendered inequalities  
caused by COVID-19 policies



Centre for  
Gender  
Studies

## Engaging with GBV through sports



katatopia festival



Successful  
Options  
For  
Individual  
Awareness

## Table of Contents

<b>Approach .....</b>	<b>6</b>
<b>Target Groups .....</b>	<b>6</b>
<b>Objectives .....</b>	<b>6</b>
<b>GBV in sport .....</b>	<b>8</b>
<b>Forms of GBV in sport .....</b>	<b>9</b>
<b>GBV in sport .....</b>	<b>10</b>
<b>Gender equality in sport. ....</b>	<b>11</b>
<b>1. ....Policy Makers (national and local level)</b>	<b>12</b>
(1) A necessary tool in the fight against GBV in sport is an appropriate national legislative framework to persecute cases of GBV in sport. ....	13
(2) Funding incentives at the national and/or local levels for sport organizations that promote gender equality and financial penalties for those that fail to do so can support existing efforts to fight against GBV. ....	13
(3) Establishing National Observatories on Gender Equality in Sport, which will include as one of their major objectives the fight against GBV, is a useful step towards more gender equal athletic organizations.....	13
(4) The collection of statistical and qualitative data on GBV in sport is a very effective tool to produce effective responses.....	13
(5) National information campaigns and trainings targeting the main causes of GBV in sport can be very effective. ....	14
(6) The creation of National Codes of Ethics for women, children, and LGBTQ athletes in sport have been proven to provide useful support for the promotion of sport cultures that resist GBV. ....	14
(7) Local governments can also play an important role in the fight against GBV in sports especially in the context of major athletic sport events that they host. ....	14
<b>2. ....Sport Federations and Clubs</b>	<b>16</b>
(8) Gender equality committees in National Sports Federations can play an active role in transforming existing athletic cultures.....	16
(9) By developing training programs for coaches and managers, as well as athletes, National Sports Federations and the National Olympic committee can make a difference in GBV in sport.....	16
(10) Information and educational websites promoting intersectional gender equality in sports in collaboration with international federations can be a useful tool for National Sports Federations.....	18
(11) National sport federations and sport clubs can organize grass-roots sport events as a tool for the inclusion of women, migrants, ethnic minorities, LGBTQ.....	17
(12) The appointment of one person responsible for dealing with the GBV (focal point) is an important initiative that sport clubs can take to fight against GBV. ....	17

(13)	Ensuring the equal representation of genders in athletic committees, boards, and coaching teams can give a significant boost in the fight against GBV in sport. ....	17
(14)	The organization of workshops and camps with coaches and athletes promoting gender equality and fighting against GBV in sport can be a useful tool for National Sports Federations and sport clubs to raise awareness and create a culture of consent. ....	18
<b>3.</b>	<b>Coaches</b>	<b>20</b>
(15)	Learning and developing training practices that are gender sensitive can have an important impact in the world of sports. ....	20
(16)	Adjust verbal communication to avoid harmful language and interactions. ....	21
(17)	Address and challenge gender stereotypes and prejudices in sport training and competition. ....	22
(18)	Inform athletes about GBV and give them support in cases of abuse and sexual harassment in sport or domestic violence. ....	22
(19)	Respect the intersectional diversity of athletes and avoid discrimination on the basis of gender, race, ethnicity, age, disability, sexual orientation. ....	23
(20)	Design games that promote gender equality and organize tournaments and camps focused on gender equality. ....	23
	Tire-ball.....	30
	Re-sequencing Volleyball (or similar sport).....	32
<b>4.</b>	<b>Parents of athletes</b>	<b>35</b>
(21)	Give children a voice. ....	35
(22)	Teach children consent. ....	36
(23)	Avoid pressures on children to follow specific types of sport, specific training programs, clubs, and coaches. ....	36
(24)	Monitor and access offline and online spaces and occasions where risk may occur, such as unsupervised sport trips, one-to-one meetings with adults (coaches, supporters, administrative staff), or with fellow athletes. ....	36
(25)	Learn how to identify symptoms of GBV, as well as how and where to seek help and support if an incident of GBV in sports occurs. ....	37
(26)	Collaborate with coaches and administrative staff to raise awareness and develop protective networks against GBV in sport ....	37
(27)	Organize parent groups, debates, exchanges on gender equality in sport, especially GBV in sport environments with other parents and coaches. ....	37
(28)	Challenge gender stereotypes through sport in informal settings. ....	37
<b>5.</b>	<b>Athletes</b>	<b>40</b>
(29)	..... Create and support existing online networks in which athletes can disclose their experiences safely and without interventions by coaches or parents. ....	40
(30)	..... Demand consent in coaching practices. ....	40

<b>(31) . Develop networks of support in which older athletes who have survived GBV can help and support younger survivors.....</b>	<b>40</b>
<b>(32) ..... Getting informed about the rights of GBV survivors</b>	<b>41</b>
1) <a href="https://www.antiviolence-net.eu/Odigos_apodrasis.pdf">https://www.antiviolence-net.eu/Odigos_apodrasis.pdf</a> .....	Σφάλμα! Δεν έχει οριστεί σελιδοδείκτης.
2) <a href="https://www.antiviolence-net.eu/trainings_gr.htm">https://www.antiviolence-net.eu/trainings_gr.htm</a> ...	Σφάλμα! Δεν έχει οριστεί σελιδοδείκτης.
<b>Annex 1: On-line co-creation meetings.....</b>	<b>43</b>
<b>Identifying needs.....</b>	<b>43</b>
Agenda .....	43
<b>Annex 2: Workshops with adults.....</b>	<b>45</b>
<b>Annex 3: Workshops with young athletes (children and teenagers) .....</b>	<b>52</b>
<b>Resources .....</b>	<b>61</b>

This toolkit has been developed as part of the *RESISTIRÉ Project: Responding to outbreaks through co-creative inclusive equality strategies*, which has received funding from the EU Horizon2020 research and innovation programme under grant agreement no. 101015990. The toolkit provides a set of strategies, initiatives, good practices that different stakeholders can put into practice in order to promote intersectional gender equality and fight against gender-based violence (GBV) in sports. It is based on the findings that emerged through the implementation of the ETHOS pilot program in Greece in 2023, which included meetings, workshops, interviews, and sport camps. The ETHOS team used the findings from these activities to develop useful tools to fight against GBV in sports and through sports.

## Approach

The approach used to develop this tool kit is based on the following principles:

- (i) co-creation,
- (ii) intersectionality,
- (iii) inclusivity
- (iv) gender equality,

More specifically, the ETHOS team collected data for the toolkit through a series of co-creative activities (meetings, workshops, interviews, and sport camps) in which coaches, parents, athletes, and students were actively involved in determining what is necessary and useful for the effective implementation of measures to engage with gender-based violence in sport. Moreover, following the RESISTIRÉ approach ETHOS recognized intersections of gender with age, race/ethnicity, class, disability, and sexuality as important and aimed at the inclusion of these different aspects of gender equality in the co-creation processes. The overall approach of the project was informed by a commitment to gender equality in sport.

## Target Groups

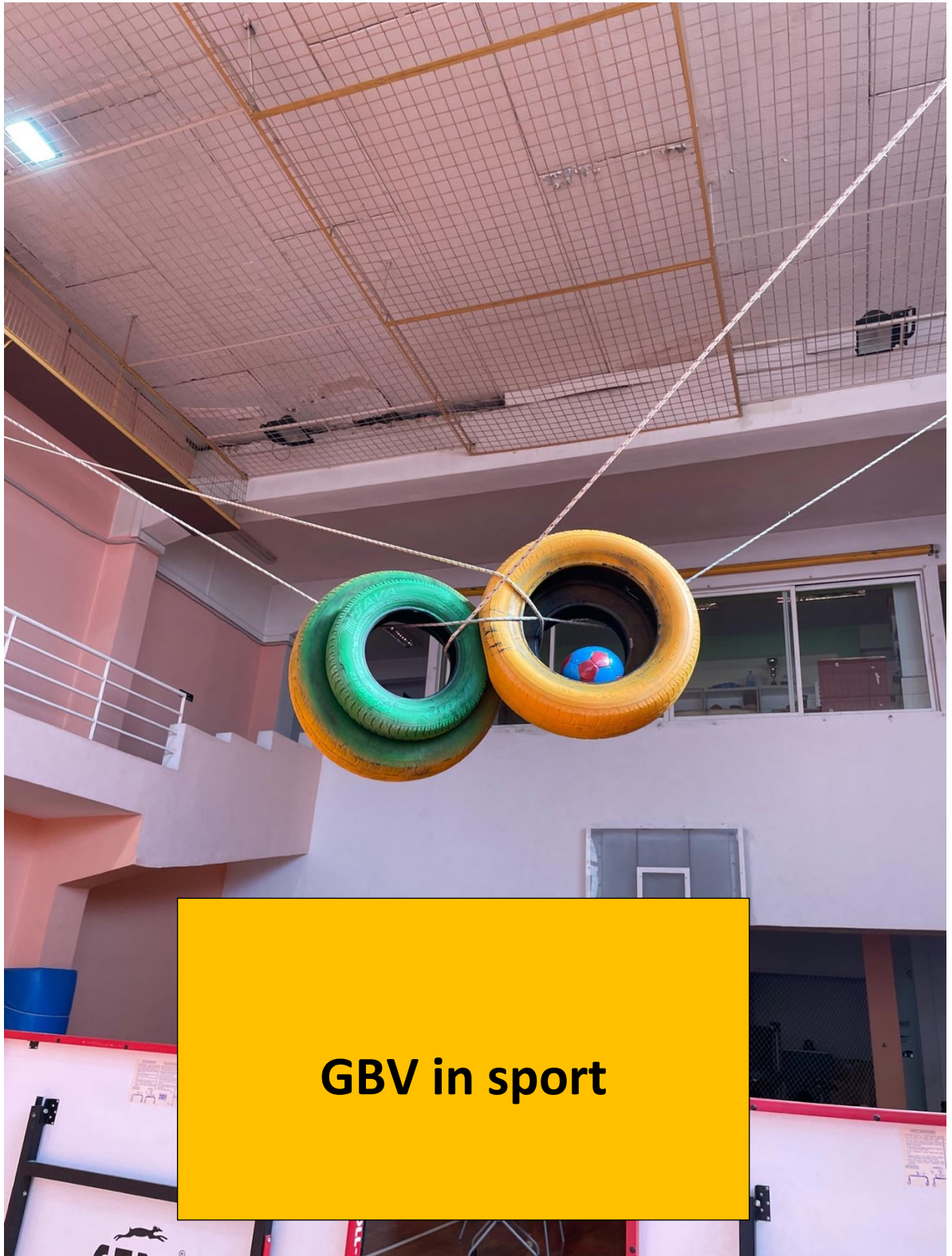
- Policy Makers
- Administration
- Sport Organizers
- Sport Managers
- Social workers
- Coaches
- Parents of Athletes
- Athletes
- Students in sport sciences
- Journalists

## Objectives

- To provide practical tools that will help different stakeholders to design, implement, monitor, and evaluate practices, policies, and procedures to prevent GBV in sport.
- To give practical advice on how to deal with disclosures of GBV cases in athletic environments.

- To enable stakeholders to promote sports initiatives and processes that enhance the struggle against intersectional gender inequalities in sport.
- To provide stakeholders with the basic principles for a profound transformation of sporting organizations and sporting activities based on the cultivation of a culture of consent in sport.





## GBV in sport

Although sport promotes fair play and teamwork, violence in athletic processes and events is very common. From aggressive behavior and talk to physical acts of violence committed between athletes, coaches, referees, and fans, violence is not a new phenomenon in sport



and enormous efforts have been made to stop it, especially regarding hooliganism and racism. Nevertheless, there has been one type of violence that appears to be common but has been obscured so far: Gender-based Violence (GBV), a type of violence that **“is directed against a person because of their gender (including gender identity or expression)”**.<sup>1</sup> Following the rise of the me-too movement, many cases of GBV in professional sports have come to the forefront of public and media attention across the world breaking the silence about the issue. Moreover, disclosures of cases of GBV in professional sport have given the opportunity to expose also cases of GBV in leisure sports, with more and more young athletes speaking about abuse by coaches, managers or fellow athletes. In both cases, it has been shown time and time again that organisational cultures in various sports and the ethics of sport cultures often ignore gender equality thus contributing to the silencing and perpetuation of GBV in this field.

## Forms of GBV in sport

GBV is a complex phenomenon that has many parameters that have not been studied sufficiently. In 2008, the International Olympic Committee adopted a Consensus Statement on “Sexual Harassment and Abuse in Sport”. The statement defined the phenomenon as follows:

“Sexual harassment and abuse in sport stem from power relations and abuses of power. Sexual harassment refers to behaviour towards an individual or group that involves sexualised verbal, non-verbal or physical behaviour, whether intended or unintended, legal or illegal, that is based upon an abuse of power and trust and that is considered by the victim or a bystander to be unwanted or coerced. Sexual abuse involves any sexual activity where consent is not or cannot be given. In sport, it often involves manipulation and entrapment of the athlete. Sexual harassment and abuse occur within an organisational culture that facilitates such opportunities indeed, they are symptoms of failed leadership in sport. Gender harassment, hazing and homophobia are all aspects of the sexual harassment and abuse continuum in sport (see Appendix 1). Gender harassment consists of derogatory treatment of one gender or another which is systematic and repeated but not necessarily sexual. Hazing involves abusive initiation rituals that often have sexual components and in which newcomers are targeted. Homophobia is a form of prejudice and discrimination ranging from passive resentment to active victimisation of lesbian, gay, bisexual, and transgendered people”. (IOC, 2007, 1)

However, studies have shown that GBV in sports cannot be limited to sexual abuse and violence and that in fact these extreme forms of GBV are closely interconnected with other forms of GBV, most notably psychological and socioeconomic gender-based forms of violence. Intersectionality also plays an important role in making some athletes more vulnerable. Women, girls and LGBTQ athletes are more vulnerable while race, disability, ethnicity and class also play an important role. Since the IOC statement, there have been numerous disclosures of GBV. Recent research shows that the prevalence of GBV is highest

---

<sup>1</sup> Council of Europe “TOOLKIT HOW TO MAKE AN IMPACT ON GENDER EQUALITY IN SPORT All you need to know” <https://rm.coe.int/all-in-toolkit-how-to-make-an-impact-on-gender-equality-in-sport-all-y/1680989ab2>

<sup>1</sup> International Olympic Committee (since 2012) “AN EDUCATIONAL WEBSITE ON SEXUAL HARASSMENT AND ABUSE IN SPORT”. <http://www.olympic.org/sha>  
<https://rm.coe.int/all-in-toolkit-how-to-make-an-impact-on-gender-equality-in-sport-all-y/1680989ab2>

amongst elite, disabled, child and LGBT athletes, while psychological GBV is at the centre of all other forms of GBV. Athletes can be victims, survivors but also perpetrators. All forms of GBV, however, are deeply entrenched into sexism, homophobia, and racism.<sup>2</sup>

GBV in sport can take different forms. These are:

**Physical violence**

**Sexual violence**

**Domestic and**

**Intimate partner violence**

**Rape**

**Femicide**

**Verbal violence**

**Psychological Violence**

**Socioeconomic violence**

**Stalking**

**Sexual Harassment**

All these forms of violence can occur in sport.

Different forms of GBV are not mutually exclusive but overlap.

## GBV in sport

Data on 9 EU countries showed that the prevalence of gender and sexual harassment in sport varies between 14% and 73%.<sup>3</sup> The most common forms of GBV include sexual harassment

<sup>2</sup> Mountjoy, M., Brackenridge, C. Arrington, M. Blauwet, C. Carska-Sheppard, A. Fasting, K. Kirby, S., Leahy, S. Marks, S. Martin, K. Starr, K., Tiivas, A. Budgett, R. (2016). "International Olympic Committee consensus statement: harassment and abuse (non-accidental violence) in sport". *Sports Med* 50. 1019–1029. doi:10.1136/bjsports-2016-09612 <https://bjsm.bmj.com/content/bjsports/50/17/1019.full.pdf>

<sup>3</sup> <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0012:FIN:en:PDF>

by male coaches on women and girls, and misogyny and homophobia in masculinist athletic environments. Intersectionality is also important as age and disability increased vulnerability to GBV. Moreover, data shows that the prevalence of sexual harassment is higher in professional sports compared to leisure sports environments.

Research that combined 41 statistical studies published in 2021<sup>4</sup> showed that:

- GBV occurs in all sports.
- In most cases, the data collected is about sexual harassment and physical forms of GBV, while other forms of GBV that are more subtle (mostly psychological and verbal) are understudied.
- Some studies have documented that 64% of athletes questioned had experienced sexual harassment, followed by sexual violence and sexual violence against children.
- Studies that collected data on other forms of GBV showed that the highest levels of GBV were verbal and psychological reaching even 80% in some research.
- The victims are mostly women and girls, but there are also many boys and LGBTQ victims.
- Racism, social exclusion, and homophobia are also considered as factors that impact on GBV in sports.

## Gender equality in sport.

The Recommendation CM/Rec (2015) 2 of the Committee of Ministers to Member States on gender mainstreaming in sport<sup>5</sup> has set a framework for the implementation of gender mainstreaming in sport across the European Union (EU). It recommends Member States to adopt new legislation and amend existing legislation on sport in order to promote gender equality at all levels, including decision making, awareness raising, education, training, pay and the collection of statistical data.

The Recommendation urges Member states to take measures to prevent and fight against GBV cases, including “specific programmes and policies to combat gender-based violence”.

- Adopt, implement, and monitor policies and measures, in co-operation with sports organisations, to prevent and combat gender-based violence against women and girls in sport, namely, physical intimidation or violence, verbal, psychological, physical and sexual harassment and abuse.
- Devise and implement policies and measures to prevent and combat gender-based bullying, harassment, and violence with regard to the practice of physical activity, physical education, and sport, and encourage schools, local authorities and sports organisations and clubs to implement them and monitor their implementation;”<sup>6</sup>

The toolkit provides a series of initiatives that can be adopted by (a) policy makers, (b) sports organisations, (c) coaches, (d) parents, (e) athletes in order to achieve those goals.

---

<sup>4</sup> Melanie Lang, Lut Mergaert, Catarina Arnaut & Tine Vertommen (2023) “Gender-based violence in sport: prevalence and problems”. *European Journal for Sport and Society*, 20:1. 57-78, DOI: [10.1080/16138171.2021.2003057](https://doi.org/10.1080/16138171.2021.2003057)

<sup>5</sup> Recommendation CM/Rec(2015)2 of the Committee of Ministers to member States on gender mainstreaming in sport [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805c4721](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805c4721)

<sup>6</sup> Ibid



## Tools for policy makers

1. Policy Makers (national and local level)

(1) A necessary tool in the fight against GBV in sport is an appropriate national legislative framework to persecute cases of GBV in sport.

The development of an appropriate and gender-sensitive legal framework is crucial for the fight against GBV in sports. On the one hand, national governments should review the existing legislation on sports from a gender perspective and should conduct gender-based assessments of the implementation of the existing legislation in courts. They should amend existing legislation on sports or create new laws based on the criteria of gender mainstreaming. On the other hand, national governments should ensure that the general legal framework on GBV can be applied to cases of harassment and abuse that occur in sport in accordance with CM/Rec (2015) 2.

(2) Funding incentives at the national and/or local levels for sport organizations that promote gender equality and financial penalties for those that fail to do so can support existing efforts to fight against GBV.

Financial incentives are powerful tools to encourage sports organizations to deal with GBV and useful disincentives for those who ignore or perpetuate practices that encourage GBV. Sports organizations that put in place effective programs for the prevention of GBV should be encouraged to do so in the context of national funding schemes. In the same spirit, sports organizations that do not prove (promote) gender mainstreaming should be penalized. This can be done if in order to receive funding, sports organizations are obliged to provide an annual gender equality report, which will demonstrate the number of GBV incidents handled and the numbers of which reached the court (include issues pertaining to GBV). Alternatively, or in conjunction with the previous measures, special prizes /medals and funding schemes should be provided for sport organizations that promote gender equality.

(3) Establishing National Observatories on Gender Equality in Sport, which will include as one of their major objectives the fight against GBV, is a useful step towards more gender equal athletic organizations.

National Observatories monitoring gender equality in sports are institutions that can enhance gender mainstreaming and challenge cultures of sexism, homophobia and transphobia that facilitate GBV in sports. These institutions should be independent, composed of experts on gender in sport. They should have multiple objectives, including the promotion of gender equal pay for athletes, a gender equal representation in sports committees and in coaching positions. They should also have an active mandate to monitor GBV in sports and its causes. By conducting regular inspections and monitoring of cases of GBV, national observatories can transform the ways in which sports organizations operate and can provide useful data and reports for the development of evidence-based policies on gender mainstreaming in sports in general, and on GBV more particularly.

(4) The collection of statistical and qualitative data on GBV in sport is a very effective tool to produce effective responses.



Regular collection of data is important for the development of evidence-based policy responses to GBV in sport. In parallel to the collection of reliable statistical data, governments should fund qualitative studies of GBV in sports, which will shed light on the ways in which it is perpetuated and tolerated in athletic environments and improve the knowledge of policy makers on the ways in which cultures of gender equality and consent can be constructed.

(5) National information campaigns and trainings targeting the main causes of GBV in sport can be very effective.

The lack of information and training on GBV in sport is a major obstacle to prevention. National governments could set GBV in sport as a priority and include it in more general sports campaigns and trainings, as well as in targeted initiatives that include public talks by leading athletes and coaches on GBV, documentaries, awareness raising campaigns. It is also important to establish a code of conduct on media coverage of women and LGBTQ athletes as sexism, homophobia and transphobia are major causes of GBV. At the same time, governments should promote positive examples of empowered female and LGBTQ athletes, as well as athletes of colour and from ethnic minorities, and migrants, and refugees who have succeeded in sports through athletic ambassadorships.

(6) The creation of National Codes of Ethics for women, children, and LGBTQ athletes in sport have been proven to provide useful support for the promotion of sport cultures that resist GBV.

Since 2000, the Irish Sports Council has introduced the Code of Ethics and Good Practice for Children in sports.<sup>7</sup> It establishes the rights of children in sport and sets the rules that should be respected to develop a sport environment that is vibrant and open, but also based on respect and consent. It has been enhanced by the creation of an app, which is free, the 'Safe Sport', whose goal is to raise awareness and safeguard children's well-being in sport. The app allows parents to track their child's journey to and/or from the planned sport event and can be voluntarily implemented by sport organisations. In Ireland, government funding for sport organizations depends on compliance and adoption of the Code. Such an initiative can be used effectively in the fight against GBV and expanded to include a code of ethics for women and LGBTQ. Such a code of ethics can include also intersectional aspects, addressing race, age, and disability.

(7) Local governments can also play an important role in the fight against GBV in sports especially in the context of major athletic sport events that they host.

As local governments often play an important role in hosting and organising major athletic events, they can take initiatives that promote gender equality and the prevention of GBV in sports. Declaring, for example, that a city or a region is anti-GBV and introducing local campaigns against GBV during major sport events can be an effective tool to raise awareness and sensitise the public. In parallel, local governments can introduce codes of ethics and for

---

<sup>7</sup> Irish Sports Council "CODE OF ETHICS MANUAL"  
[http://www.irishsportscouncil.ie/Participation/Code\\_of\\_Ethics/Code\\_of\\_Ethics\\_Manual/](http://www.irishsportscouncil.ie/Participation/Code_of_Ethics/Code_of_Ethics_Manual/)

all sports organisations operating in their municipality and for athletic organisations participating in major sports events.



Tools for sport  
federations and clubs



## 2. Sport Federations and Clubs

(8) Sport Federations and Clubs should prioritize gender equality and the prevention of GBV.

Very often, GBV is considered as a secondary and marginalized issue in the agendas of sport federations and clubs. Athletic performance and positive reinforcement of athletes are mainly focused on producing positive results in athlete's performance even if this may have negative impacts on their well-being. Dealing with GBV cases and preventing GBV should be at the top of the agenda and should be prioritized against national and athletic interests.

(9) Gender equality committees in National Sports Federations can play an active role in transforming existing athletic cultures.

Gender equality committees can play an active role in the fight against GBV in sports by monitoring general trends in specific sports and taking measures specifically targeting practices that promote physical, psychological, and verbal GBV. In parallel, such committees can play an active role in establishing procedures for the appropriate treatment of GBV cases that may occur in specific clubs, federations, and the National Olympic Committees. Gender equality committees should have the authority to report directly to the council and act independently and take further actions to ensure the best interest of the GBV victim. These committees should have a whistleblowing policy and can also be focal points for victims to disclose GBV and they may also be responsible to provide psychosocial and legal support for the victims. A gender equality committee representative should be eligible participate and vote in the council of the club, federation, and National Olympic committee.

National Sport Federations can develop their own policies for the protection of their athletes from GBV. The International Olympic Committee (IOC) has developed a useful tool that can help National Olympic Committees and International Federations to safeguard athletes from sexual harassment and abuse.<sup>8</sup>

(10) By developing training programs for coaches and managers, as well as athletes, National Sports Federations and the National Olympic committee can make a difference in GBV in sport.

Training programs can be done online or through specific offline events (workshops, clubs, seminars) and periodically every three years. These can be implemented more effectively by giving incentives to participants, including training certificates that can be recognized as

---

<sup>8</sup> International Olympic Committee (2017). "Safeguarding athletes from harassment and abuse in sport". <https://library.olympics.com/Default/doc/SYRACUSE/171450/safeguarding-athletes-from-harassment-and-abuse-in-sport-ioc-toolkit-for-ifs-and-nocs-related-to-cre> and International Olympic Committee. (2007). "Consensus Statement SEXUAL HARASSMENT AND ABUSE IN SPORT". <https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/News/20070802-IOC-adopts-Consensus-Statement-on-sexual-harassment-and-abuse-in-sport/EN-Sexual-Harassment-Abuse-In-Sport-report-1125.pdf>

positive assets in the monitoring and evaluation of their work and the work of the sport clubs in which they work. For example, a sport club which can demonstrate that all its coaches and administrative staff have certified training in GBV prevention can be evaluated more positively not only by parents, but also by government authorities which will be translated to better funding. Such trainings can have an impact both on the quality of athletes that are attracted to the sport club, but also on its overall performance as GBV is a factor that has a very negative impact on sports. These training programs should become obligatory in the strategic plan of the ministry of Sports within a logical time frame.

- (11) National sport federations and sport clubs can organize grass-roots sport events as a tool for the inclusion of women, migrants, ethnic minorities, LGBTQ.

To prevent GBV, National Athletic Federations and individual sport clubs can organize grass roots sport events focused on combating GBV in sports and promoting the inclusion of women, migrants, refugees, ethnic minorities, and LGBTQ athletes. These sports events should include games as well as interviews and discussions focusing especially on transforming the dominant perceptions and stereotypes about gender, race, ethnicity, and disability.

- (12) The appointment of one person responsible for dealing with the GBV (focal point) is an important initiative that sport clubs can take to fight against GBV.

The person responsible for GBV named Gender informed safeguard, in each sport club can play an important role in informing athletes and their parents about their rights, but also - most importantly- dealing with the ethical, legal, and psychological aspects of potential GBV disclosure. In addition, it could act as a focal point and be in communication with Gender Equality bodies in National Federations. Establishing a person responsible from gender issues has several benefits: (a) it makes clear the commitment of the sport club to respecting gender equality, (b) gives potential victims and their families an outlet to disclose, (c) it permits the sport club to connect and become part of national and international networks of persons in sport federations and clubs that commit to gender equality. The person in question should receive appropriate training. This is an important step towards ensuring a fair treatment of victims and creating the conditions for victims to disclose their experiences of GBV. In addition, it contributes to creating a culture of intolerance of GBV and can help establish a culture of consent.

- (13) Ensuring the equal representation of genders in athletic committees, boards, and coaching teams can give a significant boost in the fight against GBV in sport.

Our pilot project has shown that women and LGBTQ persons are more sensitive to and more aware of GBV. Dealing with the under-representation of women and LGBTQ persons in committees, boards and coaching teams can be an important factor transforming the general culture and creating the conditions for the introduction of measures promoting gender equality. Stereotypical perceptions of sport management and coaching as being a typically

male professional occupation contributes to the establishment of hegemonic and often toxic masculinities in sport that often enhance GBV. Equal representation of genders in decision making positions in sport federations and sport clubs can transform the overall climate and promote cultures of consent.<sup>9</sup>

- (14) The organization of workshops and camps with coaches and athletes promoting gender equality and fighting against GBV in sport can be a useful tool for National Sports Federations and sport clubs to raise awareness and create a culture of consent.

These workshops and camps should be focused on enhancing gender sensitive cultures and promoting intersectional gender equality, while raising awareness amongst, athletes, parent, coaches, administrative staff, and managers about the dangers of GBV. We propose a series of activities for workshops and camps at the Annexes of this toolkit.

- (15) Information and educational websites promoting intersectional gender equality in sports in collaboration with international federations can be a useful tool for National Sports Federations.

The International Olympic Committee has established an educational website on sexual harassment and abuse in sport.<sup>10</sup> The website targets sport organisations, coaches, and athletes to raise awareness on sexual harassment and abuse, gender harassment, homophobia, and hazing. It is available in six languages (English, German, French, Spanish, Russian and Chinese). It includes interactive videos describing different scenarios that help sport professionals recognise risk factors of sexual abuse and harassment in sport as well as prevention measures that they can adopt. Taking this website as a paradigm, sport federations should not only include in the websites a sector regarding (can introduce at the national level more targeted websites on) GBV in sports that would address the needs of national communities and (will) provide information in national languages., but also, they should ensure that there is a specific GBV protocol that works. Members of other committees should not be involved in this protocol to ensure integrity. These websites can include online training tools for professionals in the field and professionals should get extra credits when meeting the goals of the seminars.

---

<sup>9</sup> Council of Europe “TOOLKIT HOW TO MAKE AN IMPACT ON GENDER EQUALITY IN SPORT All you need to know” <https://rm.coe.int/all-in-toolkit-how-to-make-an-impact-on-gender-equality-in-sport-all-y/1680989ab2>

<sup>10</sup> International Olympic Committee (since 2012) “AN EDUCATIONAL WEBSITE ON SEXUAL HARASSMENT AND ABUSE IN SPORT”. <http://www.olympic.org/sha>





### 3. Coaches

(16) Learning and developing training practices that are gender sensitive can have an important impact in the world of sports.

Coaches, who are in their vast majority male, often perceive their role as one of dominance vis-à-vis the athletes. Very often they impose strict sport disciplines, which focus on the

physical aspects of coaching and ignore their broader social and psychological impacts. Coaching may also promote negative gender stereotypes, and gender norms that affect athletes and their performance in adverse ways. Coaches should learn how to stop abusive and violent training methods and language, which is not always easy because they themselves have been taught how to coach sport in that way.

Coaches who adopt alternative strategies of training or experiment with gender sensitive training techniques have very positive results both in terms of the performance of their athletes and in terms of their own performance. They can create more gender sensitive environments based on respect and consent, which are tools necessary to prevent GBV.

(17) [Adjust verbal communication to avoid harmful language and interactions.](#)

As most coaches are male, developing gender sensitive relations with women, girl and LGBTQ athletes are very important. How to do this is not always easy and clear. Coaches need to learn more about gender and how to promote gender sensitive coaching. Some basic principles that are useful to implement are the following.

1. Asking for consent from athletes or their parents if they are minors when introducing an athlete to a new stage of their sport is vital especially when physical contact is required for example to improve posture or body positioning. Coaches can do so by discussing this issue with their athletes and agreeing on the limits of physical contact. In case of athletes who are in the spectrum of Autism, who don't like physical contact coaches need to be more sensitive as those athletes may not express their discomfort. Athletes of all ages should be able to refuse physical contact that makes them uncomfortable or hurtful without been judged or further bullied by the coach. The consent should be in writing.
2. Establishing commonly accepted rules for verbal communication. LGBTQ athletes and coaches should be able to choose their pronouns. Derogatory gender-based language, such as the usage of feminine pronouns for male or gay athletes, which is common in sport events, should be avoided. Coaches should also consult their athletes regularly to understand what comments they find offensive and hurtful. These are not the same for different people so discussing the issue regularly can help built athletic environments that are healthy. Frequently, comments made by coaches on the weight of athletes may be harmful and damaging for their body image and may lead to eating disorders that are detrimental for their health. Even if they are not the immediate recipients of these comments, athletes, especially of younger age groups may internalize homophobia and fat phobia. The ruled should be in writing.
3. Prohibition of sexist, homophobic, transphobic, and racist language by coaches or athletes. Coaches who are facing this kind of behavior should be removed from their position while there is an investigation of the incident by the relevant GBV committee. It is in the best interest of everyone to adopt immediate actions in order to proceed as soon as possible in solution.
4. Ensuring that the tone of voice that coaches use is acceptable and does not create fear in athletes, especially of younger age groups. Especially for athletes who have experienced trauma or are (too) sensitive to loud sounds can be affected very negatively by loud and aggressive verbal coaching. Coaches should also be sensitive to



the psychological impact that disciplining can have on some of their athletes and adopt their voice tone accordingly. Coaching should be implemented by using positive methods which usually need more time but are not traumatizing athletes.

5. Ensuring that verbal bullying is not tolerated, including being called names or insulted repeatedly. If verbal bullying is observed, coaches should check also if physical harm is part of the bullying and inform the parents.
6. Ensuring that parents' do not use harmful, derogatory, and insulting gendered language against opponents, team members or coaches in sport events.

These are all measures that can assist coaches to establish an environment of consent, in which athletes feel safe to express their thoughts and feelings and take measures to protect themselves from harm. Such an environment can prevent GBV, while it may also have a very positive impact on the athletic performance and team spirit of sport teams.

#### (18) Address and challenge gender stereotypes and prejudices in sport training and competition.

Coaches can work with their athletes to challenge negative gender stereotyping that often prevails in sport. This includes sharing positive messages about athletes whose gender is different from the one of the team. For example, there are many negative masculinist stereotypes in football. These can be challenged if coaches demonstrate that women can play football equally well or not better than their male colleagues. Coaches can show videos of women's football matches or discuss techniques used by women's football teams to challenge stereotypes about women amongst young football athletes. Another example is how stereotypes about disability prevail in mainstream sports. Athletes with disabilities can be presented as positive role models in training or in athletic events, for example in swimming competitions, disabled swimmers can be invited to give speeches or discuss sport. Moreover, coaches can take the initiative to organize special gendered mixed trainings or sport events. Such common events and exchanges can be very effective in challenging gender stereotypes. Coaches can also adopt "the circle of respect" by inviting all athletes after their training to provide feedback of the training within a safe environment where everything can be said and analyzed so the team can keep 1-3 positive points of the day and find solutions for the 1-3 negative experiences. This way especially in team sports athletes develop their self-criticism and their communication skills, take the responsibility of their actions, and provide as a team solution. The coach should encourage the athletes' feedback providing the minimum interference.

#### (19) Inform athletes about GBV and give them support in cases of abuse and sexual harassment in sport or domestic violence.

Coaches who receive appropriate training can inform their athletes about GBV and give direct them towards the appropriate services that can provide support in cases of abuse or sexual harassment or in cases of domestic and intimate partner violence. Coaches may also be important persons in the life of athletes that can encourage them to ask for support from specialists so they can keep the integrity of their relationship as some times unveiling a GBV incident may be against an athlete's career and there will be a conflict of interest with the coach. More broadly, coaches should give athletes the psychological and mental support needed to bring forward and disclose cases of GBV.



(20) Respect the intersectional diversity of athletes and avoid discrimination on the basis of gender, race, ethnicity, age, disability, sexual orientation.

Very often, intersectional stereotypes prevail in sport based on the athletes that are more successful at a certain period. These gendered stereotypes are prevailing and determining the ways in which coaches evaluate the progress and potential of athletes. One important technique to challenge gender stereotyping and encourage athletes to invest in sport is to show them how these stereotypes have changed across the years. In the first modern Olympic games of 1896, women's participation was prohibited. The 1904 Olympic Games were accompanied by an event called Anthropology Days where people from around the world -- called the primitives -- were asked to compete in sport contests to determine the speed and strength of different races.<sup>11</sup> Moreover, whereas today black athletes are considered as successful in several sports, decades ago black athletes were booed by spectators because of their skin. This can be demonstrated by using the examples of Jesse Owens, Pele, or Serena and Venus Williams, who broke racial stereotypes in their respective sports opening the way for young athletes of all colors to follow them.

In that respect sports are often much more advanced than the broader society and as long as racist prejudices do not cloud the decisions of coaches and sport managers, they can prove to be a very effective way to question the validity of racial stereotyping. Negative gender stereotyping can also be challenged by turning back in history and questioning the prejudices and obstacles that women faced in their attempts to enter sports. Discussing those events with coaches and students can bring awareness about the ways in which gender can prevent talent from rising and becoming successful. For example, coaches can use videos of Kathrine Switzer, a 20-year-old college student who was the first woman to run the 1967 Boston Marathon. The video shows how race director Jock Semple charged onto the course and tried to physically rip off her bib number and remove her from the competition, but Kathrine's managed with the support of her co-athletes to push him away and finish the race. and despite taunts from media to quit because she was female, Switzer finished the race. Such examples can inspire athletes who do not fit into the conventional gender stereotypes in specific sport to continue to exercise and compete.

(21) Introduce a more inclusive way of thinking about sport in athletic clubs.

Sport clubs can commit to set as a priority to promote gender equality, including through more inclusive ways of training and competing in sport events. To do so, they need to commit to transforming the ways in which sport is gender segregated. Instead of taking for granted the rules of games that have been created by men and for men, athletic clubs can introduce new game rules and processes that promote intersectional gender equality through sport. This is a challenging goal but may have immense positive impact on the prevention of GBV.

---

<sup>11</sup> See Brownell S. (2008) (eds.) *The 1904 Anthropology Days and Olympic Games: Sport, Race, and American Imperialism: Sport. Race and American Imperialism*. University of Nebraska Press.

A best practice of promoting gender equality through ball games.

The Panteion University Gym has set the ambitious goal of transforming ball games to defy intersectional gender inequalities. The new ball games are not continuations or variations of existing ball games but introduce multiple possibilities of what a game that is based on respect and inclusion can be about. The aim is not just to introduced more mixed games, but also more games that promote gender equality. Inclusion is not conceived only as a process of “adding women and stirring” but as a process through which all athletes irrespectively of their gender, race, ethnicity, disability, sexuality can take leading roles not just the roles of the assistants or the supplements to the most powerful male athletes.

This is achieved through a process of “multi-balling”, where the usual segregation of male and female sports based on the size of the ball is rendered obsolete. Multiple balls are used in the same game to enable all athletes to play in ways that are more complex that the usual sports but also more inclusive. The gym is committed to ball games that do not respect the logic of segregation. Even when men or women only teams are playing, these are encouraged to use balls different than the ones that are officially ascribed to them or to engage in multi-ball. These practices question the hierarchies of male and female sport and athletes, which also reproduce broader intersectional gender inequalities. They give opportunities to disadvantaged groups in mainstream sports to become protagonists and to those who are privileged in mainstream sport to experience new challenges.

Moreover, sport has a positive educational role promoting social and personal values that influence the behavior and attitudes of children and young athletes in their everyday lives. Raising awareness and promoting the prevention of GBV in sport and through sport should be a priority during the training process. Organizing activities and exercises during training that promote a culture that is gender sensitive and intolerant of GBV amongst all the involved parts in training is possible.

### Best practice: Training against GBV

Gender equality and the prevention of GBV can be introduced during different stages of the training process at all levels and become an integral part of this process. Training can include exercise in mixed groups or mixed pairs in warm-up, empowerment, technical training, building flexibility, tactical training tec.). Moreover, coaches can introduce more positive techniques against GBV.

Altis used the following relay techniques during the training that took place in the workshops.

-Athletes of all genders are divided into mixed groups of three or four athletes each. The selection of the team members is done by drawing lots.

-The team decides collectively in which position each member of the team will be positioned. The coaches do not intervene in these decisions but discuss them afterwards with the team members. They then go through two trials:

#### a. Relay

- Static baton change

-Athletes stand in a row one after the other in distances that makes possible the change of the baton but following the sequence that they have collectively selected.

-There are four batons. Each baton changes from athlete to athlete until the last one drops it on the ground and the first one picks up the next baton to follow the same procedure.

-The team that is quicker in moving all four batons to the end.

-This is repeated several times and the first team that wins three times is the winner of the trial.



- Relay race of mixed teams

The same mixed teams compete in relay races 4X50 and 4X100.



## 2. Mixed pair training

In the context of gymnastics, trampoline and acrobatics, training can be performed in mixed pairs of male and female athletes.

### Warm-up

Two mixed teams are created selected by draw. The members of each team decide in common what position each member of the team will take in order to improve their performance. The athletes learn how to work together instead of following the coaches' instructions. The members of the team stand in a row laying down and pass the ball to each other first using their hands and then their legs. When the ball reaches the end of the line, the last member of the team moves to the beginning of the line and starts the passing of the ball to the other members by using their legs.



### Handstands

The group is divided in to mixed pairs. The pairs start doing handstands taking turns exercising, coaching, and correcting each other. Athletes are asked to act as coaches of other athletes and then to be coached by fellow athletes. The same pairs are asked to exchange roles doing a “wheelchair lift”. In this exercise, the person who leads must be helped by the person who follows. Athletes try both roles challenging gender stereotyping.

The exchange of roles destabilizes heteronormative hierarchies, and the stereotypical conception of coaching as masculine. Male coaches stereotypically lead the training and make corrections in the practices of both male and female athletes. Female coaches on the contrary are often perceived as adopting masculine practices and norms in order to be effective. On the contrary, the examples of female coaches who coach male athletes are much rarer.

The training exercise reverses stereotypical gender roles asking both male and female athletes to play the roles of coaches. Moreover, it asks them to put themselves into the shoes of others, to experience both being in a position of power and being in a position of vulnerability. The team that manages to move the ball faster wins the

In this context, consent comes at the center of athletic practices. Athletes of all genders, who play the role of coaches, are asked to always ask for consent before they touch the athletes they are correcting. This obligation helps athletes to rethink their own relationships with their coaches and the importance of putting consent at the core of training.

### **Scale and jump scale**

Acrobatics is a sport that requires cooperation and contact. For this reason, it is very important to ensure respect for each other. The athletes at the base carry the athletes at the summit. Usually the structure is very gendered, as the boys are asked to play the role of the base because of their muscular strength, while the girls are placed at the summit because of their perceived lightness, flexibility, and grace. These roles can be reversed during training and athletes can take positions at the based or summit irrespectively of gender. Body types can be combined in ways that challenge gender stereotyping in sport. Consent is at the core of this reversal of roles as athletes are asked to give it before any interventions are made.

The exercise questions the validity of gender stereotyping and enables athletes to take different positionings vis-à-vis the sport that they are involved in. Understanding the perspective of the other gives them the opportunity to be more understanding and to show respect for others. It challenges gender hierarchies on which GBV is based.



Similarly, athletes are asked to do jumps on a trampoline in pairs. While the one jumps the other one should concentrate on keeping the balance. The aim is to ensure that while one is in the air, the other one is on the net and vice versa. The coordination of their movements and the exchange of roles helps them understand how important it is to collaborate and “put oneself in the shoes of others”. It builds empathy and respect for other genders and questions sexist and racist practices based on gender and other intersectional differences. Moreover, it helps them understand that in order to successfully train they need to respect the specificities and potential of others. In this exercise, athletes that are stronger realize

that they need to cooperate with weaker ones in order to make sure that they continue the exercise. If they cannot work collaboratively respecting each other's specificities, they will be pushed outside the net on the mattresses next to the trampoline.

Overall, training can provide ample opportunities to learn respect, consent and challenge gender stereotyping.

(22) Design games that promote gender equality and organize tournaments and camps focused on gender equality.

Modern professional sport has been largely based on the predication of gender stereotypes, heteronormativity, and male domination, while playing modern sport or attending elite sporting events has largely promoted exclusionary or violent and gendered attitudes and behaviors at varying degrees.

A multi-level and multi-disciplinary task, the prevention of gender-based violence can also be addressed through a re-imagining and re-designing of sport games. Which types of sport can we play with our male, female, or gender nonconforming bodies? How can our bodies be engaged in peaceful athletic activities? Which rules of sport and athletic practices can conceive of male and female bodies, not in terms of hierarchies and rankings, but through degrees and modes of cooperation and collaboration? Raise this issue to the IOC (International Olympic Committee) from each National Olympic Committee.

Some examples of games that the Panteion University gym has been experimenting with, can be found in the tables below.







## Tire-ball

The game attempts to generate an alternative experience of playing contemporary Korfball. Korfball is one of the few existing popular sport that actively promotes gender equality. It is a mixed team sport, which is designed around the notion of an equal participation of men and women players in every game, involving two teams of eight, with four female players and four male players in each team. In addition to the inclusion of equal numbers of men and women on each team, Korfball creates a playing field of equality by dictating that men and women both play with and against each other, while they are not allowed to directly compete on an individualized basis, since its rules require women to guard only women and men to guard only men.

Korfball's equal playing field encourages a practical ethos of cooperation and collaboration amongst all players. There are no specialist positions that can be assigned to masculine or feminine bodies, as everyone in the team swaps roles as either attacking or defending each time two goals are scored, while a unique set of rules on how a valid goal can be scored promotes an equal contribution of all players, regardless of their sex, in both attacking and defending sequences for maximizing the possibility of winning the game for every team.

### Concept and Rules

Tire-ball embraces the practical challenges that korfball poses for the gender divide in modern sport, and then attempts to take a step further in debunking gender stereotypes on what constitutes athletic ability as well as in fostering new forms of cooperative sporting practices amongst women and men athletes.

Tire-ball adopts most of the basic rules of korfball:

- It is played by two teams of eight athletes, each consisting of four female and four male players, although it's not absolutely necessary that the size of the number of each team remains fixed, as long as gender parity is observed.
- It is played in a Korfball court, although it's not necessary that the size of its court remains always fixed (20m x 40m for outdoor and 30m x 60m for indoor games).
- This court is divided into two halves; players can cross the halfway line. 8 players per team are on court divided over these two halves.
- The ball is played with the hands only, controlled physical contact is allowed, players can't move with the ball in their hands.
- 'Scoring' and 'Winning the game' is similar to Korfball. To score you need to put the ball inside the korf (net) of the opposing team. To win you need to score more goals than your opponents. However, it is not absolutely necessary that each team has always just one 'korf' to attack and 'one korf' to defend, nor that each goal counts always for just one point.

Tire-ball aims to destabilize dominant expectations and experiences of both players and viewers that correlate physical strength with athletic ability and excellence.

Firstly, tire-ball introduces a new, self-designed and self-knitted ball that deviates from the standard round-shaped, spherical balls used by most existing sport including korfball. This new ball is disc-shaped and, at least, slightly heavier than the average standard weight of a korfball (445–475 grams).

This new, bizarre, and unfamiliar ball is designed to de-familiarize athlete participants with how they should handle the ball and use the ball for pursuing the game's purpose of winning and to inquire spectators to explore anew the question of what an able or spectacular 'play of the ball' might be.

Playing tire-ball with this ball is set to undermine dominant, gendered notions of what are the optimal practices for passing and shooting the ball; physical strength, resilience, speed strength and dynamism, the characteristics that are generally perceived as making male bodies athletically superior do not ensure that one can pass better or score more with a tire- ball.

Secondly, tire-ball introduces a new type of korf(s), which is:

- Disc-shaped.
- Held by a pole in a vertical rather than a horizontal position.
- It can be located as high as a korf (3.5 meters from the ground) or even higher, to minimize the importance of body height or jumping abilities.
- Not necessarily one per team; two or more korfs can be used on each side of the court.

These korfs are designed to unaccustom athletes with how scoring a goal can be optimally pursued and achieved when playing tire-ball.

Tire-ball is designed to make female and male bodies feel tired. Scoring, succeeding in the game, or winning do not come easy, nor do they of following established paths of individual or collective athletic effort.

The tiredness of tire-ball athletes, however, is not tied to the notion that the most resilient (and male) bodies will be rewarded with a winning performance. Even the most resilient and physically able bodies of male players will not succeed in skillfully handling with the tire-ball or scoring more by throwing the tire-ball through these korfs.

Instead, the tiredness of tire-ball athletes instigates the need of establishing new forms of communication and collaboration amongst female and male teammates, where men and women have to work together to solve the problems of how they can collectively play tire-ball and win without becoming increasingly exhausted.

## Re-sequencing Volleyball (or similar sport)

The game is based on an alternative approach to professional volleyball. Volleyball in its elite manifestation is a conventional sport in terms of its allocation of gender roles. It is played in all-male or all-female teams. Excellence and optimal performance in the sport is associated with masculine prowess, an above average body height, physical strength and jumping ability that can bring about the most powerful and undefendable spikes and aerobic endurance capabilities that can make athletes resilient in dealing with the extremely physically demanding aspects of playing volleyball.

### Concept and Rules

Amateur efforts of re-designing volleyball as a mixed-gender sport seem to be gaining popularity. Probably, this is the case because in contrast to other conventional team sports in volleyball the two rival teams are separated and do not come into physical contact. Existing efforts seem to strive at meddling with the existing rules of the game in order to reduce some of the inequalities of the playing field that are produced by the masculine characteristics of male bodies. So, for example, in mixed-gender volleyball:

- Male and female players are positioned alternately on the court, so that at any time both attacking and defending lines of each team are not dominated by men,
- Some of the athletic practices where men tend to dominate are prohibited, such as jump serves and back attack.

- Slightly relaxed rules are introduced in how a ball is defended to allow for extended rallies. Our game is based on a complete overhaul of the sequence of the game, without any other intervention.

All the stages of the proper sequence of hitting in volleyball are assigned a value according to the sex of the player involved. Instead of the three hits rule -bump, set, and spike- of traditional volleyball, each mixed-gender team is only allowed hits in a particular sequence that fluctuates amongst female and male players.

This new sequence could be:

- Female-Male-Female, if one sticks to the three-hit rule, or
- Male-Male-Female-Female-Male-and so on, if we decide to move beyond it.

Re-sequencing the game of volleyball, along these lines, creates the possibility of initiating new cooperative practices amongst athletes across the gender divide, where men and women teammates must work together in order to make out how they can better position themselves in the court, how they can optimally pass, defend and attack in a collective manner so that they can observe the unconventional, bizarre sequencing of the game.

## Tramp-ball



Tramp-ball is a game that ALTIS created during the workshops. It combines trampoline with a ball game. It approaches trampoline training from a new perspective. The game can be used during the learning process of a skill or even during technique training of a skill, promoting simultaneously cooperation and equality between genders. The two teams are mixed with a limit of six players in each team. It creates a playing field of equality by dictating that male and female players both play with and against each other, while they are not allowed to directly compete on an individualized basis, since its rules require female players to guard only female ones and male ones to guard only male ones. There are no specialist positions and sets of rules on how points can be scored. These rules promote an equal contribution of all players.

### Equipment

The used equipment is typical one in a trampoline or artistic gymnastics gym.

1 Mini trampoline - 2 AirRolls - 1 AirBall

### Concept and Rules

- It is played by two teams of maximum six athletes, each consisting of female and male players. The size of the number of each team depends on how many athletes participate in the workshop.
- It is played mostly at an indoor gym but if it is possible, it can be played outdoors too.
- This court is divided into two halves with the two AirRolls; players are not allowed to cross them.
- The game starts with a skill on the mini trampoline. A player from the team that has ball executes a skill and gets from the coach from 1 to 5 points.
- Then the two teams play with the ball using hands only (volleyball pass) to win the points given for the skill.
- Each athlete can pass the ball to an athlete of different gender in his team and to different gender at the other team.
- Controlled physical contact is allowed.
- Athletes cannot move with the ball in their hands.
- Scoring is similar to volleyball.
- Using both hands and feet can be a variation of the game.
- The game finishes when all athlete of both teams practice the skill.
- The team with the most points wins.
- Tie is possible.



Tramp-Balls aims to combine trampolining training while teaching young athletes gender equality by establishing new forms of communication and collaboration amongst female and male teammates.





#### 4. Parents of athletes

(23) Give children a voice.

Parents should empower their children to speak and express their views, experiences, and feelings about what they like and what they don't like in sport. They should be given an opportunity to express their views and opinions about adults, including coaches,



administrative staff, other parents, and fellow athletes. If children feel safe to speak out and they know that their opinions and feelings would be respected in families, they will be able to speak against GBV if that occurs in athletic contexts. If on the contrary, their opinions and feelings about sport practices are silenced and they are asked by their parents to be disciplined and to follow their coaches uncritically to succeed in sport, they would have no one to turn to if GBV occurs. On the other hand if a coach has the impression that an athlete experiences domestic violence should make a risk assessment and report further this observation.

(24) [Teach children consent.](#)

Children should learn by their parents to respect the bodies of others and to respect their own bodies. Everyday activities from an early age can teach them that they should give consent if someone wants to touch them or kiss them. For example, they should be asked prior and not (be) forced to accept touches and kisses by family members if they do not feel comfortable with them at the time. Respecting the privacy of each child is vital for the prevention of GBV and a typical example is the usage of the shower at home and in gyms. Children should be encouraged to take care of their personal hygiene as soon as they are able to do so. The rule of the underwear refers also to parents if their children are capable of taking care of themselves. Moreover, they should learn from an early age to respect others and get their consent, not to make jokes about the bodies of others and to accept the way in which their bodies are formed. Establishing a culture of consent in families is a valuable tool in the fight against GBV that will protect them also from GBV in sport.

(25) [Avoid pressures on children to follow specific types of sport, specific training programs, clubs, and coaches.](#)

Parents often push their children to follow specific sport because they feel that their children can excel in them, although the children themselves may not select them. Moreover, there are parents who put pressure on their children to follow specific training programs that they consider more effective or join specific clubs and coaches, although their children may dislike them. Participation in sport should be driven by the will of the athletes themselves and not by their parents. The main goal should remain entertainment through sports creating a healthy social environment and not aiming to become from an early stage an elite athlete. Each athlete in time will unveil their commitment to their sport and the desire to proceed in competitions and professional sports.

(26) [Monitor and access offline and online spaces and occasions where risk may occur, such as unsupervised sport trips, one-to-one meetings with adults \(coaches, supporters, administrative staff\), or with fellow athletes.](#)

Coaches and other sport professionals take many roles in the lives of athletes and become a point of reference for them, making grooming easier. Parents should be vigilant about the development of close relationships between their children and their coaches. Experts recommend that children are always accompanied by a parent or a guardian in athletic events and trainings. Unsupervised informal interactions between coaches and other sport professionals and young athletes, such as driving children to their training or sport events, interacting out of the sport field, hanging out for drinks, or carrying out conversations about the training, should be avoided. Moreover, in sport trips, it is advised to always involve two



coaches of different genders in order to have the capacity to serve better the athletes and their needs. Furthermore, it should not be allowed for a coach-official-safeguard to enter and meet with an athlete alone in a single room.

(27) Learn how to identify symptoms of GBV, as well as how and where to seek help and support if an incident of GBV in sports occurs.

Parents should be able to identify symptoms of GBV. These are described in the manuals of different NGO's. More broadly, they include:

- Sudden unwillingness to participate in sport practices.
- Withdrawal from school activities and drop in school performance.
- Medical complaints related to reproductive health and psychological well-being, such recurrent abdominal pains, headaches, soiling or wetting.
- Unusual psycho-social symptoms such as acting infantile, insecure, scared.
- Depression, withdrawal or self destructive behaviours such as cutting.
- Unprecedented difficulties to concentrate and focus on everyday tasks.
- Display of sexual knowledge beyond the child's age and openly sexual behavior unusual for the age group.

Parents should also know where and how to seek help in case of an incident if GBV.<sup>12</sup>

(28) Collaborate with coaches and administrative staff to raise awareness and develop protective networks against GBV in sport.

Co-operation and networking between different actors in sport can challenge gender stereotypes and promote a culture of consent in sport practices. Parents can play an active role in organizing such networks, as well as events with invited specialists to give speeches and seminars on the issue. Moreover, parents can work together across athletic clubs to develop fast and effective responses to GBV.

(29) Organize parent groups, debates, exchanges on gender equality in sport, especially GBV in sport environments with other parents and coaches.

Include debates, parent activities and movie nights with GBV during training times as part of the athletes and parent development. Engage parents in the process as many forms of GBV start within the family due to lack of education, cultural background, and experience.

(30) Challenge gender stereotypes through sport in informal settings.

Parents should encourage children to attend and watch both women's and men's athletic events. They should also encourage children to think about diversity in sport, including for disabled and special Olympics athletes. Moreover, they should avoid gender stereotyping when supporting specific teams or athletes and discuss cases of athletes that have come out as LGBTQ. Finally, it is crucial for parents to play games with their children, family, and friends

---

<sup>12</sup> In Greece, for example, the European anti-violence network based in Athens has created such a material and is available online: [https://www.antiviolence-net.eu/Odigos\\_apodrasis.pdf](https://www.antiviolence-net.eu/Odigos_apodrasis.pdf)

from an early age in which members of their family of different ages, races and genders participate. These formative experiences may help them question deeply entrenched gender stereotypes. Parents may also experiment with changing the rules of traditional games to promote more gender equality, for example they can play basketball with two baskets to help shorter players compete. It should be highlighted that there are no gender- specific colors or gender based games. Daily routines, like cooking, cleaning, are necessary to sustain the household and so every family member and not just the female ones should carry them out.



**Tools for athletes**

## 5. Athletes

- (31) Create and support existing online networks in which athletes can disclose their experiences safely and without interventions by coaches or parents.

Create athlete's unions for all sports and make strategic plans to ensure that athlete's rights will be represented properly. Establish a dialogue and share problems, consideration, and support with the National Olympic Committee athlete's commission. Connect with the IOC athlete's commission and stay informed on their activities, the publication of materials relevant to GBV, and funding opportunities to develop national programs for GBV prevention.

- (32) Demand consent in coaching practices.

Athletic practices often involve a lot of discipline that is necessary to achieve good results in sport competition. This often creates a culture in which athletes feel that they have no right to object to the demands of coaches and athletic managers. This culture is usually exploited by perpetrators of GBV. For this reason, it is important to regularly ask athletes for consent not only because coaches need to ensure that athletes feel right throughout the training, but also because athletes need to be educated and get accustomed to engaging in sport practices that are based on respect and consent. Coaches should not feel offended when asking for consent as they build a healthy routine within their teams and influence in the long-term their athletes' behavior.

Athletes may learn about their rights through interactive activities (workshops or seminars embedded into sports training), which will be organized by parents and athletic club associations, in which they can learn how to question sexist behaviors, challenge gender stereotyping, and learn what healthy relationships are and how to develop them in sport environments.

Most importantly, athletes operating in competitive sport environments requiring discipline should learn that consent is required in all sport practices. This requires that athletes participate in decision making about their sport practices, they are able to agree or disagree with coaches and other adults involved in sport, they are not scared, their needs are respected, and their lives are not under control. Establishing a culture of consent is a strong tool in the fight against GBV in sport.

- (33) Develop networks of support in which older athletes who have survived GBV can help and support younger survivors.

Introduce a mentoring GBV program based on the relationship between older athletes and younger ones. Through mentorship experienced athletes will have the opportunity to share experiences and discuss best practices. Younger athletes will develop a productive relationship and grow their network in the sports arena.

Moreover, in order to enable young athletes to guard themselves from the threat of GBV, networks of support based on mutual learning can be established. This practice is based on

the belief that young people can teach each other to protect themselves from GBV and support each other in cases of GBV incidents.<sup>13</sup> Young people respond more positively to their peers. Initiatives promoting the involvement of young athletes as volunteers in the fight against GBV in sport can also be empowering and change the ways in which sport is perceived amongst young athletes.

### (34) Acquiring and sharing information on the rights of GBV survivors and supporting institutions.

The me-too movement raised awareness amongst young people of GBV. Awareness-raising should be accompanied by information on how to deal with GBV when it occurs. Young athletes can play an active role in informing their peers about the ways in which deal with cases of GBV. Young athletes can be active in sharing information online and offline on (a) organizations that specialize on the support of GBV survivors, (b) the rights of GBV survivors and (v) the best strategies to escape abusive relations in order to support their peers who might be in danger of or might experience GBV.

---

<sup>13</sup> See for example, Youth for youth “Educational Manual for the Empowerment of Young People in the Prevention of Gender-based Violence through a Mutual Learning Approach”. [https://www.antiviolence-net.eu/Manual\\_Youth4Youth.pdf](https://www.antiviolence-net.eu/Manual_Youth4Youth.pdf)



## Annexes





## Annex 1: On-line co-creation meetings

### Identifying needs.<sup>14</sup>

#### Agenda

##### Welcome and Introductions.

Presentation of the project and explanation of its purpose: to identify the needs of stakeholders and exchange ideas on how to organize the initiative.

We go around and each one of the participants introduces herself/himself. Name, age, job, pronoun, athletic club, sport(s).

##### Session 1: General Questions

Participants are asked to discuss the following questions:

- How did you feel when you first heard about the me-too movement in Greece? Were you shocked or did you feel that the disclosures were relevant to your experiences in sports?
- Do you think that the me-too had an impact on changing sports? Yes, No/ Why?

##### Session 2: What is GBV?

Organizers give participants the following list of GBV examples and ask them to identify which ones are and which ones aren't GBV.

1. During practice, a 16-year-old girl athlete in soft-ball has her period and is in a lot of pain. Painkillers won't work. A female coach shouts at her because she doesn't try hard enough and threatens to leave her out of the next match if she uses her period as an excuse during practice.
2. A male coach approaches a 14-year-old athlete and asks her to meet him in his office to have a discussion about her future. He praises her for her achievements and tells her that she can be a star athlete. While he tells her that she will help her, he touches her body in inappropriate ways.
3. A 12-year-old goalkeeper in football makes a mistake and the opposing team wins. When the match is over, the boy starts crying. His father approaches him, tells him that he was a disappointment, and insists that he should stop crying because he embarrasses him.
4. A coach walks in the locker rooms, where a group of four athletes make jokes about a fellow athlete: "you always wear pink, you only hang out with girls, are you gay?" they say laughing. He seems embarrassed and doesn't want to answer. The coach tells them to leave him alone but doesn't discuss the issue further.

---

<sup>14</sup> The co-creation meetings were carried out one year after the me-too movement had begun in Greece during the COVID-19 pandemic. The issue of GBV in general and GBV in sports in particular was on the news frequently and has received some attention in policy and sport circles after the unfolding of major scandals. Nevertheless, there were no significant initiatives taken against GBV in sport. The online workshops were designed in a way that reflected the publicity that the issue had received in Greece, but it should be adjusted, if implemented in other countries, where the me-too movement has not started or there are the disclosures of cases of GBV in sports are not widely discussed in the media.

### Session 3: How do we recognize and react to GBV?

Organizers ask the participants to be divided in two groups and discuss briefly (10 min) what they would do if one of the following incidents takes place:

- Your child seems to be very distracted and distanced and her/his performance has dropped after a trip to a sports camp. You notice that she/he is trying to avoid training with a coach who was on that sports camp. What do you do?
- Your child is in distress each time a coach shouts or criticizes him/her or tells him/her to try harder. What do you do?

Discuss the responses (10 min) in two breakout rooms, and one member of the organizers' team joins the sub-groups. They ask one person from each sub-group to keep notes and then present the conclusions to the rest of the group).

### Session 4: Final questions, conclusions

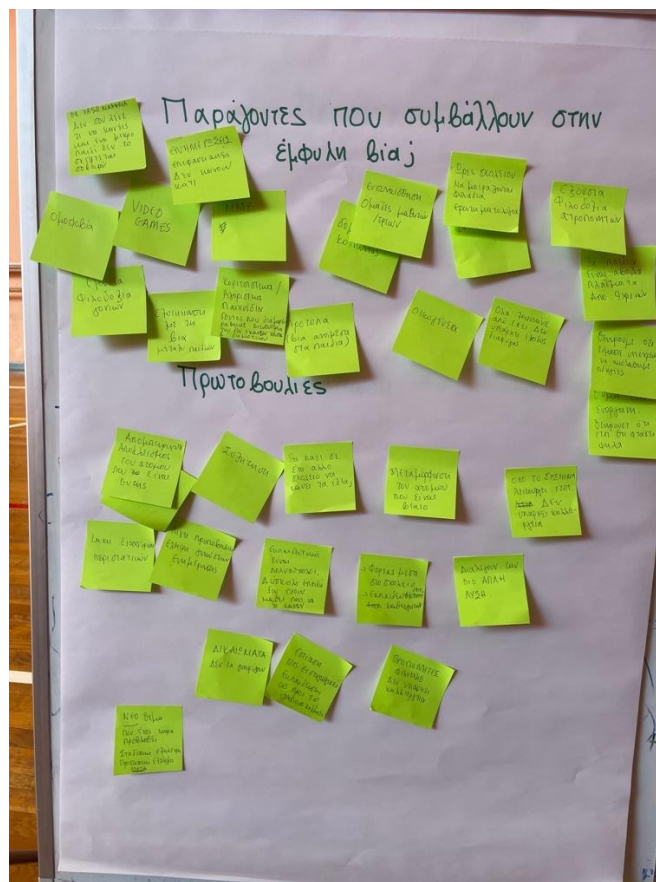
- Do you know where to look for support in case of a GBV incident?
- Are there any initiatives that you've adopted, or you know for the prevention of GBV in sports?
- What changes would you like to see in the world of sport in the struggle against GBV?
- What activities would you consider useful to include in a workshop and a camp on GBV in sport?

The workshop is scheduled to last approximately 2 hours.

Participants are asked to sign consent forms at the beginning of the session and fill an evaluation questionnaire at the end of the session. The consent form includes approval to record the session.

The members of the organizing team listen to the recording, transcribe it -if necessary- and read the evaluations. Based on these on-line workshops, they identify gaps and develop the main priorities that they aim to address during the in the in-person workshops and camps that will follow. It is important to be context-specific and adjust according to the local needs.

## Annex 2: Workshops with adults



### Participants

Participants may include coaches, parents, administrative staff, managers, and/or students. The workshops can either be homogeneous – only coaches or only parents- or heterogeneous. Homogeneous groups give more insights into the practices of specific stake holders. Mixed groups of participants work better when organizers wish to promote more networking and coordination amongst different stake holders. In mixed workshops, participants can see the issues from a different perspective and develop bonds with other groups that can be very useful for the implementation of gender equality plans.

Although there is a risk that bringing together different groups together might create conflicts and tensions in workshops, it is useful to do so because it is a platform for stakeholders to listen and understand the perspectives, needs and fears that each other has, especially considering sport involving young children. One of the findings of our pilot project is that these parents and coaches do not often have the chance to meet and discuss what is best to do for the protection and well-being of young athletes and these workshops are opportunities to communicate, get to know each other and develop in common strategies to fight against GBV.

The same agenda can be used also to promote initiatives and interest on GBV prevention amongst students of sport science or gender studies.

### Approach

A co-creative approach is used. It is not a one-way process providing information and guidance from the organizers to the participants, but a process of exchange and sharing.

Participants should feel safe and able to express their views, experiences, and opinions. They should not be intimidated or treated like students, because they are not. The workshops should be an open-ended process.

### Agenda

Introduction and getting to know each other.

- Introduction

*The term GBV is a term that we hear very often but we rarely take time to think about its content. The disclosures of GBV may shock us and scare us but we usually have very little information about the ways in which we can prevent and stop GBV. In this workshop we will try to cover these gaps through a series of activities that emphasize your experience, your thoughts, beliefs, ideas, and initiatives. Through these activities we will try to explore and reach conclusions on what GBV in sport is and what tools we can use to struggle against it from our respective positions, as parents, coaches, or administrative staff. We believe that when it comes to children's sports, the adults involved should collaborate to identify solutions. We thank you for spending your time here with us and wish that this would be done in a creative way. (This can be adjusted according to the context)*

Organizers should also briefly outline the workshop schedule and its aims as well as all ethics issues (consent forms, permissions for photographs, or recordings -if applicable). Because of the sensitive nature of the topic all participants should be asked to sign consent forms and full anonymity should be observed. Moreover, participants should be given the opportunity to leave, stay silent or ask the organizers to remove their contribution.

Personal introductions and break the ice question: Please share with us 1 positive and 1 negative personal experience of sport.

- Activity 1: What is GBV?

Brief introduction:

*GBV is violence directed towards a person because of its gender. It is a phenomenon that occurs every day, across the globe, across ethnic, racial, and class boundaries and its victims are in their vast majority women and girls. Increasingly it has become apparent that also LGBTQ+ people are vulnerable because of their gender to violence. GBV causes physical, sexual, and psychological trauma, which may be long lasting. In its most extreme forms, it may be genocide or rape, but it can also take -often simultaneously- milder forms that are equally damaging, such as control, punishment, verbal and psychological bullying, stalking, threats, psychological torture, and deprivation. GBV is above all a criminal offense punishable by law. This is enshrined in the Council of Europe Convention on Violence against women and domestic violence otherwise known as the Istanbul Convention.*

*Usually when we hear about GBV on the news, we hear about extreme forms of GBV. Nevertheless, there are different forms of GBV and they are often interconnected.*

*Verbal*

*Psychological*

*Physical*

*Stalking*

*Sexual harassment*

*Domestic and Intimate partner*

*Rape*

*Femicide*

*It is very important to be attentive and pay attention to forms of GBV that do not leave visible scars, but impact negatively or even damage the psyche of the victims. It is also important to learn the signs of GBV on others and stop ignoring them when we notice them, even when they are considered “mild”, because they might be signs of GBV that is likely to escalate.*

It is useful here to also provide some statistical data on GBV in the specific geographical or sport context. These can help participants realize that the problem is not one of isolated extreme cases but a much more common phenomenon than they usually assume.

We explain ethics issues (consent forms and strategies) and caution them to use trigger warnings. We emphasize that sexist, racism, homophobic and transphobic language, and attitudes will not be tolerated.

- Activity 2: Exercise of self-reflection.

The organizers distribute pens and printed versions of the following table and leave them for 10'-15' for participants to complete them. They ensure that each participant had enough time to complete it and then ask them to discuss what they wrote on the form. As the form may contain sensitive personal material or bring back memories that may retraumatize possible victims or witnesses, organizers ensure that participants do not feel pressure to disclose what they wrote. This is as much an exercise about them as it is about the workshop. Organizers must tell participants that only if they feel safe, they should share their experiences.

The organizers draw the same table on the board and write in small post-it the information that participants share. They should be careful to avoid writing on the board personal experiences of GBV disclosed by participants because this can be traumatic for the survivors. Once all participants had a chance to speak, they observe the table on the board and try to point out to common patterns that may bring participants closer and make them feel safer.

When did you first heard the term GBV?	
Have you experienced GBV in sport	-as a witness -as a perpetrator -as a victim -other

What are the forms that you think are most common in the sport that you are involved in?	<i>Verbal</i> <i>Psychological</i> <i>Physical</i> <i>Stalking</i> <i>Sexual harassment</i> <i>Domestic and Intimate partner</i> <i>Rape</i> <i>Femicide</i>
What are the main factors that impact on GBV in sport?	-competitive climate -pressure and discipline of training practices. -gender stereotyping -lack of education at school -lack of awareness raising in society -sexism, homophobia, transphobia in society -racism in society -lack of structures and funding for the prevention of GBV -lack of structures and funding for the protection of survivors of GBV in sport -other
Have you taken any initiatives against GBV? What were these initiatives?	-as an athlete  -as a coach  -as a parent  -as an administrator or manager
If you or one of your athletes or children become victims of GBV, do you know how to deal with it?	Yes No
What changes do you think are important to prevent GBV in sport?	

The participants keep these tables. Their aim is to help them self-reflect on their own experiences not to collect information.

- Activity 3: Constructing a Culture of Consent in Sport

Organizers work on this activity with participants in order to co-create strategies that promote cultures of consent in sport.

Introduction: Why is consent important?

Organizers explain why they think consent is a powerful GBV prevention tool. Consent is important because it determines whether a verbal, psychological or even a physical act can be considered as GBV or not. Many acts, such as a comment, a joke, a funny anecdote or even



a touch can constitute GBV because there is no consent. Although it is crucial to establish consent, in both games and in sport training, cultures of consent are rare. Athletes should know even from an early age that their consent is required to participate in sport.

### What does consent mean?

Consent requires knowledge, voluntary and clear permission with words or actions for participation in a commonly agreed activity. Each of the parties in a relationship has a responsibility to make sure that the other person agrees and has given her/his/ its consent before and during an activity. Consent presupposes that permission has been given freely, voluntarily and without coercion

There is NO CONSENT when:

- someone is silent
- someone is passive
- someone is unconscious or incapacitated because of alcohol, drugs or other reasons
- there is no resistance
- there is consent for a different activity

Especially for underaged persons, they are considered as incapable of giving consent for sexual acts because of their age, lack of experience, and sensitivity. Also, some persons with disabilities may be incapable to give consent for sexual acts.

Parents, teachers, and coaches should all work together with children/athletes to teach them about consent and how necessary it is especially in sport.

### Examples of best practices to develop consent.

- Launch national campaigns focusing on constructing cultures of consent and trust in sport
- Organize seminars on how to develop consent-based approaches to coaching and management
- Create protocols that promote consent in sport
- Fund research and dedicated campaigns promoting consent in sport



### How to cultivate a culture of consent against GBV?

Organizers divide the participants in two groups and ask them to discuss and write the strategies that they adopt or would adopt to promote consent. Depending on their position they can focus on specific practices, but also, they can propose practices that can be adopted at the international, national, and local level.

The organizers ask one person to take notes and speak about the proposals of each team to the entire group. The organizers do not participate in this discussion but visit to ask if there are any questions. They write their responses and ideas on post-it.

-After 15-20 minutes, the organizers ask the teams to return and present their findings, while placing the post-it on the board which has been divided into the following categories.

- Government/Ministry
- Clubs/Associations
- Coaches
- Parents
- Athletes
- NGO/Lawyers
- Social Services/Psychologists
- Media

The organizers encourage participants to think of ways in which they can get all actors/institutions engaged into the promotion of cultures of consent in sport. For example, if the participants propose no initiatives for parents, they ask them why this is so. Through this discussion, participants may identify gaps and devise ways to involve parents into the cultures of consent that they will build within their practice or sport club.

- Activity 4: How do we deal with GBV disclosures.

This activity is aimed at discussing with stake holders how they can deal with cases of GBV effectively and to establish what changes they would need in order to propose changes in the existing framework. This activity should be based on the information and the available structures for the support of survivors of GBV which the organizers will share with the participants. These should include information on available SOS call lines, shelters, counselling centers, psychologists, lawyers from the government and NGO sector that deal with issues of GBV in specific national and local contexts.

Participants are divided in four groups and are asked to take one scenario from a jar. They would then be asked to discuss:

- (a) how they would respond, what measures they would take, which other stake holders they would involve
- (b) what changes they would like to see in order to improve their ability to deal with cases of GBV.

One person from each group is asked to keep notes on post-it. After 15 minutes they will be asked to share what they've discussed with the rest of the group.

## Scenarios

- You learn that an athlete from your club or from the club in your child does her/his training, has accused a male coach of sexual harassment. The information derives from other athletes who participate in an online forum in which the disclosure was made. The disclosure is about inappropriate looks, sexual language, and inappropriate touch. What do you do? What do you think should be done by other actors involved?
- In the team that you are coaching or that your child is part of, two new black athletes arrive whose parents are of migrant origin. In the changing rooms, you hear a group of white teammates chatting about a rumor that one girl from school has accused them of rape. How do you react? Do you address issues of GBV outside the club? How do you address the question of race?
- One male coach from your club is being accused of sexual abuse by a male former athlete who has now left the club and is an adult. The disclosure takes place in the police. A group of parents brings the issue in a parent-coach meeting and asks for the club to take action. What do you think the club should do? Do you think that there should be other actors involved in order to deal with this case?
- You notice that a talented athlete in your team or in your child's team is no longer performing well. He seems withdrawn and unwilling to make an effort. During a meeting between the parents and the coach, you notice that his father is verbally and psychologically aggressive towards his mother. How do you react? Do you think that other actors can help the young athlete? How?

The organizers ask one person to take notes and speak about the discussion of each team to the entire group. The organizers do not participate in this discussion but visit to ask if there are any questions. They write their responses and ideas on post-it.

-After 15-20 minutes, the organizers ask the teams to return and present their findings, while placing the post-it on the board which has been divided into the following categories.

- Government/Ministry
- Clubs/Associations
- Coaches
- Parents
- Athletes
- NGO/Lawyers
- Social Services/Psychologists
- Media

In the end, there should be a complete board with initiatives that can be taken at different levels and with different actors to prevent and deal with GBV in sport. The organizers share pictures of the boards with participants to help them make changes in their sport clubs.

### Annex 3: Workshops with young athletes (children and teenagers)



Participants: These workshops can be conducted with young athletes of different age groups, but it is preferable if they are grouped together according to their age (8-10) (11-12) (13-15). It is difficult to coordinate an age diverse group of athletes because younger children would not be able to participate in all the discussions with the older children. It is preferable if the children are introduced in questions related to GBV in trauma informed ways that relate to their age group. For this reason, it is very important to get to know the young athletes before the start of the activities, to create a sense of trust and adopt an interactive method (avoiding a didactic and directive approach) . The aim is to assist participants to explore a difficult issue such as GBV through activities and brainstorming that will allow them realize that they have a right to control their bodies and have a choice to give consent.

- **Introduction and getting to know each other.**

The organizers ask participants to sit in a circle. They make a short introduction about consent. *Often, we find ourselves in the difficult position to be obliged to do things that we don't want to do. Can you tell me some things that you don't like but you are forced to do? Can you give me examples from your athletic training? Are there any activities that you don't like but you feel that you must do to progress as an athlete?*

The discussion opens with this question. Participants are asked to introduce themselves, tell their name, age and sport before they reply. They are asked to respond one after the other.

Today we will talk about some experiences that we do not like, that are unacceptable, that hurt us, that traumatize us. These are violent behaviors that are produced because of our gender, because we are girls, boys or LGBTQ. These are behaviors that violate and hurt our bodies. We should not have to endure violence of this type. We should be able to say a loud NO to gender-based violence.

What do you think? What are the behaviors that make you feel uncomfortable? Should we allow others to touch us or kiss us when we do not want to? Should we ask for help when we realize that someone touches or kisses a friend or fellow athlete against their will? Should we protect ourselves when someone tries to hurt us with words or with their body or is very kind but we feel uncomfortable about it?

To protect ourselves and others from harm we should always demand consent and ask others for **consent** before we touch them.

In this workshop we will talk about the protective shields we put around us to protect ourselves and others from violence that happens to us because we are girls or boys, women or men or LGBTQ.

Women and girls and LGBTQ individuals are more vulnerable to violence than boys and men. But this doesn't mean that boys and men do not and cannot become victims of violence because of their gender. Also, some forms of gender based violence may be related to the color of our skin or our sexual identity.

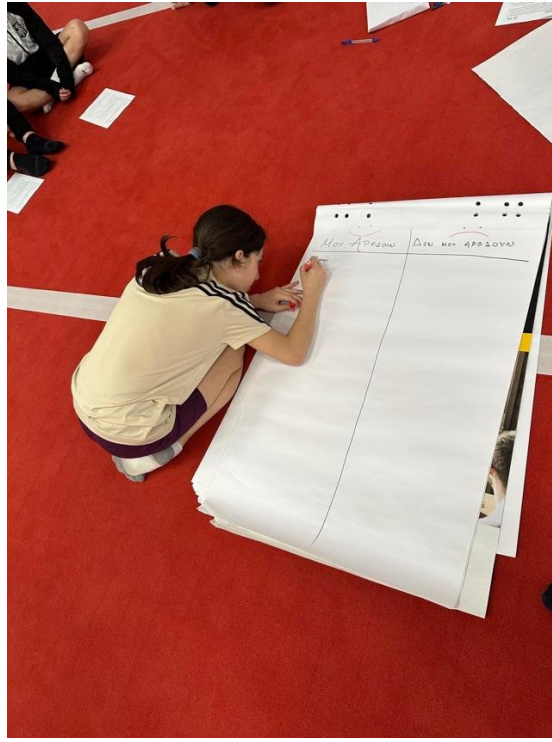
Violence is never love and it is never an act of love.

- Gender-based violence can take many forms:
- Psychological
- Verbal
- Physical
- Sexual

There are many reasons why someone may become aggressive and violent. Do you ever become violent and aggressive? In sport, we often become competitive, and this can lead to aggression and violence. When we become aggressive against a person because she is a girl or he is a boy, or she is trans or he is nonbinary this is GBV. GBV can also be related to racism and disability financial status, education, ethnicity and power abuse .

Violence often derives from the fact that many people believe that women and girls, as well as trans and gay people are inferior to men and boys. This is called sexism. In sport, we have many gender inequalities. In your opinion why aren't there more mixed sport like in tennis?

- Activity 1: When do we say "No", When do we say "Yes".



- The organizers ask the athletes to discuss the athletic practices that they like and athletic practices that they don't like.  
Can you tell us what you like and what you don't like about training?  
What would you ask your coaches, your parents, your team mates to change?  
Can you tell us what you like and what you don't like about sporting events?  
What would you like coaches, supporters, team mates to change?
- Is there anything in sport training or sporting events that hurts you?  
Do you ever find yourself in situations in which you force others to do things that you know that they do not want to?  
How do these persons react?  
What would you like to change?
- Is there someone that you can talk to about the things that hurt you?  
Is this person someone you trust and feel confident and safe to tell them your problems?  
Who is this person? (Friend, relative, online contact, psychologist etc.)  
Do you think that this person can help you to deal with your problems?

The organizers make a table on the board and fill the information from the responses of the participants as follows:

What we like in sport	What we don't like	What hurts	Where do we turn to for help and support



The organizers compile a list of things that are gendered amongst those that the participants describe. They discuss about the different ways in which these affect them. For example, the athletes in a girls' volleyball team were asked by their coach to cut their nails. This was one of the things that most of them added in the "what we don't like" column. Although being forced to cut one's nails is a decision that they do not like, as long fingernails are in fashion, they understood that this was safety purposes. On the contrary, some of them mentioned in the "what hurts" column, the comments that coaches bring up the body weight of athletes as an important issue. They explained that even if they are thin, and even if the negative comments of coaches about body size and weight are about other athletes, they are hurtful and make them feel anxious. Athletes who had someone to turn to were feeling much more protected than those that had no one to talk to. The discussion helped athletes realize that they can address what hurts them and that it is important to have someone to talk to or share experiences with.

The organizers make a list of important don'ts:

- We don't let others touch us, kiss us, or do inappropriate violent or sexual acts on our bodies when we do not want. These should be done only with consent, which cannot be given at a young age.
- Sport doesn't justify physical, verbal, or psychological violence.
- If someone hurts us in the context of sport, we have a right to protect ourselves and react against GBV.
- It is important to have someone to share these experiences with people we trust.
- Very often those who treat us violently and hurt us may have also good elements in their behavior. They can be beautiful, they can offer us presents, they can promise us that we will have a good time. Even in that case, we shouldn't accept GBV. They can also point out that we are superior from other athletes and that they want to keep this secret between us. GBV is not only an expression of bad behavior but could also be the results of a very flattering and positive experience that is crossing the lines between the athlete and the other parties such as athlete, coach, official, referee, physiotherapist, doctor, manager etc. Despite the positive experience there is a point that the athlete feels uncomfortable but believes that no one will believe him. This strategy is called grooming, is very common in sports and allow the perpetrator to move freely in the sport context.
- It is very important to set boundaries. Athletes should give their consent especially with regards to touching.
- Athletes should be informed that any kind of sexual relationship with someone who is adult and especially if that person is working in their sporting environment is legally forbidden and will affect the balance between them, the team and the club etc..

This activity ends with a discussion of what consent is and how important consent is in sport.

Consent requires knowledge, voluntary and clear permission with words or actions for participation in a commonly agreed activity. Each of the parties in a relationship has a responsibility to make sure that the other person agrees and has given her/his/ its consent before and during an activity. Consent presupposes that permission has been given freely, voluntarily and without coercion.

There is NO CONSENT when:

- someone is silent
- someone is passive
- someone is unconscious or incapacitated because of alcohol, drags or other reasons
- there is no resistance
- there is consent for a different activity

Especially for underaged persons, they are considered as incapable of giving consent for sexual acts because of their age, lack of experience, and sensitivity. Also, some persons with physical or mental disabilities may be incapable to give consent for sexual acts.

Parents, teachers, and coaches should all work together with children/athletes to teach them about consent and how necessary it is especially in sport.

- Activity 2: Setting boundaries, respecting our bodies and the bodies of others

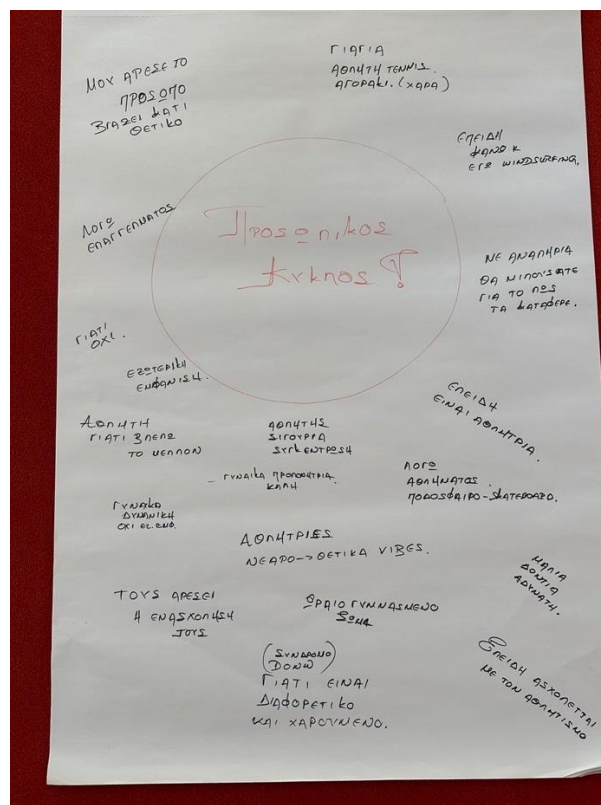


This activity is important because it raises awareness over body integrity, boundaries and consent.

First, the coordinators ask the participants to form a circle. One athlete is asked to move to the center of the circle, his eyes are closed with a cloth, and s/he is asked to turn around, point out towards the circle and stop to select participants to form pairs. The coordinators ask the pairs of athletes to get inside a hula hoop ring together or into a circle that they have drawn on a paper. All the athletes in the group should get into the circle and stay there for few minutes.

Second, the coordinators ask the participants to discuss how they felt being in such proximity with another person. It is likely that different answers will emerge that show how subjective is who we want to be in proximity with and where we feel comfortable and safe.

The participants create a garden of those with all those who are part of their athletic circle.



- Activity 3: Making posters against GBV in sport.



The organizers explain that GBV is violence against a person because of their gender.

-The participants are asked to think of slogans that they can use against GBV.

-Each one of the participants lies down on a cardboard on the floor and the others are asked to draw the outline of the body of the person that lies down. After the creation of a series of body outlines, participants are asked to colour them and add their slogans.

The organizers should not push the participants to create a perfect posters or slogans but to express themselves creatively in what they consider as GBV. They can go back to the first activities and discuss gender issues that have emerged. Following the table on the things they like and do not like, that can create slogans that relate to their own experiences of sport.

- Activity 5: Games that respect diversity.

The participants and the coordinating team are invited to play games that they know, changing the rules in gender sensitive ways. (see examples above)

- Activity 6: “Persons and Things”. An Interactive game to raise awareness regarding power/control in relationships and their influence both on persons and on relationships.<sup>15</sup>

#### General Instructions

- Coordinators divide athletes into three groups.
- They randomly choose a group that will take the role of “things”, another one that will take the role of “persons”, and a third in which its participants will take the roles of “observers/bystanders”.

#### Instructions for each group:

##### **For things:**

- You cannot think, feel or make decisions.
- You must do what the person tells you to do.
- If you want to move or do something, you must ask for their permission.

##### **For persons:**

- You can think, feel, make decisions, and tell the things what to do.

##### **For the observers/by standards:**

- You just observe what happens quietly.

#### General instructions:

- Each person can tell its corresponding thing to do whatever they want inside the sports area and the things must obey.
- They have two minutes to stay in each role.
- They then exchange roles.
- The game is completed when all participants have been in all three roles.

#### Discussion:

- **For things**

- How did the persons treat you?
- How did you feel?
- Did you feel powerless?
- Why or why not?

- **For persons:**

- How did you treat your things?
- How did you feel treated?
- Did you feel powerful? Why or why not?
- Why did things obey your orders?
- Where there things or persons that didn't comply with the rules of the exercise?

---

<sup>15</sup> This activity is from the following source Tsirigoti, A., Petroulaki, K., & Ntinapogias, A. (2015). Master Package “GEAR against IPV”. Booklet IV: Students’ Activities Book (Rev. ed.). Athens: European Anti-Violence Network.

- In your daily life that is there someone who treats you like things? Who? Why?
- Do you treat others like things in your daily life? Whom? Why?

- **For observers:**

- How did you feel doing nothing?
- Did you feel that you influenced what was happening? If yes, what do you think that you could have done?
- Does it happen in your daily life to be observer in situations where some people treat others like things? Do you intervene? Why or why not?

Discussion:

- If you were able to choose among the three groups, which one would you choose and why?
- Why do people treat others in this way?
- Can you think of types or relationships where one person has more power of the other?

ANSWER: *Relationships between men and women, youths and adults, parents and children, students and teachers, employees, and employers are power relationships. They can also exist between individuals and society, society and states etc.*

- What could be the consequence of a relationship when one person treats the other person like an object in our society?
- Do women usually belong to one of these groups?
- Which one do men usually belong to? Why do you think this happens?
- What about LGBTQ persons, persons of colour, and the disabled?
- In what way does your society, civilization perpetrate or support this kind of relationship?
- Is power control always something bad?

ANSWER: *Power control does not always mean dominance or submission, but also endurance, resilience, and the capability to make decisions for our lives. Power control is not always something bad because power simply means strength. What makes a difference is the way power is used against other people to subjugate them. We can use our power creatively. Individually and collectively to promote positive changes in our lives, in our environment.*

- What did you learn from this activity?
- Did you gain something that you could apply your life and to relationship?



## Resources

Recommendation CM/Rec (2015)2 of the Committee of Ministers to member States on gender mainstreaming in sport.

<https://rm.coe.int/bis-factsheet-gender-equality-sport-violence-en/1680714c0c>

The Council of Europe RECOMMENDATION No. R (92) 13 REV OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON THE REVISED EUROPEAN SPORTS CHARTER

<https://rm.coe.int/16804c9dbb>

The Council of Europe Resolution on the prevention of sexual harassment and abuse of women, young people and children in sport (3/2000)

The Council of Europe Recommendation on lesbians and gays in sport (1635 (2003))

<https://assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewHTML.asp?FileID=10360&lang=EN>

The Council of Europe Recommendations on gender mainstreaming in sport (CM/Rec (2015)2) [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805c4721](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805c4721)

Pfister G. (2011). "Gender equality and (elite) sport". A report compiled for the Council of Europe's Enlarged Partial Agreement on Sport.

<https://pip-eu.coe.int/en/web/gender-equality-in-sport/online-library-25-best-practices>

<https://eige.europa.eu/publications/gender-sport>

[file:///Users/nellikambouri/Downloads/ti\\_pubpdf\\_mh0616311enn\\_pdfweb\\_201701251713\\_27\\_corr-1.pdf](file:///Users/nellikambouri/Downloads/ti_pubpdf_mh0616311enn_pdfweb_201701251713_27_corr-1.pdf)

[file:///Users/nellikambouri/Downloads/ti\\_pubpdf\\_mh0616311enn\\_pdfweb\\_201701251713\\_27\\_corr.pdf](file:///Users/nellikambouri/Downloads/ti_pubpdf_mh0616311enn_pdfweb_201701251713_27_corr.pdf)

<https://rm.coe.int/all-in-toolkit-how-to-make-an-impact-on-gender-equality-in-sport-all-y/1680989ab2>

Tanya Prewitt-White, and Leslee A. Fisher, (eds.) 2020. *Examining and Mitigating Sexual Misconduct in Sport*. London: Taylor & Francis Ltd