

# GREAT DIVERSITY – EQUAL TREATMENT

Working material for clubs



Swedish  
Floorball Federation

## Same level – same opportunities

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The task that your club faces did not ought to exist. You have to ensure that what is really self-evident actually applies: that boys and girls, women and men, mothers and fathers who are active in your club have equal opportunities as players, coaches or administrators. Sadly, making sure that this is the case, is a necessary task. Swedish floorball has to promote gender equality. But gender equality is not just a matter of fair-play, of justice. It is part of a strategy for the future. Gender equality is not a “necessary evil”; it is an essential condition of development.

Gender equality means that women and men have equal rights, opportunities and obligations in all essential areas of life, which includes sport.

### Three Cs that make a winning club

Why your club should be working towards gender equality.

#### *Competence*

We shall be able to recruit more qualified coaches, team-leaders, referees and administrators. Competence does not rely on gender. Not to make use of both men and women is wasteful both from a personal and an economic point of view.

#### *Competition*

A sport that practises gender equality has advantages in its relations with parents, sponsors, local authorities and other financial supporters. There is great diversity in available leisure activities and this is constantly increasing. In this tough competition, floorball must offer an attractive alternative where everyone has equal opportunities.

#### *Climate*

Groups that include both men and women have a better climate. Research shows that in single-sex “arenas” there is a greater risk that unhealthy values will be reinforced and idealized. Heterogeneous groups are better at making use of the diversity of expertise, skills and experience that exists in such groups.

### The end is the beginning

The aim of this work is that the club should be able to identify what needs to be improved and how this can be achieved. When this process has been concluded it is just a matter of getting on with realizing the vision of a truly gender-equal sport.

### How many people does this involve?

Working towards gender equality concerns every aspect of the club’s operations and will almost certainly lead to decisions that affect the club in its entirety. And so it is a good idea to involve as many people as possible so that the issue is well established in the club. We recommend that at least six people should take part in the work including the club chairperson and two other members of the executive committee. Clubs can either manage this themselves or can let *SISU – Swedish Sports Education* help with managing the process and the discussions.

### Working with basic values

Notions about basic values are often merely a matter of personal views. By evaluating an operation in terms of a specific question one can describe the situation in black and white and discuss-

sion can be based on facts and is thus much more likely to be constructive. Working with values generates energy and provides an inner motivation.

## The 4R method

The 4R method is a tool for facilitating the task of analyzing an operation from a perspective of gender equality. The method can help you to establish the information required for increasing gender equality in your activities. The 4R method investigates three areas: Representation, Resources and Realia. The fourth R, Realizing, helps you to define a plan of action.

### *Representation – R1*

R1 is about numbers. You count up the numbers of boys and girls, women and men, mothers and fathers in the various functions of the club.

### *Resources – R2*

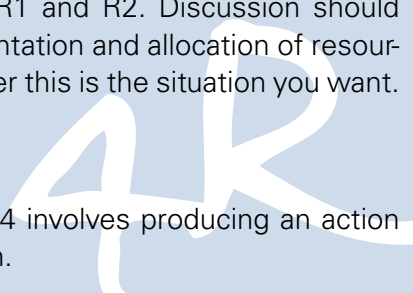
R2 looks at the allocation of resources within the organization. How are money, time, facilities and information distributed? The allocation of resources within the club's operations is evaluated from a gender perspective.

### *Realia – R3*

R3 analyzes the results of the evaluations undertaken in R1 and R2. Discussion should result in explanations of possible gender patterns in representation and allocation of resources. After that you need to answer the question as to whether this is the situation you want. And if not, what do you want instead?

### *Realize – R4*

The result of discussions under R3 needs to be realized. R4 involves producing an action plan that answers the questions of what, how, when, whom.



## The process

The process consists of five stages. The amount of time that you devote to them depends on how thoroughly you want to work. If you devote three or four evenings to the task, and you collect data individually between the first and second meetings, you will be able to produce a plan of action for the most important areas of the club's activities.

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| <b>Part 1</b> – Introduction, information, discussion                                   | (Duration: Ca. 3 hours)                            |
| <b>Part 2</b> – Collecting data under R1 and R2   | (Working individually)                             |
| <b>Part 3</b> – Analysis and goals (R3) and policy and action plan (R4)                 | (Duration: Ca. 6 hours over two or three evenings) |
| <b>Part 4</b> – Decision by the executive committee as to goals, policy and action plan |  |

### **Part 1. Introduction, information, discussion** **(Duration: Ca. 3 hours)**

The first meeting consists of three parts.

1. Watch the film at [www.innebandy.se/likabehandling](http://www.innebandy.se/likabehandling). Håkan Larsson, professor at the Swedish School of Sport and Health Sciences and Kristina Landgren who has captained both the men's and women's national floorball teams discuss gender equality and inequality and how these are manifested in everyday situations.

2. Discuss the film. Take notes.

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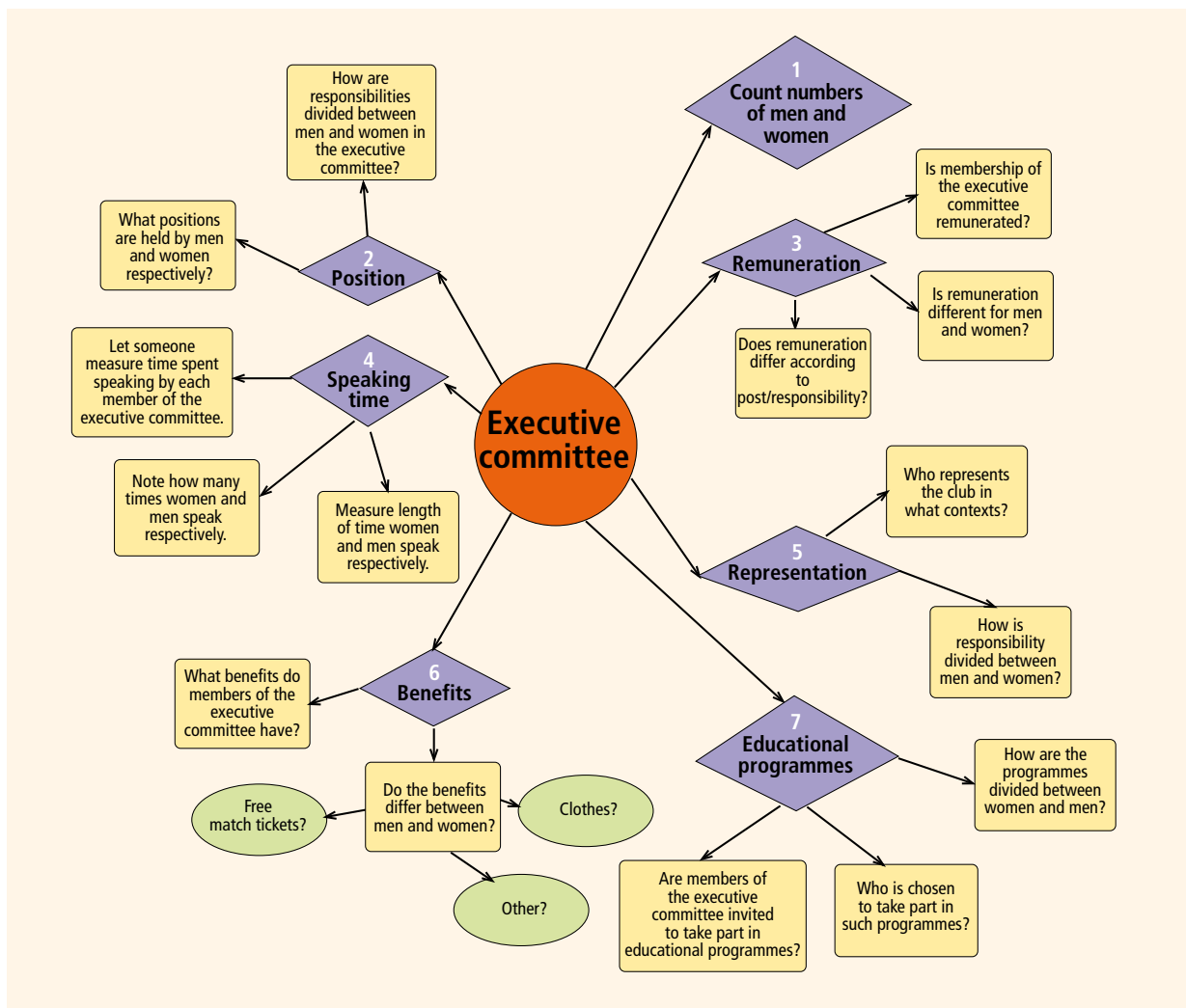
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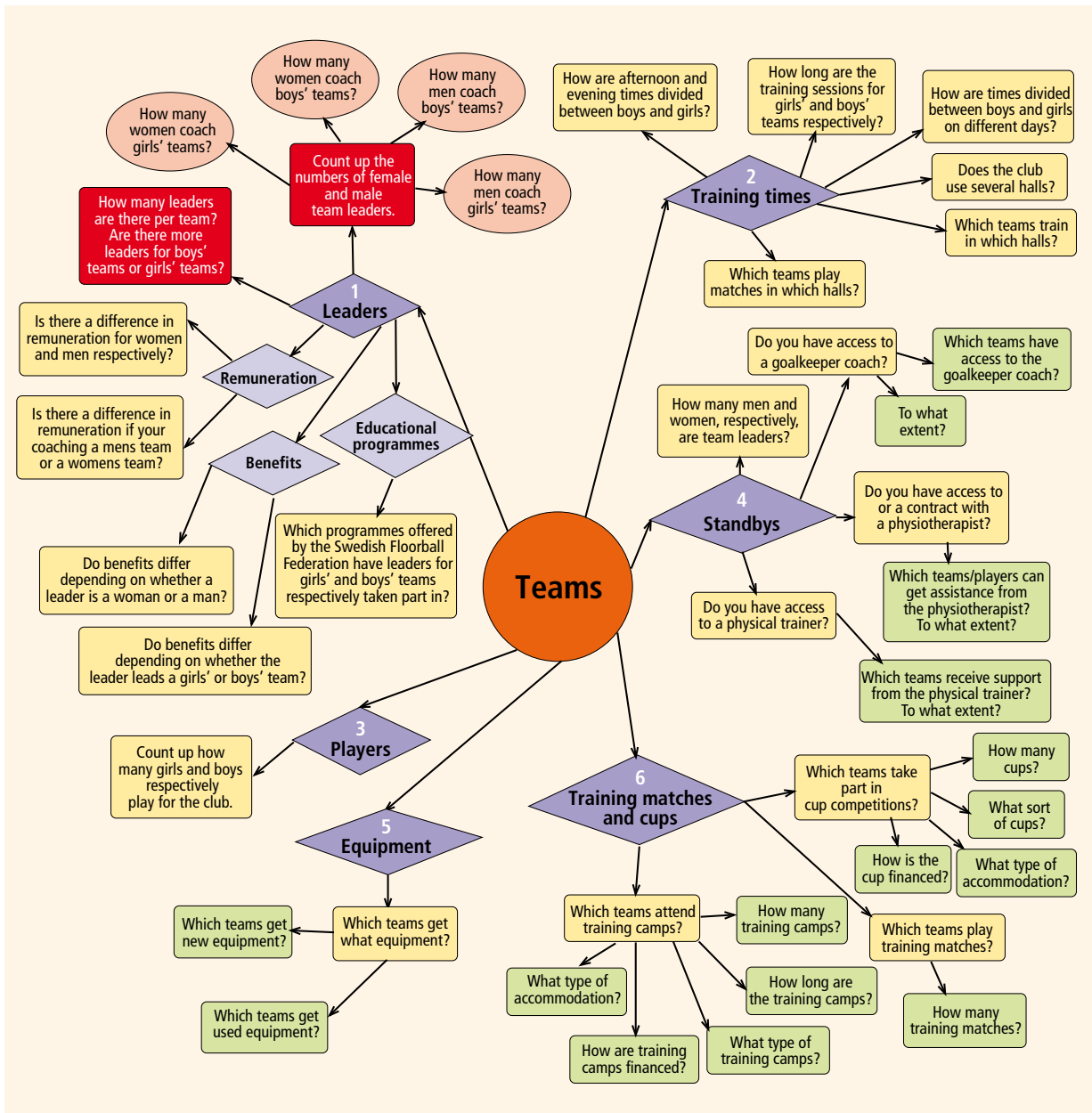
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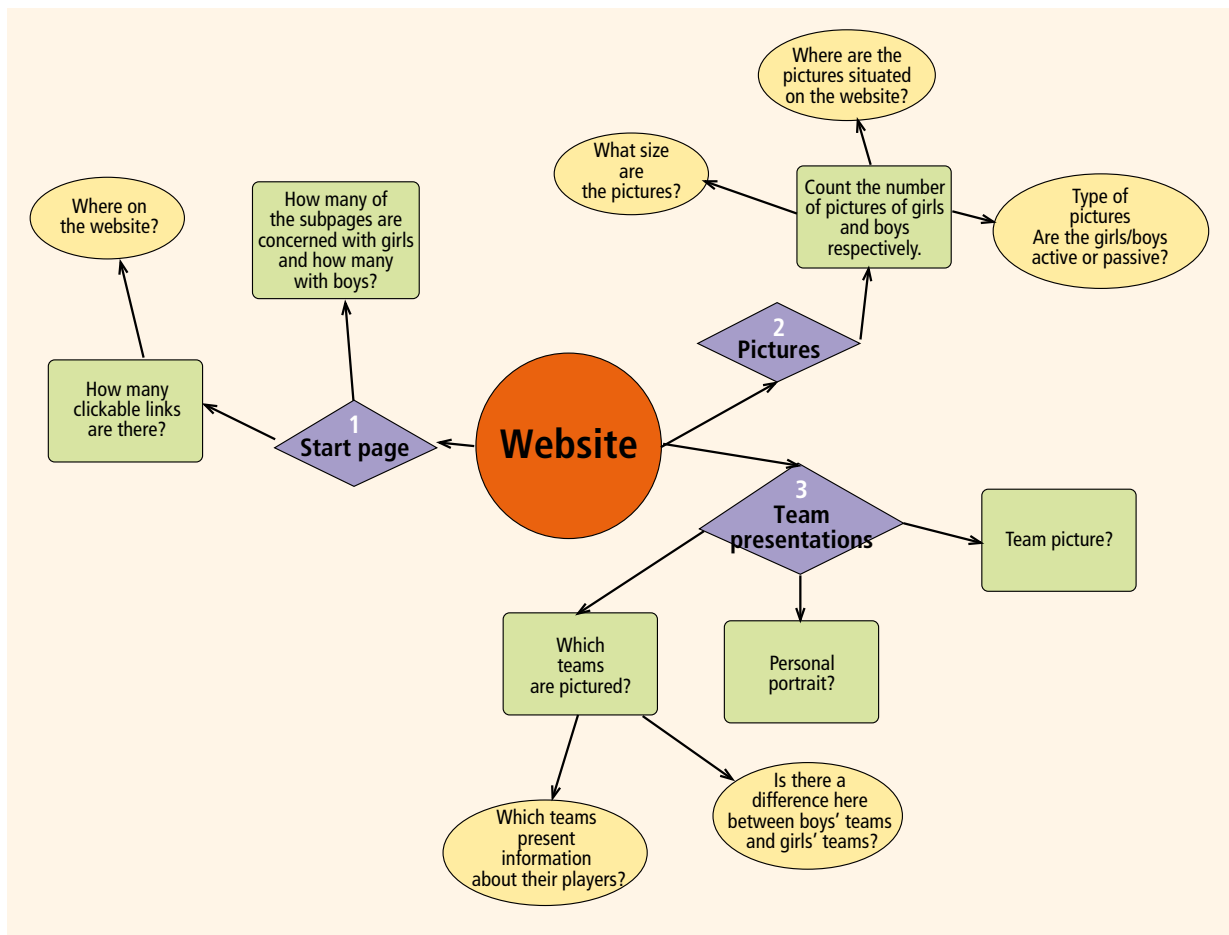
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3. The three areas that we want you to work on are the club's executive committee, the teams and your website. The three mind maps below provide structures for each area. Study the three maps and discuss how you can find the answers to the questions. The green questions/tasks concern R1 (representation) while the yellow ones pertain to R2 (resources). Share out the responsibilities, deciding who is to work on finding an answer to each question. If you wish you can continue to work with other areas or fields of the club's operations that you consider important from the perspective of gender equality.









## Part 2. Collecting data under R1 and R2

(Working individually)

Produce answers to the questions that you have been given.

(2.1. Checking and agreeing data)

Duration: Ca. 1 hour

Experience shows that a meeting to check and agree on data is useful because questions and problems with collecting data may need to be discussed. And some of the people involved may need some extra encouragement to get started.

## Part 3. Analysis and goals (R3), policy and action plan (R4)

(Duration: Ca. 6 hours)

The results of the data collected under R1 and R2 are analyzed in order to give visibility to the norms, values and quality measurements that steer the club's operations. You should work through the points itemized below for one area at a time. You will probably need to devote two evenings to this task.

Points 4-7 can be listed in the template to be found at [www.innebandy.se/likabehandling](http://www.innebandy.se/likabehandling)

1. Let everyone report the answers that have been collected without comments, discussion or questioning.
2. When all the answers have been reported, each person should then write down their own reflections.
3. Everyone should then have an opportunity to discuss the answers and give their own comments based on the question: How can one explain the answers?
4. Summarize the current state of affairs and try to get a unanimous picture of why things are currently as they are.

5. Establish goals for the area. What do you want to achieve in order to increase gender equality in the club?
6. How are you to achieve your goals? What policy should you be using? What can you decide on? What do you want to work towards, to influence?
7. Who should do what and when?

#### **Part 4. Decision by the executive committee as to goals, policy and action plan**

The executive committee meets – one of its regular meetings is probably best – and makes a formal decision stating what has been agreed about the issue of gender equality.

#### **Keywords with definitions**

Equality or social equality	proposes that relations between individuals and groups in society should be fair or just and that every person is of equal value regardless of gender, religion, ethnicity, sexual orientation, social class, etc.
Gender equality	means that women and men have equal rights, opportunities and obligations in all essential areas of life.
Gender or social sex	posits that a person's sexual identity is shaped by their upbringing, norms, values and environment. Gender is used to describe interpretations of social and cultural sexual identity.
Gender equality in sport	posits that girls and boys, women and men, shall have the same rights, obligations and opportunities and shall share influence and responsibility.
Gender perspective	is used in analyzing the importance, content and consequences of a person's sex as regards individuals and activities.
Gender power structure	is the structure that places women and men in an unequal power relationship in which men are normative and women are subservient to men.
Quotas	are used to give the underrepresented sex precedence to posts and positions. Quotas are one aspect of affirmative action that gives precedence to the underrepresented sex. A risk with using quotas is that the people given precedence may feel that they have gained their positions simply by their being female or male and not because of their competence. The advantages are that quotas ensure new models that can lead to more efficient organization.

