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**DRAFT POLICY: WOMEN AND SPORT**

***Women united in advancing development and prosperity for all***

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# FOREWORD BY MINISTER OF SPORT, ARTS AND CULTURE ( to be updated)

***“The practice of physical education and sport is a fundamental right for all.”***

**—UNESCO International Charter of Physical Education and Sport,**

Sport is a cultural activity which, if practiced fairly and equitably, enriches society and friendship between nations. Sport is an activity which offers individuals with whatever background, race, religion, sexual orientation or ability the opportunity of self-knowledge and confidence development, self-expression and fulfilment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport and physical activity promote involvement, integration and responsibility in society and contribute to the development of the community. Sport and physical activities are an integral aspect of the culture of every nation. However, while women and girls account for more than half of the world`s population and although the percentage of their participation in sport and physical activity varies between countries, in almost every case it is less than that of men and boys.

Despite growing participation of women in sport and physical activity in recent years and increased opportunities for women to participate in domestic and international arenas, there is still an uneven landscape where representation of women in decision making and leadership roles within sport and physical activity has been slow to follow. Women are significantly under-represented in management, administration, coaching and officiating, particularly at the higher levels. Further women continue to be discriminated in sport and are subject to gender based violence.

Many factors, external to sport, can affect women's levels of participation and other involvement in sport. These include the situation at home, legal status in society or the role of physical education at school.

**The National Development Plan** indicates that the transformation vision for sports by 2030 is that participation in each sporting code begins to approximate the demographics of the country and that South Africa’s sporting results are as expected of a middle-income country with a population of about 50 million and with historical excellence in a number of sporting codes.

Sport and Recreation South Africa (SRSA) will continue to transform the delivery of sport and recreation by ensuring equitable access, development and excellence at all levels of participation, thereby improving social cohesion, nation building and the quality of life of all South Africans. Important for SRSA is to note the specific reference to the role of sport for social progress in the Declaration of the 2030 Agenda for Sustainable Development:

**"*Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.*"**

South Africa is also guided other policy directives to which South Africa has been a signatory to amongst other ensure:

* fair and equitable representation of men and women in all events and activities
* capacity building of women in leadership (coaching, administration and officiating)
* collaborative training, advocacy and awareness programs to educate the media on gender sensitive reporting;
* develop and implement rewards and recognition initiatives that promote women empowerment and visibility

Sport and Recreation South Africa has ensured that its programmes are largely mainstreamed and the reports are indicative of the efforts. We are also mindful of the report from the Commission on Gender Equity of 2016 on matters affecting the South African Football Association and have taken cognisance of the recommendations made to Sport and Recreation South Africa that:

* the Department must introduce educational awareness activities to promote sport for the girl-child and to address gender equality in sport
* The Department must in its Plan indicate the need to promote and support women in sport, and put measures in place to address gender disparity in sporting codes and structures.
* The Department must put quotas systems in place to ensure all sports are accessible to women and girl-children

Our efforts to mainstream our activities amongst other within the Schools Sport, Youth Camps, Indigenous Games, Big Walk, National Recreation Day indicates that women and girls are given the opportunity to participate in sport and in some cases their representation exceeds those of boys and men.

We will also consider the case for sport which is being developed and the policy pronouncements of the various international declarations of women and sport as we move towards finalising a policy for women and sport.

# Executive summary

# ACRONYMS

APP Annual Performance Plan

AU African Union

AUSC Region 5 African Union Sport Council Region 5

DG Director-General

DSAC Department of Sports, Arts and Culture

FIFA Fédération Internationale de Football Association

IAAF [International Association of Athletics Federations](https://ewn.co.za/2019/02/21/testosterone-expert-karkazis-says-iaaf-has-no-evidence-to-back-its-claims)

IOC International Olympic Committee

NACFWAS National Council for Women and Sport

NCAA National Collegiate Athletic Association

NDP National Development Plan

NSRP National Sport and Recreation Plan

UNESCO United Nations, Educational, Scientific and Cultural Organisation

SAWSAR South African Women Sport and Recreation

SASCOC South African Sports Confederation and Olympic Committee

WASSA Women and Sport South Africa

# INTRODUCTION

Gender equity is a human right and a fundamental principle of the Commonwealth/United Nations which is pertinent to the field of sport and recreation as well. Women’s participation in sport has a long history. It is a history marked by division and discrimination but also one filled with major accomplishments by female athletes and important advances for gender equality and the empowerment of women and girls.

It is for this reason that the Department of Sports, Arts and Culture is developing “Women and sport” policy in order to address the identified problems women in sport are facing.

# Historical background

Sport is historically and still is a male-dominated sphere of popular culture and this makes it difficult for women to be involved or taken seriously within its exclusive realm (Ray, 2016). In the 1960s women athletes were forced to undergo tests to prove that they are women in order to participate in sport. Various organisations fought for this discrimination against women in order to ensure that women are also given the opportunity to participate in sport. It is for this reason that the number of countries not sending any women athletes to the Summer Olympic Games dropped from 35 in Barcelona 1992 to three in Beijing 2008 to zero in London 2012 (Donnelly and Donnelly, 2013). Although women’s participation in sport activities continues to rise the *European Institute for Gender Equality (2017)* found that men are still ahead.

The Women in Sport Movement in Africa has over the last two decades been growing albeit in a disjointed fashion. Pockets of vibrant action in various countries and at specific moments have sparked and spurred on the momentum towards the vision of collective action for the advancement of women in sport in Africa. Landmark platforms that have sought to define priorities and build cohesion include the World Conference on Women in Sport held in Namibia in 1998, the Southern Africa Women in Sport Conference in Zambia in 2010 and the recently held Africa Women in Sport Leadership Forum in Tanzania in 2014 and the IWG World Conference on Women and Sport in Gaborone, Botswana in 2018.

The Africa Women in Sport Association (AWISA) that resulted from the Integrated Working Group (IWG) Namibian conference in 1998 has over the years been dormant and disconnected from the main sport governance infrastructure at both continental and international level. This has left a gap in the coalition building process that women in sport in Africa need to happen to reinforce efforts addressing gender politics and practices in sport.

Further, the Africa Union (AU) re-alignment process has resulted in the absorption of the Supreme Council of Sport in Africa into the main AU frame and a re-orientation of the geographic groupings. The lack of functional women in sport structures mean limited to no engagement with the continental stakeholders and the AU decision making structures and processes. (Report on Africa session at the IWG World Conference on Women and Sport, Helsinki, Finland. 2014)

In the history of South Africa, sportswomen played a major role in the resistance movement in the struggle to liberate this country from apartheid, especially during the 1980’s and 1990’s. According to Roberts (1993), Hargreaves (1997) and Jones (2001) South African sportswomen used sport as a site of resistance against racism and sexism. Unity talks in South African sport took place between 1988 and 1994. These talks led to the synchronisation of all South African sport codes across the racial divides, apparent in this country at that time. Against this backdrop, the status of women in sport in South Africa changed dramatically and has continued to do so as women have become more visible, despite their limited access to sport, especially at leadership level. Today, racial divides no longer exist as this country has been liberated from an oppressive government. However, this does not mean that gender equity exist in South African sport

Today, the South African Constitution (1996 prides itself on the fact that it guarantees everyone the right to equality and equal opportunities. Since the birth of democracy in 1994, gender inequality in sport in South Africa has been legislated against by a number of constitutionally binding Acts.

The Women and Sport South Africa (WASSA) structures were established in 1996; The National Advisory Council for Women and Sport was finalised in November 1996. These national sports structures for women were defined and the government committed itself to support women’s equality with men in sport and recreation. In 1997, workshops were held in every province, culminating in the then Minister of Sport and Recreation, the late Mr Steve Tshwete, launching the WASSA National Steering Council made up of representatives from every province, and representatives from the National Sports Council, National Olympic Committee and Disability Sport South Africa. This Council reported to the minister to ensure greater gender equity in sport, and recreation. The council members acted in an advisory capacity, initiated /co-ordinated projects and distributed information. It was the WASSA that became the driving force for addressing gender equity.

Unfortunately, in 1999 in the new Administration with changes in Executive authorities and focus on new priorities and with the establishment of the South African Sports Commission, the WASSA structure and its responsibilities were phased out to be relegated to other structures. However, there was a structure called South African Women and Sport Foundation **(**SAWASF) which was established in 2008 to close the gap left unoccupied when Women and Sport South Africa (WASSA), established in 1997 by the Late Honourable Minister of Sport, Mr. Steve Tshwete ceased to function.

On the other hand, the South African Sports Commission instituted a delivery mechanism to ensure the participation of women, people with disabilities and people from rural areas. This gave birth to a programme called South African Women, Sport and Recreation (SAWSAR) in 2003. The programme was a sub-component of Equity with provincial desks under the auspices of the Provincial Departments of Sport and Recreation.

**1.1.1 Legislative Context**

## Constitution of the Republic of South Africa, Act 108 of 1996

1. National Sport and Recreation Act, 1998 (Act 110 of 1998 as amended)
2. Financial and non-financial Framework Policy

## National Sport and Recreation Plan, 2012 and the Transformation Charter

## Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA), no4 of 2000

## Employment Equity Act no 55 of 1998

## Commission on Gender Equality Act 1996

## Universal declaration of Human Rights

## African Charter on Human and People's rights

## Solemn Declaration on Gender Equality in Africa

## National Policy Framework for Women's empowerment and Gender Equality

1. The basic conditions of employment act, 1997 (act no. 75 of 1997 as amended by its 2018 amendment act (hereinafter referred to as ‘’the BCEA’’)
2. *The BCEA regulates minimum conditions of employment (e.g. for domestic workers, all employees, farm workers, etc.)* ***for both men and women*** *and does not differentiate between the two genders.*
3. Promotion of equality and prevention of unfair discrimination act, 2000 (act no. 4 of 2000) (hereinafter referred to as ‘’the PEPUDA”) PEPUDA *has an equal bearing on* ***both men and women*** *and does not differentiate between the two genders aside from* ***specific instances relative to women*** *as indicated hereunder.*

## 1.1.2 International Context:

1. Globally, the policy will endorse:
2. The Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW),
3. The United nations Convention on the rights of the Child (1989)
4. The international Covenant on Civil and Political rights (1966)
5. The international Covenant on economic, Social and Cultural rights (1966)
6. The Beijing declaration and Platform for action (1995) and outcome documents associated with follow up meetings Beijing + 5 (2005), Beijing + 10 (2010), Beijing + 15 (2010)
7. The United Nation Security Council Resolutions 1325 (2000) and 1820 (2008) on Women, Peace and Security (2000)
8. International Women’s Group (IWG),
9. Sustainable Development Goals (UN)
10. International Olympic Committee (IOC).
11. The Brighton Declaration on Women and Sport signed in 1994 by 250 signatories is universally regarded as the ground-breaking work on women and sport. And all other declarations emanating from the various World Conferences on Women and Sport between 1994 and 2018

**1.2 Rationale**

There is no denying that the development of women in all aspects of life, is the corner stone of development and core values of any society, however, women are still unsupported and marginalised in many aspects of their lives including in sport, on, and off the field. They are not treated fairly in relation to their male counterparts. This policy is therefore developed in order to redress inequities for women in sport in South Africa.

It will also serve to protect women from all forms of abuse that will affect their participation in sports and recreation. This policy promotes gender equity and gender mainstreaming. This includes: creating opportunities for both women and men to assume leadership roles; ensuring a balance of women and men on committees and working groups; using gender inclusive language and images in publications and promotions; allocate resources, events and opportunities fairly to both genders; keep a database on gender patterns and trends; and understanding specific issues facing women in sport and making decisions using this information.

Gender equity should be promoted in sport because women in sport have potential and talents just like their men counterparts. Among the many remarkable achievements are those of Helene Madison of the United States of America, the first woman to swim the 100-yard freestyle in one minute at the 1932 Olympics; Maria-Teresa de Filippis of Italy, the first woman to compete in a European Grand Prix auto race in 1958; Nawal El Moutawakel of Morocco, the first woman from an Islamic nation to win an Olympic medal for the 400-metre hurdles at the 1984 Olympics; and Tegla Loroupe of Kenya, who in 1994 became the first African woman to win a major marathon.Penny Heyns from South Africa winning double gold at the Olympic Games in Atlanta and Caster Semenya winning gold in 800m at 2 consecutive Olympic Games. Women have taken up top leadership positions in sport, such as Presidents and Secretaries-General of National Olympic Committees.

More and more women have also taken up employment opportunities in all areas of sport, including as coaches, managers, officials and sport journalists. These achievements were made in the face of numerous barriers based on gender discrimination. Women were often perceived as being too weak for sport, particularly endurance sports, such as marathons, weightlifting and cycling, and it was often argued in the past that sport was harmful to women’s health, particularly their reproductive health. In 1896, Baron Pierre de Coubertin, founder of the modern Olympics, stated: “No matter how toughened a sportswoman may be, her organism is not cut out to sustain certain shocks.” **2** Such stereotypes fuelled gender-based discrimination in physical education and in recreational and competitive sport, sporting organizations and sport media.

# Policy Development Processes

Noting that there is no policy that addresses gender equity with regards to the problem women are facing in the field of sport, for example, noting that women are underrepresented in many areas of Sport and Recreation (EPG report 2018), Sport and Recreation South Africa embarked on a process of developing a policy for women and sport. A task team /committee was established by the former SRSA-Director General (DG) and the Chief Operations Officer (COO) who was part of the task team members was appointed to drive the process. The appointed task team comprised of: former SRSA female officials (COO, Research and Evaluation Director, focal point unit official, Strategic planning unit official and official from Major event unit), women from the Sports Confederation and other women who have displayed active involvement and interest in matters dealing with Women and Sport.

This committee developed the first draft policy. The Director: Research and Evaluation conducted a consultative workshop with the committee to develop the theory of change which included the logic model. The committee members also searched for the literature review to enhance the document. Consultative workshops in the form of roadshows led by the former Minister Xasa were conducted with relevant stakeholders in seven provinces during 2019. Inputs were incorporated to enhance the document. A facilitated session was also held by SRSA’s Research and Evaluation Unit to finalise the theory of change and the Logic model.

The draft policy was also shared with delegates at a Women’s breakfast hosted by the Minister of Sport and Recreation in August 2018.

The draft policy document was presented to the MIMEC meeting comprised of the Minister and the Provincial MECs for sport and Recreation.

SRSA also consulted with the Department of Women on the draft policy who advised on how the document can be strengthened to align to Governments; pronouncements on engendering policy.

# Goals at an outcome level

Impact: Inequality in women in sport reduced

Outcomes:

1. Women in sport system strengthened
2. Improved service integration and collaboration
3. Increased women participating at professional levels
4. Greater access participation opportunities at community and club level
5. Reduced women and girls who are abused
6. Women in sport make use of equitable financial resources
	1. **Objectives**
* To provide equal opportunities for women to participate in sport and recreation
* To avail appropriate resources in relation to identified needs.
	1. **Draft: Theory of Change (see Annexure 1)**
	2. **Logframe**

# POLICY CONTENT

This section will describe the scope of application, policy statement and description, the principles that underpin the policy and procedures related to the policy, actions and roles and responsibilities.

## 2.1 Scope of Application

The policy on women in sport is intended to address all challenges faced by women in sport. It will apply to all women in sport irrespective of race, education, disability, sexual orientation, culture, religion, class, geographical location and those belonging to the LGBT+group. The women in sport refers to women athletes, coaches, administrators, those who are already in leadership positions and those belonging to the LGBT+group. It will be a national policy. It is for this reason that a broader and intense consultation will take place towards the development of “Women and Sport” policy, to promote gender mainstreaming and gender equality in the area of sport and recreation. The policy will address social and economic problems faced by women in sport. It will align itself with the national priorities of the Government.

The policy seeks to address the following challenges faced by women in sport: school sport including school sport at grass roots level, high performance sport, media participation and representation, advertising, role models, gender stereotypes, skills and capacity development, access to participation, gender-based violence, funding and sponsorship, testosterone and sex-testing, leadership in sport and Covid-19 pandemic. The Policy Brief called “COVID 19, Women, Girls and Sport: Build Back Better, (2020) stated that Covid-19 has negative impact on women and girls especially in sport on key areas such as: leadership, gender-based violence, economic opportunities, media participation and representation, and girls’ participation in sport.

* + 1. **Lack of women leadership in sport**

**Equal representation and gender sensitivity in decision-making:** Currently few women in sport are occupying leadership positions as compared to men in sport. For example, one out of five board members within sports federations is a woman and 11% of organisations have a relatively high level of female president (EPG Report 2018/19). COVID-19 has negative impact on women and girls especially in the field of sport on leadership (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020).

The *Case for Sport in South Africa (2019)* noted that gender transformation has accelerated across multiple sport and management structures since the *2004 Report on the Status Women in Sport* yet participation and leadership inequalities are still prevalent. Globally and locally, remaining barriers relate to cultural influences, lack of multiple resources, hegemonic male structures and practices from playground domination by boys to leadership positions occupied by men.

According to the study conducted by African Union Sport Council (AUSC) Region 5, in 2014 the number of women occupying leadership positions in sport is very low within the Region. As a case in point, there is not a single woman occupying a leadership position in the Region 5 Secretariat. The study further revealed that about 1 out of 5 board members was a woman. This number was relatively high compared to many other countries in the world, but only 11% (n=5) of the organizations had a female president. Compared to the number of female athletes participating in sports, women were reported to be underrepresented in leadership positions in the NPCs, the school sport organizations and the sport associations. Taking into account female board members and committee members the Athletics Associations, the NPCs and the Judo Associations were observed to have the greatest number of women and football and boxing the fewest proportion of female leaders.

Women do not receive as much respect or recognition on the professional front as their male counterparts especially with sport industry. The statement is supported by (National Policy for Women, 2017; Women 2000 and beyond, 2007) who mentioned that women do not occupy leadership and decision-making positions from the local to the international level. The socio-cultural aspect of all groups defines women to be inferior to men which led women to be assigned minor positions in both public and private spheres of life (National Policy for Women, 2017).

The above-mentioned statements were supported by the focus group findings which revealed that women in sport are not involved in decision making structures.

 **Gender inequality in sport coaching (**This section needs to provide information/statistics on the situation in SA, no matter how sparse the information is According to the study conducted by AUSC Region 5 in 2014, sport coaching was in all sports and at all levels dominated by male coaches, and there was a huge gender gap in this study in relation to coaching. Only 15% of the 15,246 coaches at the local/recreational level were women and of the 21,380 coaches registered in the associations’ databases only 6% were women.

COVID-19 pandemic affected the world globally however COVID-19 is negatively affecting women and girls in many areas of life due to gender inequalities. This reality is also reflected in sport. The gaps that are already existing between women and men, girls and boys in both elite and grassroots sport may widen if governments, sport organizations, sponsors, civil society, athletes, media and UN agencies do not put women and girls at the centre and address their specific needs in response and recovery plans (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020).

**2.1.2 Barriers to participation**

COVID-19 has negative impact on women and girls especially in the field of sport on participation and representation, and girls’ participation in Sport (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020).

According to the group discussions, there are cultural barriers blocking girls and women from participating in sport. For example, women are regarded as wives and mothers and not to participate in sport.

Women in sport face barriers to prevent them from participation. The barriers can be in the form of physical and sexual harassment, lack of child care facilities for those women who bring along their children, lack of safety, and appropriate sport facilities, lack of skills, resources, and technical support, women may face additional physical constraints including lack of time *European Institute for Gender Equality, 2017*).

Barriers to participation have been categorised differently in various publications. For the purposes of this paper they are classified as practical/economic, personal/emotional, or socio-cultural.

**Practical/economic barriers** include poverty and scarcity of economic means. For women this means a lack of time, a lack of appropriate, safe and accessible infrastructure, and no adequate clothing.

According to the group discussions, there are cultural barriers blocking girls and women from participating in sport. For example, women are regarded as wives and mothers and not to participate in sport.

A Geneva study cited structural constraints: Lack of time, family constraints, financial costs, and physical health as the first impediments mentioned by women. The link between professional and private life, especially family life, often leaves little time available for sports activities (www.smartcitiesandsport.org Accessed 14 Sept 2018).

**Women clothing and equipment** for sports are expensive. Images of sportspeople promote the idea that, unless you’re dressed in fashionable clothing designed for a particular sport, you will look out of place. Some sports clothing is also quite revealing, which create problems for women and girls, linked to the issues about body image. According to the findings from the focus group discussions, women are being criticised of what they are wearing when participating in sport. Some of the attires are too exposing and making women to feel uncomfortable. Strict requirements about clothing can also prevent some women from participating. For example, swimming pools which don’t allow women to wear T-shirts over their swimming costumes, and clubs which insist members wear tight fitting or revealing uniforms can exclude those who follow the Muslim faith as well as those who are self-conscious of their bodies (Women’s Sport and Fitness Foundation, 2008).

**Inadequate facilities** also prevent women especially women with disabilities in sport from participation. Lack of access to adequate playing facilities near their homes that makes it more difficult for girls to engage in sports (Sport and Recreation South Africa, 2004). There are inadequate facilities for women in sport to participate in, according to the focus group discussions.

Women and girls can’t play sport if they can’t get access to facilities at suitable times. Too often, sports halls prioritise male sport so that men get facilities at their preferred times, while women have to make do with less convenient times. Access to sporting facilities can particularly limited for women and girls with disabilities. Access can be limited by physical barriers such as inaccessible entrances, reception areas, changing rooms and sports facilities, lack of accessible transport and parking, etc. Lack of information in accessible formats for visually impaired and/or hearing-impaired people can also create barriers. (Women’s Sport and Fitness Foundation, 2008).

Girls and women with disabilities are less likely than women without disabilities to participate in sport at all levels. People with disabilities have lower participation rates for a variety of reasons:

* physically inaccessible facilities, venues and equipment
* coaching staff who don’t know how to adapt their teaching to help individuals take part in enjoyable, fulfilling activities
* unwelcoming attitudes amongst other sports participants and staff
* a lack of role models to inspire, motivate and encourage

From the focus group discussions, it was revealed that there is that discrimination of women with disabilities in sport.

**With regards to safety and transport,** unsafe place or facility, sport facility that is not a working distance together with lack of transport prevent women and girls especially those that are from disadvantaged areas, from participation in sport. The transport barrier is a particular problem for women with young children, elderly women, women and girls with disabilities, and women and girls especially living in rural areas where transport is usually limited. This was also raised from the group discussions.

Personal safety on the streets, on public transport, and in and around sports and community venues is a particular problem for women. Some groups are particularly vulnerable and can become the focus of violence and aggression. People with disabilities are often the targets of bullying and abuse. Travelling to and from venues for sports or physical activity can present particular barriers for these groups.

**Personal/Emotional:** Women in sport turn to have fear of being judged about their bodies and confidence and these become another barrier preventing them from participating in sport.

During the focus group discussions, it was raised that women tend to believe that they are weak because of their physical strengths-inferiority complex. Women are seen not to be fit enough to play sport. Cultural beliefs also limit women as to what sport they should play. Some women do not get support from their friends and family because the sport they take part in is not socially accepted (focus group discussions).

**Socio-cultural:**  A major socio-cultural and economic barrier is the manifest idea that sport is masculine and elitist. It is a widely shared perception transmitted by men and women through traditions, beliefs and social practices. This entails that women are not meant to be competitive and their body should not be muscular. The findings from the focus group discussions revealed that: there was a wrong perception about women and sport. For example, rugby has been perceived as man’s sport. “Sport has always been seen as belonging to men and women belonging to the kitchen”. A further barrier is the false correlation between participation in sport with socially unacceptable behaviours (Women’s Sport and Fitness Foundation, 2008).

Despite recent progress, discrimination based on the real or perceived sexual orientation and gender identity of female athletes persists. Girls in sports may experience bullying, social isolation, negative performance evaluations, or the loss of their starting position. During socially fragile adolescence, the fear of being tagged “gay” is strong enough to push many girls out of the game.

The culture of sport itself presents a problem. Some women/girls are turned off ‘sport’ altogether because they see it as a male-dominated activity. It is just not seen as feminine or ‘girly’ to be interested in sport and, for many girls, being sporty is felt to be at odds with being feminine (Women’s Sport and Fitness Foundation, 2008).

Sadly, sport is still rife with homophobia, many boys are called gay for playing “unmanly” sports and girls are often labelled as lesbians if they play almost any sport (apart from a few which are seen as particularly “feminine”) (Women’s Sport and Fitness Foundation, 2008).

There are several consequences: some girls avoid certain sports for fear of being perceived as unfeminine or lesbian; some parents discourage their daughters from taking up sport; some lesbian athletes avoid going public about their sexuality in case they experience prejudice from other athletes and coaches, or lose public support/sponsorship. Ultimately, homophobia does increase dropout rates amongst teenage girls and women from participating or excelling in sport.

Although many people believe that different ethnic groups share similar experiences, differences between black and minority ethnic groups are significant. For example, rates of participation in sport amongst different ethnic minorities vary from considerably lower to somewhat higher than the national average rates. Similarly, the gap between men and women’s participation in sport is greater amongst some minority ethnic groups than it is in the population as a whole. Assumptions people – for example, that Asian people don’t play football, that all Asian girls aren’t allowed to wear swimsuits, that Afro Caribbean people are good at athletics and basketball - can limit their opportunities to take up sport or to participate in the full range of sports.

Adolescent females place greater emphasis on self-comparison and comments from adults than do adolescent males. Low participation rates lead to low rates of volunteering, coaching, employment and leadership in sport. (Women’s Sport and Fitness Foundation, 2008).

* + 1. **Testosterone level and sex-testing**

**Testosterone: Women and girls with natural higher testosterone levels are forced to undergo treatment to lower their levels, if not they are prevented from participation in sport. Ms** Semenya has gone to the Court of Arbitration for Sport in Switzerland to oppose the IAAF. It wants to force women with naturally higher testosterone levels to undergo treatment to lower their levels in order to compete internationally. There is a concern that regulations, rules and practices that require women and girl athletes with differences of sex development, androgen sensitivity and levels of testosterone to medically reduce their blood testosterone levels may contravene international human rights norms and standards, including the right to equality and non-discrimination, the right to the highest attainable standard of physical and mental health, the right to sexual and reproductive health, the right to work and to the enjoyment of just and favourable conditions of work, the right to privacy, the right to freedom from torture or other cruel, inhuman or degrading treatment or punishment, and full respect for the dignity, bodily integrity and bodily autonomy of the person.

 **Gender verification** is another humiliating feature of sports for women athletes whereby women ought to prove that they are indeed women in order to compete. Men athletes are never required to follow this procedure to prove that they are men in order to compete. In the 1960s women competing in International Association of Athletes Federation (IAAF) events and at major games were forced to undertake naked testing/inspection by panel of physicians/gynaecologists. Protests to the athletes led the parade being dropped. In 1967 and 1968 respectively, the IAAF and International Olympic Committee (IOC) introduced a chromosome test to ensure that women athletes have the requisite XX chromosome. Despite the fact that this test was widely discredited in the scientific community, it was not dropped until shortly before the Sydney 2000 Olympics (Donnelly and Donnelly, 2013).

## Gender-Based Violence in and through sport (More needs to be written in this section, especially when you look at what has happened to female sports stars such as “Baby Lee” Jegels and Eudy Simelane. We need to pave the way, write clear guidelines in the final document on what would be considered GBV, sexual assault/harassment and what the guidelines and procedures will be for reporting and dealing with the problem. From start (reporting) to end (how the case will be followed up and addressed and repercussions if found guilty and what is to be done whilst waiting for the case – i.e. accused CANNOT work with women and girls in sport)

Gender and sexual harassment occur in all sports. Sexual harassment increases as one moves from recreational to the elite level. The most frequent forms of harassment are verbal and sexual harassment. This was also highlighted during group discussions. Gender-based violence in sport includes abuse and sexual harassment inflicted by male coaches on women and girls including women with disabilities (European Institute for Gender Equality, 2017; European Commission, 2014).

COVID-19 has negative impact on women and girls especially in the field of sport on gender-based violence (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020).

 According to the focus groups’ findings, lot of female athletes use painkillers, or banned substances to enhance their performances, because their male coach does not understand the female body and its limitations. Lots of female athletes are bullied when participating in sports even when they are injured. “This is sad as it can cut their professional careers short” Focus group.

The findings from the focus groups which indicated that there were few policies that protect women from sexual abuse. Women’s decisions are not welcome. There are few sport facilities for women. Women athletes are abused by coaches.

Women on sport tend to be harassed sexually by men on sport. The focus group discussions also raised the fact that female athletes are being bullied and harassed by their male coaches, so they either lose interest in sport and or tell other women not to get involved or the treatment that is going on in the sporting industry.

According to Problems for women in sport (2017), women in sport encounter various forms of discrimination including sexual victimisation and that they were less likely to report that. The positive results of sport for gender equality and women empowerment are blocked by gender-based discrimination in all areas and at all levels of sport and physical activity, added by continuing stereotypes of women’s physical abilities and social roles (Women 2000 and beyond, 2007).

The findings from the focus group also revealed that time spent away from homeas women/ wife **i**ncreasesdivorce rate and marital disputes. This happens especially to elite women athletes who spend most of the time away from home.

Western fashion promotes increasingly revealing clothes for women and girls, whereas social norms in some cultures prohibit exposure of the female body. For example, Muslim girls and women who practise Islam are only allowed to appear in front of men in their prescribed dress-code. Girls and women who are obese or have disabilities may be particularly affected by problems around body image. With an increasingly body-obsessed culture, these women are frequently judged negatively. Generally, girls or women might be turned off the prospect of certain sports because of the revealing clothing which may attract unwanted sexual attention.

Typically, abused athletes keep quiet because they fear that they will either be accused of consenting or of inventing the whole thing. Risk of sexual harassment or abuse arises from a combination of factors such as weak organisational controls within sport clubs, dominating and controlling behaviour by coaches, and vulnerability, low self-esteem and high ambition amongst athletes. (Women’s Sport and Fitness Foundation, 2008).

**2.1.5 Lack of funding and sponsorship**

Female athletes are being paid less than their male counterparts. Currently around 99% of all sponsorship money is directed to men’s sports (Cox, 2018).

The issue of remuneration received by the South African national women and men’s football teams was raised in a parliamentary question in January 2019. The former Minister of Sport and Recreation, Ms T Xasa, reported that Banyana's players receive a match bonus of **R5 000** for a win in an official match, and **R4 000** for a win in a friendly match. In 2018 it was reported that Bafana Bafana players earn as much as **R60 000** for a win‚ **R40 000** for a draw. Banyana players are paid a daily allowance of **R400** per day when training with the team while in the country which will be increased to **R500** per day to be in line with Bafana Bafana. The payment for tournaments is handled differently, and the payment structure is negotiated with the team depending on the tournament. ((Sport 24, January 2019).

Women tend to earn less than men; even women working full time earn less per month than men do (Women’s Sport and Fitness Foundation, 2008).

According to the focus group discussions, there is lack of funds for women in sport. They also indicated that because of the lack of sponsorship for female athletes, it is often a challenge for them to go and compete abroad. Sponsorships are just not readily available to female athletes. Large amounts of money are given to male athletes and that allows them the freedom to excel in sport without having to worry who is going to pay for their tours and accommodation.

During the focus group discussions, it was also mentioned that elite sport women are facing challenges in as far as remuneration. Because women in sport are not paid the same amounts of money as men, they have to take on additional jobs to make sure they are able to take care of themselves and or their families.

COVID-19 has negative impact on women and girls especially in the field of sport on economic opportunities (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020).

**2.1.6 Lack of role models and gender stereotypes**

Lack of people especially women and girls whom you regard as role models may discourage women from participation in sport. This is the same idea raised during the focus group discussions that there is lack of role models. Working in a sector where they are in the minority can give women the sense that they don’t belong in the world of sport.

Women in sport lack role models. Another aspect in broadcasting is the lack of female sports anchors. While this is on the increase, consider the number of South Africa’s female sports reporters versus the number of male sports reporters. Female athletes have a lot of male role models, and men do things differently to women, hence we have a lot of females looking up to men instead of finding them a good female role model, this is according to the focus group discussions.

The status of South African women in Sport and Recreation, 1994-2004” also makes reference as to how the media often stereotype women in sport as “sex objects”. One of the respondents in the research done for this report was quoted as saying: “It is a problem for me that the only way females are featured in magazines like SA Sports Illustrated as if they are prepared to pose in bikinis – beauties in sport.”

**2.1.7** **Lack of media representation and advertisement**

Women in sport receive relatively less exposure in relation to their men counterparts in as far as media is concerned. This was supported by the findings from the focus group discussions who mentioned that female athletes do not get much exposure to media and international tournaments as their male counterparts. COVID-19 has negative impact on women and girls especially in the field of sport on media participation and representation (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020).

National newspapers depend on international news agencies for reporting and pictures of international sporting stars and events. They then in turn feed stories and pictures to local newspapers whose editorials often centre around these global and/or national events considered to be ‘newsworthy’. Women sports and South African female athletes are thus disadvantaged in this way. This also holds true for the under-representation, marginalisation and biased representation of female sports and athletes in radio and television broadcasting which is dominated by male reporters and presenters.

Male sports and athletes have been propagated as the national sports idols…”

The study on media by SISA (1997) found that 80% of women felt that there was not enough coverage of women dominated sports on television. Major newspapers fare little better, with 70% of women feeling that not enough coverage of women’s sports was given. SISA (1997) states “All groups felt that not enough coverage is given to women’s sports.

There is an imbalance in the media coverage of women’s sport as the focus is almost entirely men’s sports. On average, only 4% of sports coverage in national and local print media is dedicated to women’s sport. This is significant because the media plays a central role in informing our knowledge, opinions and attitudes about women and sport, which, in turn, influence participation levels. A lack of coverage of women’s sports leads to a dearth of female role models to inspire sportswomen and create the next generation of healthy, active women.

There is less **advertisement** on women in sport.

**2.1.8 Lack of school sport including at grassroots level**

Lack of school sport including at grassroots level causes learners to be involved in social ills such as crime, substance abuse and teenage pregnancy.

**2.1.9 Lack of high-performance sport**

In South Africa G-sport for girls launched online on 01August 2006, publish South African women’s sport news on a daily basis online, but are mostly reliant on these stories originating from sponsors of women’s sport, from athletes, coaches, and administrators, who send their news to gsport.co.za. They also indicate that there is a definite need to raise the profile of South African Women in Sport, and to encourage Corporate South Africa to support female athletes.

Some sports bodies also sent finished articles and photographs of their relevant sporting events for placement on their website. G-sport also uses the various social media platforms to profile women’s participation and achievements in sport. However, it must be remembered that not all women in sport have access to the internet on a regular basis.

Former athlete, Cheryl Roberts is an ardent activist for non- racial sport and women in sport in particular. She is aggressively advocating for the development of women in sport and also uses social media and publishes magazines to profile women in sport.

**2.1.10 Lack of skills and capacity development**

There is lack of capacity programmes to women in sport. COVID-19 has negative impact on women and girls especially in the field of sport on key areas such leadership, gender-based violence, economic opportunities, media participation and representation, and girls’ participation in sport (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020). Repetition

# 2.2 Policy statement and description

**2.2.1 Problem statement**:

There is gender inequality in the field of sport between women and men. Women in sport are still unfairly treated in relation to their male counterparts. They are still facing other challenges such as lack of profesioanalisation in sport, barriers to participation, not receiving the same work and salary as their men counterparts, less funded as their men counterparts, not recognised in decision-making structures, abused and not receiving same media coverage as their men counterparts. Women athletes are still forced to undergo some tests to prove that they are women in order to participate in sport. Women in sport are also not provided with necessary and adequate resources in order to fairly participate in sport.

**2.2.2. Policy description:**

The essence of this policy is to address gender inequality. It is for this reason that this policy talks about gender analysis and gender mainstreaming including the national priorities the policy is aligning itself with.

# Gendered analysis and gender mainstreaming:

Gender analysis deals with the acknowledgement of the historical and social inequalities faced by women and aims to inform the design of policies, programmes and projects to address these inequalities. This includes consideration of women’s particular experiences, roles and responsibilities, and their level of access to resources and decision-making. The purpose of gender analysis is to identify and address gender inequalities by: acknowledging the differences between and among women and men, based on the unequal distribution of resources, opportunities, constraints and power; ensuring that the different needs of women and men are clearly identified and addressed at all stages of the policy cycle; seeking and articulating the viewpoints of women and men and making their contribution a critical part of developing policies, programmes and projects; promoting women’s participation and engagement in community, political and economic life. Gender analysis aims to achieve **equity**, rather than equality. ***Gender equality*** is based on the premise that women and men should be treated in the same way. According to the European Institute for Gender Equality, (2017), establishing gender equality in sport policy will involve action in the following areas:

* Increasing women’s participation in sport activities
* Attaining equal representation in decision-making process and leadership positions
* Achieving gender equality in sport coaching and teaching
* Eradicating gender-based violence in and through the sport
* Eliminating gender stereotypes in sport and in media coverage.

It should be noted that gender equality fails to recognise that equal treatment will not produce equitable results, because women and men have different life experiences (Beijing Declaration and Platform of Action, 1995; Ministry of Women's Affairs. 2019).

***Gender equity*** takes into account the differences in women's and men's lives and recognises that different approaches may be needed to produce outcomes that are equitable (Ministry of Women's Affairs. 2019). **Gender equity** is the process of allocating resources, programmes and decision-making fairly to both males and females. This requires ensuring that everyone has access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating and leading in sport and physical activity. It does not necessarily mean making the same programmes and facilities available to both males and females. Gender equity requires that girls and women be given a full range of activity and programme choices that meet their needs, interests and experiences. It means, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different (Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS), (2018).

**Gender mainstreaming**: Gender mainstreaming has to do with the promotion of gender equality. It is a strategy for making the concerns and experiences of women and men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in a political, economic and societal spheres so that women and men benefit equally. Traditionally sport has been dominated by men. Soccer is perceived and considered a male dominated sport both in terms of participation, support and governance. This is because of the masculine imagine of sports generally and soccer in particular. Sport is valued when practised by men and be regarded as a waste of time when practised by women (Matheson & Congdon-Hohman, 2011).

**National context/priorities**:

The proposed policy will contribute to following national priorities in terms of the Medium-Term Strategic Framework (2019-2024):

**Priority 6:**Social cohesion, because it encourages social integration, inclusion and reduces inequality, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions distrust and conflict. According to the Constitution of the Republic of South Africa, (1996), National Development Plan, (2011) and Sport and Recreation South Africa White Paper, (2012), every woman irrespective of class, location, race, religion and culture should be allowed to participate in sport.

**Priority 3:** A long and healthy life for all South Africans because participation in sport helps one to stay healthy, fit and reduces obesity.

# Priority 2: Sport contributes to economic growth and job creation. However so far only 2 sports in the country are now at semi-professional level and everything else is amateur. In order to participate at elite levels, women need funding especially those from disadvantaged communities.

# 2.3 Principles This section needs to be fleshed out more, especially if it is to be considered as proposed principles for actual implementation.

The following principles underpin the proposed policy and serve as the basis for the implementation of the proposed policy:

* Integrated planning and services with regards to the implementation of the proposed policy;

Planning for sport related matters for women and men should be done in an integrated manner and to discourage working in fragmented and silo. This will ensure that resources are shared equally. Budget will be allocated according to the functions irrespective of gender. This will also help sharing scares resources in an effective and efficient manner.

* Shared responsibility

Responsibilities should be shared according to the roles and functions.

* Collaboration of services

There should be a collaborative effort and working together as one.

* Gender mainstreaming
* Equity versus equality
* Sustainable interventions
* Empowerment of women and girls in the area of sport

Women empowerment will assist women how to exercise their rights and how to deal with the scourge of gender-based violence.

2.4 Actionsand Proposed interventions

**Leadership positions:** National Federationsshoulddevelop guidelines that encourage equal representation of women and men in leadership positions and decision- making structures. There should be recruitment of women in decision-making positions especially at national and international levels. There should be recruitment and education of female sport administrators, particularly for the highest decision-making positions in the sport organizations. Education and mentoring of both women and men who are already in decision-making positions should be conducted.

**Gender equity**: Sport Federations should have gender equality policy in place. Girls and women should be given a full range of activity and programme choices that meet their needs, interests and experiences. Women in sport should be empowered through the conscious and committed provision of equal opportunities for sustaining full participation; recognition and development, irrespective of ability, disability, race, class, sexual preference, religious beliefs and cultural diversity. There should be an increase participation of women at all levels of sport and recreation in order to achieve gender equity.

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

Fair chance to play**:** Make sure all women/girls, regardless of skills or experience, get the chance to be an active part of activities and teams. Where competition is a key component of an activity or sport, ensure women and girls have the chance to play at appropriate levels against teams or individuals of a similar standard.

The IOC has also taken a prominent role in promoting gender equality within its leadership by bringing up its female membership to 37 per cent by the end of the year, going above the set target of having 30 per cent of decision-making positions held by women by 2020 (The Policy Brief called “COVID-19, Women, Girls and Sport: Build Back Better, 2020).

**Gender-based violence:** Sport Federations should develop a policy on gender-based violence-sexual harassment. There should be programmes to implement that policy. There should also be clear procedural guidelines on what would be considered GBV, sexual assault/harassment and what the guidelines and procedures will be for reporting and dealing with the problem. From start (reporting) to end (how the case will be followed up and addressed and repercussions if found guilty and what is to be done whilst waiting for the case – i.e. accused cannot work with women and girls in sport.

In every sport federation, there must be a structure in place as well as a process where cases of sexual harassment can be reported, e.g. A hotline. Organisations must launch a campaign for safety and non-violence within the sporting code. When female athletes are seen as sex objects then we undermine their ability. Men are judged for their talent but women are judged for their looks even before they compete. Women do not feel save to exercise in the open as they are scarred of being attacked. (IWG World Conference, Finland 2014-Sport without Fear, Plenary)

There should be Equity Commission and other forms of awareness campaign on gender violence to eliminate all the unfair treatment women have to endure on a daily basis. Foster a climate of open discussion about issues of sexual harassment and abuse so that athletes feel confident enough to speak out if they experience them.

**Skills and capacity development**: There should be capacity building programmes or educational courses to empower women about their cultures, particularly in relation to sex, gender (masculinity and femininity), gender relations, the gender order and myths about what women and men can do should be included in all educational courses in sport. Those responsible for the education, scientific training and development of coaches and other sport personnel should ensure that educational processes or experiences, address issues relating to gender equity and the needs of female athletes. Sport federations should develop norms and standards to promote gender equity in sport.

According to the findings from the focus group discussions, most talented women athletes find themselves in financial difficulty, because they have never received financial advice or education. It becomes difficult on how to manage large amount of money.

Skills development courses should be offered to improve the technical leadership and training capabilities. There should be courses to capacitate women as leaders and decision-makers and ensure that women play meaningful and visible roles in sport at all levels. Create mechanisms that ensure that young women have a voice in the development of policies and programmes that affect them. According to National Sport and Recreation Plan (NSRP), there should be accredited training courses on sport related matters conducted annually.

Staff should undergo regular equality training. Get involved in coach education programmes, which inform and advise about the ethical and interpersonal issues of sexual harassment and abuse and about the technical aspects of physical touch in coaching the sport. More women should be empowered to become coaches. This statement was supported by the findings from the focus groups which stated that it is important that female coaches should be upgraded and be given the tools to become head coaches of sporting teams and athletes. More females should be brought on board to manage and market female athletes, as they know the dynamics of women. The focus groups further indicated that although there are top quality female coaches however, they are not being developed to be able to take elite female athletes to the next level. For some reason male coaches are still dominating when it comes to coaching women in sport.

Those responsible for the education, training and development of coaches and other sports personnel should ensure that education processes and experiences address issues relating to gender equity and the needs of female athletes, equitably reflect women's role in sport and take account of women's leadership experiences, values and attitudes.

Signpost self-defence lessons and personal alarms can be of helpful as safety measures. Also exercising in groups can make physical activity safer for women and girls. Explore partnerships with transport providers.

**Screening**: Adopt rigorous screening procedures and establish codes of ethics and conduct for all staff and volunteers, whether they work with adults or children. Staff and volunteers should be required to sign, to show that they agree to abide by the code. Ensure all staff and volunteers who work with children are trained in Child Protection.

**Transport:** Explore partnerships with transport providers. Provide information about public transport. Develop a system so that participants can organise share-a-ride systems. Promote physical activity, which doesn’t require transport, such as walking and running. Walking groups such as Walk for Life or Park run can support women to take part in easily accessible physical activity in a friendly, supportive group.

**Sexist:** Challenge sexist assumptions and behaviour inside sport organisations and among participants. Women and girls can respond better to the social, health and well-being characteristics than competition. Perhaps combine physical activity with social activities or guest speakers on active lifestyles, nutrition, body image, smoking etc.

**Women’s desk**: Each sporting code should have women’s desk.

**Differentiate sport and exercise from other interests** by promoting (not preaching) the additional benefits – sell what your audience is asking for. In addition to health benefits, which many women do already recognise, sport and exercise can provide the opportunity to socialise, develop skills and spend time with the family. Makes sure your activity promotes these benefits that many women prioritise other activities for.

**Remuneration**: Women in sport should receive same remuneration as their male counterparts as long as they occupy same position.

**Funding and sponsorship:** Women in sport should be sponsored equally as their men counterparts.

**Support:** Women in sport should receive support from their families, communities and as women they should support each other.

**Exposure to media and international tournaments**: Women should get exposure to media and international tournaments same as their male counterparts.

Use press releases and good relations with journalists to promote girls and women’s sports achievements. Seek media coverage of your club or organisation’s achievements at all levels and regardless of the gender of the athletes. Include representatives in the local community e.g. people with disabilities in any press coverage. Promote full and equal participation of women in the media including management, programming, education, training and research. Encourage media to communicate more about women’s sport. Women sports should receive same media coverage as their men counterparts. There should be more women’s sport journalists. Representatives in the local community, for example, people with disabilities in any press coverage should be included.

Media’s coverage of women in sport is significant because the media play a central role in informing our knowledge, opinions and attitudes about women in sport and informing perceptions that influence its future development (Andrew Good, 2015). Coverage of women’s sports should have sufficient budget (USC, 2010).

**Role models:** It’s important to have more girls/women with disabilities as role models.

Positive role models can help people who feel isolated because of prejudice about sexuality Parents and sports staff should act as positive role models for their children, be involved in their child’s sporting activities and have positive, realistic beliefs about their child’s competency. Organise mother and daughter and/or father and daughter sessions to help create a familial culture of support for sport. Ensure there are female role models in your facility, club or leisure centre, in terms of women staff, coaches, organisers and managers.

Women in sport should have role models. Women in sport should be protected from being used as sex objects. They should also be empowered about their rights.

**Child care centres** in schools, villages, etc should be established so that women can put their children in the child care center while they are receiving training. Provision of crèche facilities or classes is important for toddlers and children, so that the adults can bring their children along when they go to exercise.

**Facilities:** There should be sport facilities that are safe and appropriate for women and girls. Review the allocation of facilities and pitch time, and ensure equitable access during peak times for women’s sports. Provide information in a variety of formats so that all groups have equal access. More multi-sport facilities are needed. Sport facilities for women should also ensure safety measures.

**Clothing:** Girls and women should be allowed to wear any clothing they feel comfortable in. Coaches, instructors and leisure centre staff could wear casual clothing during activities, rather than formal or expensive sportswear. Use a variety of images in publicity, not just those which show the idealised female figure.

**Equipment:** Suitable equipment for women and girls including women with disabilities should be made available.

**School sport:** Education and sensitization of the entire teaching staff about the importance of school sport is key to maximize girls’ participation in sports activities and that can be achieved by:

* + Establishing a clear sport policy for 100% of learner participation;
	+ Seeking girls’ opinion to develop tailored programmes and enlarge girls’ choice of sports activities;
	+ Creating a chart against sexism and other discriminative behaviour that girls experience;
	+ Ensuring the teaching staff is welcoming and supportive of all pupils, regardless of gender.

Physical education in school curricula should be strengthened as a key means for positive introduction to young girls of the skills and other benefits they can acquire through sport (NSRP, 2012). Teacher training programmes should include courses aimed at improving the inclusiveness of physical education for girls and boys, all abilities, cultural and social backgrounds. Teachers of physical education should encourage equal participation of girls and boys in school programmes of physical education, sport and physical activities Combine physical activity with expressive arts; there’s scope for developing physical activities in conjunction with drama, dance and other expressive arts. Also exercising in groups can make physical activity safer for women and girls safe.

Physical education should be introduced in schools and participation in school sport should be done by every learner irrespective of gender, race, disability, class and geographical location. These were part of the recommendations from the evaluation report: school sport programme (SRSA, 2016). Women in sport should be encouraged to participate in recreational activities such as Big Walk to promote healthy lifestyle (SRSA, 2012).

**High performance sport**: The profile of South African women in sport should be raised and high-performance sport for women should be recognized.

**People make or break the experience** – ensure your audience are appropriately supported along the way. Invest in the people that shape the experience of sport and exercise the women you are targeting have. Ensure your audience are welcomed, feel cared for and are regularly communicated with – whether they are familiar faces, new or have recently stopped attending.

**Make it easy for women to act: right time, right place, right welcome, right company, right gear.** Address both practical and emotional barriers together to ensure that neither outweigh the motivation to be active.

**Government structures: Involve** municipalities and local government in sport programmes. Women Sports Committees should be established. Special posts for sport should be created.

# 2.5 Roles and Responsibilities

Table 1: Roles and responsibilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Output** | **Key activities** | **Responsible person** | **Delivery partners** | **Time frame** |
| Access to sport | Provide equal access and treatment of women and men in the field of sport | DSAC | SASCOC, NFs | On going |
| Access to sport | Review legislations to allow sport for all and adequate infrastructures to permit easy and safety access (What are other stakeholders in the review of legislation, especially those that it will affect.  | DSAC | SASCOC, NFs | July 2021 |
| Access to sport | Provide the opportunities for women and girls to participate in whatever form of sport activity they wish  | NFs | SASCOC, NFs | On going |
| Access to sport | Provision of crèche facilities for toddlers and children so that adults can bring them along when they do exercise or other sport activities | DSAC | SASCOC, NFs, Municipalities | July 2021 |
| Leadership in sport | Including women and girls in the leadership/decision-making positions | DSAC | SASCOC, NFs | On going |
| Leadership in sport | Empowering more women as coaches | NFs | SASCOC,  | On going |
| Gender-based violence | Prevention and elimination of all forms of violence against women and girls | DSAC | SASCOC, NFs | On going |
| Policy | Development of the policy to discourage transgender discrimination | DSAC | SASCOC, NFs’,NGOs, Schools | November 2021 |
| Policy | Development of GBV sexual harassment/assault policy with guidelines | DSAC | SASCOC, NFs’,NGOs, Schools |  |
| High performance-Media | Support women’s education, training and employment to promote women’s equal access to all areas of media | DSAC | SASCOC, Media,SAWASF  | On going |
|  High performance-Media | Review media policies in order to integrate gender perspective, promote full participation of women in the media | DSAC | SASCOC, Media | On going |
| High performance-Media | Media include women’s sport and female athletics  | DSAC | Media | On going |
| High performance-Media | Media communicate more about women’s sport | DSAC | Media | On going |
| High performance-Media |  Encouraging more women’s sport journalists | DSAC | SASCOC, Media | On going |
|  Wage | Enact and enforce legislation to guarantee the rights of women and men to equal work and salary  | DSAC | SASCOC, NFs | On going |
| High performance-Media | Use women and girls including women and girls with disabilities as role models | Media | SASCOC, Media | On going |
| Policy implementation | Make funds available to NFs, sport and recreation provincial departments, sport federations and other relevant stakeholders to implement the policy | DSAC | SASCOC, NFs,NGOs,Schools | On- going  |
|  | Advocacy and dissemination of information on the policy on Women and sport | DSAC |  | On going |
|   | Education and training on the policy | DSAC |  | On going |
|  |  |  |  |  |
|  Policy evaluated | Evaluate the implementation of the policy | DSAC |  | Annually |
| Team delivered | Prepare and deliver teams taking part in multi sports events? | SASCOC |  |  |
|  | Managing and controlling affiliation of organised sport at international level? | SASCOC |  |  |
|  | Determining affiliation criteria and managing the membership of its members? | SASCOC |  |  |
|  |  |  |  |  |
|  | Welfare and performance of the athletes (NFs must accept ultimate responsibility for the success or failure of their sports)?  | NFs | Provincial Federations |  |
|  | Develop sport at the sub-elite level concentrating on the development and training of provincial teams in the interests of providing the highest possible level of competition domestically? |  |  |  |
|  |  | NGO-which one? |  |  |
|  |  | Department of Women in the Presidency?? |  |  |
|  | Continues to address the challenges of creating greater access and opportunities for women and girls to participate in sport, and thus ensure dialogue, action and change through gender equality? | SASCOC, International Olympic Committee? | SASCOC, Researchers | Ongoing |
|  |  |  |  |  |

2.6 **Implementation of the policy**

**Table 2: Implementation plan**

|  |  |  |
| --- | --- | --- |
|  |  **Performance indicators** |  |
| **Result** | **Indicator** | **Baseline 2020/11** | **Target 2021/22** | **Target 2022/23** | **Target 2023/24** | **Target 2024/25** | **Target 2025/26** | **Responsibility** |
| Impact |  |  |  |  |  |  |  |  |
| Reduced inequality in women and sport | Reduced % of inequity in women in sport |  |  |  |  |  |  |  |
| Outcome |  |  |  |  |  |  |  |  |
| Increased women in decision making structures | Increased % of women participating in decision making structures |  |  |  |  |  |  |  |
| Improved integrated and collaborated services | Increased % of women participating in professional sport |  |  |  |  |  |  |  |
| Increased women participating at professional levels | Increased % of women receiving medals at high performance level |  |  |  |  |  |  |  |
| Greater access participation opportunities at community and club level | Increased % of women participating at community and club level |  |  |  |  |  |  |  |
| Reduced women and girls who are abused | Decreased % of gender-based violence against women  |  |  |  |  |  |  |  |
| Output |  |  |  |  |  |  |  |  |
| Women attend sport educational training workshops | Number of women attended educational training workshops |  |  |  |  |  |  |  |
| Women compete at sport leagues  | Number of women competed at sport leagues |  |  |  |  |  |  |  |
| Women attend educational talks on gender- based violence | Number of women attended educational talks on gender-based violence |  |  |  |  |  |  |  |
| Women participating in sport using appropriate facilities | Number of women participated in sport using appropriate facilities |  |  |  |  |  |  |  |
| Women have equitable financial resources | Number of women have equitable financial resources |  |  |  |  |  |  |  |

**2.7. Evaluation of policy and its review**

The proposed policy will be evaluated by DSAC. Types of evaluations will be conducted and evaluation questions will be posed based on the type of evaluation to be conducted. The evaluation findings will inform the review of the policy and the strategic plan.

**2.8. Publication and access/communication**

The proposed policy will be made available to the public via SRSA website and hard copies will be available in the SRSA library.

**2.9. Effective date of policy**

The proposed policy will become effective on this date once it has been finalized.

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***Annexure 1: Figure 1: Theory of change***

Long-term outcome

Input

Medium -term outcome

Short-term outcome

Output

Activity

SRSA, SASCOC, Sport federations, Funders partnering

Women in sport system strengthened

Integrated services of women in sport

Partnership

SRSA, SASCOC, Sport federations, Funders

Greater access participation opportunities at community and club level

Women in sport increase their knowledge of sport at all levels of participation

Women in sport attend educational workshops

Workshop Sport expert facilitator, training material

Conducting educational sport training workshops

Women participating at professional levels increase

Inequality in women in sport reduces

Increased women who perform better

Women improve their sporting skills

Women compete in sport leagues

Women, facility, Equipment, Coach

Providing sport leagues competition opportunities

Women, Educational material, Women against abuse expert

Reduced women who are abused

Women increase knowledge about their rights

Women in sport attend educational talks on women abuse

Increased women who are exercising their rights

Empowering women about gender based violence

Women use equitable resources

Providing equitable resources to women

Women have equitable resources

Facility, fund,