Welcome
IAPESGW Webinar

December 14, 2022
Welcome to the webinar

House rules

• Mute your microphone
• Control background noise to the best of your ability
• Use the provided Zoom background
• Be an active listener
• Take note
• Focus and hopefully no multitasking
• Have fun!
• Please write your name and country
IAPESGW [i-a-pes-gewe] [ai-e-pes-gewe]

1. Who is Who
2. What we want / what we do
3. How to join
4. Next events
1. IAPESGW – who is who

- Non-governmental international membership organisation
- Members from ~43 countries
- Country representatives
- Executive Board
1. IAPESGW – who is who

• Non-governmental international membership organisation
• Members from ~43 countries
• Country representatives
• Executive Board
  Austria, Brazil, China, India, Iran, Japan, Marocco, Philippines, Spain, Switzerland, UK, USA, Venezuela, Australia
Members from all over the world
2. What we want / what we do

• To bring together interested scholars and practitioners of many countries to improve the position of girls and women in Physical Education (PE) and sport internationally

• To represent and promote the interests of girls and women at all levels and in all areas of PE and sport

• To co-operate with other organisations and agencies to promote the interests of girls and women in PE & sport
Quadrennial World Congress History

1st 1949  Copenhagen, Denmark
2nd 1955  Paris, France
3rd 1957  London, England
4th 1961  Washington, USA
5th 1965  Cologne, Germany
6th 1969  Tokyo, Japan
7th 1973  Teheran, Iran
8th 1977  Cape town, S. Africa
9th 1981  Buenos Aires, Argentina
10th 1985  Warwick, England

11th 1988  Bali, Indonesia
12th 1993  Melbourne, Australia
13th 1997  Lahti, Finland
14th 2001  Alexandria, Egypt
15th 2005  Edmonton, Canada
16th 2009  Cape Town, S. Africa
17th 2013  Havana, Cuba
18th 2017  Miami, USA
19th 2021  Tianjin, China
20th 2025  Cebu, Philippines

50th Anniversary Congress 1999
Smith College, USA

70th Anniversary Congress 2019
Madrid, Spain
Regional and national conferences / anniversaries

Regional conferences
• 2014 Ankara, Turkey
• 2015 Teheran, Iran
• 2018 Havana, Cuba

Special Symposia
• 2008 Oman – Accept & Respect

National events
2014: JAPEW – 60 years
Japan Association of Physical Education for Women

2014: KAPESGW – 60 years
Korean Association of Physical Education for Girls and Women
What we are doing on the global level

1. Advocacy
   Lobbying
   Position statements
   Policy and Practice

2. Networking
   Cooperation with global organisations
   IWG, WSI, WSF, Global Observatory, ...
   ICSSPE, FIEPS, AIESEP, ICSPES, ...
   EUPEA
   IOC, TAFISA, CID ...
   WHO, UN, UNESCO, ...
3. Dissemination - Publications

• Women in Sport
  • Muslim Women and Sport 2011
    Benn, Pfister & Jawad

  • Women and Sport in Latin America 2016
    Lopez de D’Amico, Benn & Pfister

  • Women and Sport in Asia 2021
    Koushkie, Lopez de D’Amico & Guinto

  • Women and Sport in Iberoamerica 2022 i.pr.
    Lopez de D’Amico, Gonzalez et al.
### Inspirational women: Making a difference in PE, sport and dance 2016

<table>
<thead>
<tr>
<th>Region</th>
<th>Name</th>
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<tbody>
<tr>
<td>Oceania</td>
<td>Janice Crosswhite</td>
</tr>
<tr>
<td>Europe</td>
<td>Rosa Diketmüller</td>
</tr>
<tr>
<td>Americas</td>
<td>Beatriz Ferreira</td>
</tr>
<tr>
<td>Africa</td>
<td>Anneliese Goslin</td>
</tr>
<tr>
<td>Asia</td>
<td>Canan Koca t.w. Maryam Koushkie</td>
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### History & Legacy of IAPESGW

Bambra & Ullmann 1999; Hall & Pfister 1999; Benn 2019

→ [https://iapesgw.com/resources](https://iapesgw.com/resources)
4. Webinars
   • Lectures
     latest research, policy, practice
   • Workshops, courses
   • Panel discussions
   • …

5. Projects on regional / local level
4. Next events – save the dates

Fri Jan 27, 2023
4. Next events –
save the dates

Fri Jan 27, 2023
March 2023

Education, innovation & technological change for gender equality & empowerment of all women and girls
Gender equality and the empowerment of rural women and girls
4. Next events –
save the dates

Fri Jan 27, 2023
March 2023
(Bi)monthly webinars

IAPESGW World Congress 2025 – CEBU (Philippines)

You are welcome to suggest events in your regions as well!
Follow us on social media

**Website**
www.iapesgw.org

**Facebook**
www.facebook.com/IAPESGW-491381397539977

**Instagram**
www.instagram.com/iapesgw

Join us as a member
www.iapesgw.org/join-us
Thank you for joining the webinar!

We would appreciate your feedback

https://forms.gle/owAtxDVbTXsmajUj6
Welcome our speakers for today!

- Beatriz Ferreira (Brazil)
- Helena Altmann (Brazil)
- Darlene Kluka (USA)
- Usha Sujit Nair (India)
EMPOWERING GIRLS AND WOMEN IN SPORT: THEORY TO PRACTICE GLOCALLY

Wednesday, Dec 14th

LIVE 2pm CET

IAPESGW
International Association of Physical Education and Sport for Girls and Women

Vitoria Régia of Amazonia
Empowering of Girls and Women in Sport: Theory to Practice Glocally

M. Beatriz R. Ferreira
Coordinator
Darlene Kluka will address the theory of Empowering girls and women in sport from a glocally perspective.

Holds two doctoral degrees: Motor Learning from Texas Woman’s University – USA and Sport Management from the University of Pretoria. – South Africa.

She is now Research Associate at University of Pretoria

- Member of the Commission on Sport Management Accreditation Board of Directors,
- Charter member of USA Volleyball Sports Medicine and Performance Commission.
- She has served as Vice President of International Council of Sport Science and Physical Education ICSSPE; Vice President of USA Volleyball; President of National Association for Girls and Women in Sport;
- President of International Association of Physical Education and Sport for Girls and Women - IAPESGW;
- Deputy Delegate to United States Olympic Committee. She has published numerous journal articles on governance of sport and is primary author of Governance of Sport: Aspects and Insights (2022), published by FIT Publishing.
**Usha Nair** will address the Empowering women and girls through sports and physical activity – the Indian scenario

**Ph.D. Physical Education  Jiwaji University, Gwalior.**

She participates in high levels of **Scientific Committees** as member of the Development Committee of the International Council for Sport Science and Physical Education – **ICSSPE.**

She is Secretary of International Society of Comparative Physical Education and Sport and on the Executive Board of International Association of Physical Education and Sport for Girls and Women.

In India - Usha mobilizes thousands of young academics in online courses and webinars.

Currently she is on Kerala State Planning Board - Fourteenth member of the working group of the five years plan under priority of sports 2022-2027.

She has published in international and national numerous journal articles and books.
Helena Altman will address Empowering women and girls from a glocally perspective, emphasizing Brazil.

PhD in Education at the Pontifical Catholic University of Rio de Janeiro.

She is associate professor in the Faculty of Physical Education at State University of Campinas (Unicamp) and in the Pos-Graduate program at Faculty of Education.

She was coordinator of the Student Support Service (SAE - Unicamp)

Coordinator of the Working Group on Gender of the Brazilian College of Sports Sciences (CBCE, 2015-2017), and now she is a member of its executive board.

She is also a member of the International Association of Physical Education and Sport for Girls and Women – IAPESGW

Experience in physical education, sport, and education, with emphasis on gender and sexuality.

She has several research and publications in the area, as well as experience in mentoring graduate research.
Empowering indigenous girls and women in ancestral games and sports through the Indigenous Peoples' Games.

M. Beatriz R. Ferreira
Enjoy the webinar
Empowerment of Girls and Women in Sport: Theory to Practice Glocally

Darlene A Kluka, D Phil, Ph D
Research Associate
University of Pretoria, South Africa
President, IAPESGW (2005 – 2009)
Email: eyesport@aol.com
Empowerment

A person’s freedom to do and achieve desired goals

Framed focusing on the individual

Means to give strength, ability, and capability to a person

Em = into, on, onto
Power = ability and strength to act

Process of enhancing a person’s capacity to make choices, and then transforming those choices to shape their own lives
Empowerment:

• Is multidimensional and can be used on different levels and in different domains;

• Can look different at individual and community levels as well as state and market domains;

• Can be relational, as it occurs in relation to whom a person interacts with;

• Is not a zero-sum solution, but rather different types of power, such as power over, power to, power with, and power within;

• Is culturally specific and is related to norms, values, and beliefs of a society → can be seen differently in different societies
Theories of Empowerment:

Empowerment Theory

- Self-efficacy
- Critical consciousness
- Tool development
Three factors that facilitate an empowering environment and is based on the idea that actions are best powered by intrinsic motivation, a sense of personal enjoyment, and satisfaction.

Autonomy

Belonging

Competence
Principles (based upon Calver Women’s Principles in collaboration with UN Global Compact and UN Women)

- Establish high-level leadership for gender equality
- Treat all women and men fairly at work – respect and support human rights and nondiscrimination
- Ensure the health, safety and well-being of all women and men workers
- Promote education, training, and professional development for women
- Implement enterprise development, supply chain and marketing practices that empower women
- Promote equality through community initiatives and advocacy
- Measure and publicly report on progress to achieve gender equality
- Trust people if they are to be independent and self-reliant.
Principles continued...

- Involve people in goal setting that can lead to their value and appreciation.
- Involve people in decision making.
- Acknowledging dedication, hard work, and excellence by rewards and recognition can improve performance.
- Transparency is crucial for open communication between people. This can lead to them being integral components of the group.
- Provide frequent professional feedback with people’s efforts.
- Some people in groups aspire to become leaders. By sharing your leadership vision, this can assist in the discovery of leadership qualities.
- Provide authority and opportunities. Giving people authority and full control is a direct way of empowering them.
- Listen to issues and provide guidance. Issues can affect performance. Encourage them to be involved in the solution to the issue.
Selected sustainable development goals (SDGs)

(Goal 4: Ensure inclusive and quality education for all and promote lifelong learning). Sport provides lifelong learning and alternative education for children who cannot attend school. By taking part in sport and physical activities alongside school, students are exposed to sport’s key values, including teamwork, fair play, respect for the rules and others, cooperation, discipline, and tolerance. These skills are essential for future participation in group activities and professional life and can stimulate social cohesion within communities and societies.

( Goal 5: Achieve gender equality and empower all women and girls). Through sport and physical activity, women and girls can be empowered and benefit from the positive impact that sport has on health and psychosocial conditions. Additionally, female participation in sport also challenges stereotypes and social roles commonly associated with women. Sport can help women and girls demonstrate their talents and achievements to society by emphasizing their skills and abilities. This, in turn, can improve self-esteem and self-confidence in women participants. Sport also offers opportunities for social interaction and friendship, which can raise awareness of gender roles among male counterparts and convey social and psychological benefits to both individuals and groups.

( Goal 16: Promote just, peaceful, and inclusive societies). In its contribution towards peace, sport can provide safe environments at grassroots and community levels, at which participants are brought together in the pursuit of common goals and interests. They can learn values of respect, tolerance, fair play, and develop social competencies. As a common denominator and shared passion, sport can build bridges between communities regardless of their cultural differences or political divisions.

( Goal 17: Revitalize the global partnership for sustainable development). Fundamental to the true enhancement of global development and the realization of the SDGs is the establishment of strong and cohesive partnerships. The world continues to increase in coalition work. The global phenomenon of sport has the power to connect influential networks of diverse partners and stakeholders with a shared commitment to lasting development. In this regard, the world of sport can provide powerful partner and stakeholder networks committed to the use of sport for sustainable development.
Program Example – Women Win

- Leadership reflects the ability of a girl or young woman to exercise her rights and drive change.

- Values of the organization include gender justice – its purpose; play – its power; innovation – its edge; collaboration – its strength; and change – its driver.

- Women Win has identified three stages of leadership development in adolescent girls that we have called Prepare, Practice, and Play.

**PREPARE** - A girl discovers and develops her skills and talents and becomes aware of her leadership potential. She accumulates knowledge and information. She finds the confidence to set challenging goals for herself and strives to live by her values. This includes being proud of where she came from as well as where she’s going.

**PRACTICE** - A girl connects and interacts with others, which means she learns to expand and strengthen her leadership potential and skills. Through interaction she learns how to team up, solve conflicts, and have healthy relationships. It’s in this stage that her leadership abilities and confidence further develop and solidify.

**PLAY** - A girl acts and influences and motivates others by applying her skills. She creates change by doing and giving back to her community. Girls can play at different levels, demonstrating leadership in their own lives, giving back to the community, or making an international impact, or all three.
• **I USE VOICE**
  - Develop and express own opinions and thoughts
  - Speak in public
  - Communicate to move others (storytelling, using social media, pitching an idea)

• **I AM SELF-CONFIDENT**
  - Identify strengths and celebrate successes
  - Take risks and step up to challenges
  - Fail forward

• **I HAVE VISION**
  - See the possibility for change
  - Set goals
  - Inspire and motivate others to action

• **I TAKE ACTION**
  - Make decisions
  - Solve problems
Some solutions that the organization uses

- Management of grants, funds, and programs
- Re-granting
- Fiscal Sponsorship
- Workshops and Capacity Strengthening
- Girl and Women-Centered Design
- Partnership Brokering and Strengthening
- Consultancy
#empowerhercrew project

• Girls in the Lineup
• Girl Grom Travel Camp (July 2022)
References


United Nations Sustainable Development Goals

Women Win (@Women_Win) / Twitter
Unequal access to sports in Brazil

- Boys engage in more physical activity than girls;
- Boys participate more in physical education classes

Physical education has reinvented itself: promote equal access and opportunities within the school

Physically active students aged 13 to 17

(IBGE, 2019)
Empowering Strategies

<table>
<thead>
<tr>
<th>Experiences</th>
<th>Dates and Events</th>
<th>Gender, culture and sport</th>
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<tbody>
<tr>
<td>• Corporal</td>
<td>• International Women's Day</td>
<td>• Literature</td>
</tr>
<tr>
<td>• Reflexive</td>
<td>• Olympic Games</td>
<td>• Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles etc.</td>
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</tbody>
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**Empowering in sport: corporal and reflexive experiences**

<table>
<thead>
<tr>
<th>Body education</th>
<th>Rules for increased participation of girls</th>
<th>Games for understanding social inequalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technical and tactical skills</td>
<td>• Only girls score goals</td>
<td>• e-Sports</td>
</tr>
<tr>
<td>• Competitive experiences</td>
<td>• Pass girls before goal</td>
<td>• “Gendered Soccer”</td>
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<tr>
<td></td>
<td>• Minimum number of passes</td>
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“GENDERED SOCCER”

- 2 teams with girls and boys
- Goal: knock down cones

Phase 1:
- Girls on defense
- Boys on offense

Phase 2:
- Girls defend and attack
- Girls' goal is worth less

(Osmar Sousa Jr., 2020)
Debate about the experience

Raising awareness about gender inequalities in Brazilian Society:

• Women responsible for household chores;
• Men as providers;
• Public life;
• Double working day.
“Gendered Soccer”

https://www.youtube.com/watch?v=y8EmJimPo2A
GENDER, CULTURE AND SPORT

Literature, gender and sport
Leila used to play with boys and girls, except soccer.
She played soccer among girls, and with her dog named General.
They didn't know how to play because of the lack of opportunity.
• Girls hold a march on the school, claiming the right to play soccer.

• Poster: "It is forbidden to forbid."
Mothers talk to principal. He ends up allowing girls to play soccer, because he is afraid of the General.
"And today, in the 21st century, girls play everywhere, they play very well, and even play in the Olympics. Just because a bunch of girls decided to fight for their rights!"
“Girls also play soccer”
“Her secret for playing soccer: have fun”
“Girls also play soccer”

- Proposal for Early Childhood Education
- Storytelling and Puppet Show
- Objectives: To value and encourage soccer practice since childhood

https://generoeeducacao.org.br/
Olympic Games - Empowering through history

- History
- Olympic Symbols
  - Rings
  - Torch
  - Medals
  - Mascots
  - Motto

(Júlia Gaubert, 2022)
Teacher: At the beginning of the competition, women were not allowed to participate and only in 2012 all delegations had female representation.

Collective revolt by the children:

"Mam, it was only in the year we were born that all countries had women in the Olympics".

"It's like here at school... they think we are dolls and don't let us play soccer."

"Men don't accept it, they are still sexist when they don't let women play".

"We are not weak, I am very strong".

"But why couldn't women participate?"
International Women's Day: sport as a symbol of achievements
International Women's Day

March, 8th

Mato Grosso, 08.03.2019
(Noele MATOS, 2019)
The soccer player Marta surpassed Pelé in number of goals for the Brazilian national team in 2015.

It’s time to have the same rights.
You don’t have to be as beatiful as her, you have to be beatiful as you are.
International Women's Day: Social Networks

REGeES - Gender relations in primary education

https://ucm.es/proyectoregees/proyecto
Main references

ALTMANN, Helena. Gênero na educação física escolar: a educação esportiva a partir da produção científica In: Democra

GAUBERT, Júlia M.. Gênero e a produção de narrativas de crianças dos anos iniciais: as possíveis revoltas diárias de uma Educação Física escolar, 2022. (EDUCAÇÃO EM CIÊNCIAS) Universidade Federal do Rio Grande


MATOS, Noele T. Ontem eles jogaram, hoje é a gente, professora! Os lugares das meninas na educação física e na escola, 2020. (Educação Física) Universidade Federal de Mato Grosso

Projecto | Proyecto REGeES. Universidad Complutense de Madrid. https://ucm.es/proyectoregees/proyecto


Thank you for your attention!

altmann@unicamp.br
Indigenous peoples’ Games - JPIs
Time, space and power

Ministry of Sport
Ministry of Education
Ministry of Justice
Secretary of Sport
[state and municipality]

Civil Society
Universities
NGOs
Media
Public
Motto

The important thing is not to win, but to celebrate

- Goiania - Goias (1996)
- Guairá - Paraná (1999)
- Marabá - Pará (2000)
- Campo Grande - MS (2001)
- Marapani - Pará (2002)
- Palmas - Tocantins (2003)
- Fortaleza - Ceará (2005)
- Recife/Olinda - Pernambuco (2007)
- Paragominas - Pará (2009)
- Porto Nacional - Tocantins (2011)
- Cuiabá - Mato Grosso (2013)
- Palmas - Tocantins (2015) 1o World Indigenous Games
Participation of the women in the first years of the games

- Watching and accompanying husbands in the games
- The mothers used to bring the small children with them (main role)
- Dances in the rituals
- Handicraft to sell during the games
- Social Forum to discuss different subjects
Women in the Indigenous people’s games
Outcomes

- Participation in public life, in ancestral games and sports.
- Build new social roles.
- Rethink and affirm their rights in indigenous and national societies.

Photo - Tojal
Indigenous Peoples’ Games

• Women can become visible through their handicrafts, dances and ancestral games and sport / soccer and
• To build new identities.
• Human Rights Awareness
• The indigenous men and women are in a process of empowerment, self-determination to national and international levels.
Benefits of the Indigenous Peoples’ Games in different communities in Brazil

Pataxó - Bahia State

Guarani - São Paulo State
Bibliographical references


Acknowledgments

• Maria Beatriz Rocha Ferreira
• IAPESGW - Vice President
• ICSSPE - Executive Board
• NGIME-UFJF
• Kamuri indigenism
• Manifesto - CELAFISCS
• Email - beatrizdevloo@gmail.com
Being a traditional patriarchal society, women have been given a secondary status which is reflected in the economic, social and political spheres. Sports can be seen as tool to bridge the gender gap. Greater involvement of girls and women in sports not only improves their physical and mental health but also helps to break traditional stereotypes and empower them in various ways. Nobel laureate Amartya Sen talks about development by enhancing capabilities. Amartya has long argued, is to increase women’s voice and agency through their independence and their empowerment. However, women equality and empowerment has always remained a priority area and has been taken utmost care by stakeholders. Sports provides a platform for girls to showcase their talent and earn a life of independence and dignity. The presentation would be on focusing on Sustainable development Goal -5 of the United Nations - Achieve Gender Equality and Empower all Women and Girls. Despite an increase in participation and opportunities, several roadblocks remain for women in sport settings ranging from cultural stereotypes to gender equity issues. While the policies and programmes of the government are sound, their implementation leaves much to be desired. The performance of Indian women athletes in the Tokyo Summer Olympics 2020 and Commonwealth Games 2022 indicates that the programmes and policies are effective. There are signs that India is advancing steadily towards achieving Gender equality and empowering women and girls through sports.