EQUALITY & HUMAN RIGHTS IN SPORT and Physical Activity

supported with funding from the EHRC
Arun Kang, Chief Executive, Sporting Equals

We have produced this guide to help those working in sport meet their legal obligations and become better equipped to address equality and human rights issues.

Sport provides the opportunity to bring people together. It is inclusive and available to all sections of the community – young and old, those with disabilities and people of different ethnic origins. Everyone has the right to sporting opportunities and those with the talent and desire should be encouraged to strive for the highest levels of performance.

We hope this guide will help promote good relations and ensure everyone has a fair chance to participate in society. We would also like to thank our equality partners, English Federation of Disability Sport, Women’s Sport and Fitness Foundation, Stonewall, Age Concern and also the Lawn Tennis Association for their support in this initiative.

To enquire about alternative formats, contact Sporting Equals – info@sportingequals.com
Introduction

The main aim of this guide is to help practitioners in sport and physical activity to increase participation among as wide and diverse a range of people as possible. Participation rates in sport and physical activity clearly show there is significant under-representation among key equality and diversity groups in society. Therefore, organisations tasked with increasing participation in sport and physical activity must address the needs of all equality and diversity strands.

In some cases this under-representation is due to a lack of awareness and understanding of the issues common to equality and diversity in sport and physical activity. The Equality Standard: A Framework for Sport has increased understanding. This guide is intended to support this framework and provide additional information and material to more people.

There are clear reasons and benefits to increase participation in sport and physical activity. It has positive social, economic and health impacts on those who take part. It also benefits communities and society as a whole.

This guide will help practitioners to be better equipped to address equality and human rights issues as they relate to all aspects of sport and physical activity. This includes active participation by individuals, groups and sections of society. It also includes the important areas of administration, staffing, volunteering, officiating, coaching, governance and representation in sport and physical activity.

Improved policy and practice in the area of equality and human rights will make a difference by removing barriers and offering opportunities to groups who have traditionally been under-represented. This guide will benefit and increase participation within the six key equality groups, or ‘strands’, as reflected in UK law – gender, ethnicity, disability, age, faith and sexual orientation.

Human rights refer to the basic rights and freedoms to which all people are entitled. This includes the right to life, freedom of expression, equality, food, work and education. Human rights are supported by the Human Rights Act (1998) and it is the responsibility of the providers of sport and physical activity to make them a reality.

Context

This guide has been funded and endorsed by the Equality and Human Rights Commission and developed by Sporting Equals in partnership with Women’s Sport and Fitness Foundation, English Federation of Disability Sport, Age Concern and Stonewall. All partners have contributed to this guide and have provided good-practice case studies in the field of equality and human rights in sport. In addition, all partners are keen to have an equality focus for this guide, although equity, equal opportunities, diversity and inclusion are often terms used interchangeably. All of these terms will be explained in the glossary.

This guide has been designed to complement a series of workshops across the country but can also be used as a stand-alone resource. It offers context and support for practitioners in the field, giving an introduction to the subject, while providing a rich source of references for those who require more detailed or tailored information. Where relevant reference is made to existing human rights tools in the sector, such as the Equality Standard: A Framework for Sport.
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The benefit of equality and human rights in sport and physical activity

Introduction
The 2008 Olympics and Paralympics and the success of British athletes clearly provided a UK-wide ‘feel good’ factor. However, the wider impact of this success will be to galvanise sport and physical activity providers to expand and increase participation. They must use London 2012 as a vehicle to fulfilsocial, health, economic and regeneration aims, and to provide a legacy whereby sport and physical activity in Britain are taken to a higher level.

It has been widely documented that sport and physical activity can improve the quality of life of all who become involved, whether as players, coaches, administrators, officials or spectators, paid employees or volunteers.

Many of the opportunities provided are designed and delivered by organisations and bodies that receive public funding to carry out their core functions. In most cases this money comes with a requirement for organisations to address equal opportunities and human rights. Therefore, recipients have a duty to address the needs of all the communities they serve.

In addition, these bodies, organisations and agencies should be guided by their legal responsibilities to address equality and human rights issues and to provide opportunities for all communities to participate regardless of background, gender, race, disability, age, religion or belief, or sexual orientation.

This section of the guide examines the value and benefits to both participants and sports organisations.

Benefits for participants
The potential benefits of participating in sport and physical activity, both for the individual and wider society, are wide-ranging. The Value of Sport Monitor commissioned by Sport England and UK Sport provides an up to date on-line monitoring service of evidence from across a wide range of public policy areas. It suggests the benefits include:

- Physical and psychological health and well-being
- Active participation
- Crime reduction and community safety
- Positive economic impact and regeneration of local communities
- Education and lifelong learning

It is also evident that involvement in sport can:

- Be fun
- Lead to a more positive body image
- Lead to higher self-esteem
- Reduce absenteeism from work

The National Audit Office claims almost one fifth of the population is obese, leading to almost 30,000 premature deaths a year.
The benefit of equality and human rights in sport and physical activity

Sport and physical activity can have significant positive impacts on health and well-being and in education and lifelong learning.

**Benefits for health and well-being**
- Personal fitness and exercise on a regular basis will support a healthier lifestyle, reduce coronary heart disease, improve posture and muscle tone, and can reduce mobility problems and isolation in older age
- Physical activity will have therapeutic and remedial benefits for disabled people
- Improved management of mental health problems as well as brain disease, including Alzheimer’s and strokes
- Exercise can reduce stress and related illnesses, prevent osteoporosis if started at an early age, help prevent obesity and manage cholesterol and blood sugar levels

**Education and lifelong learning**
- Research suggests physical activity can enhance the learning capabilities of young people
- Coaching, sports leadership and officiating in sport all support education and learning and encourage people to aspire to achieve
- Sport can teach people about winning and losing in a safe environment
- It can also teach teamwork and leadership

**Benefits for organisations – the business case**

From a purely marketing perspective it is critical organisations understand the profile of their actual and potential service users and customers. Knowing who is actually engaging with or participating in an activity, and who is not, will enable more appropriate and better-targeted provision, communication and promotion.

This will create a clear picture of those who are under or over-represented and will offer organisations a chance to address equal opportunities for people to participate. It will also increase engagement from groups who are under-represented within particular initiatives.

Sport and physical activity service providers need to understand the diversity of their customer/participant base. For example, supermarkets stock goods that reflect the diversity of their customers in the different places they operate. In sport and physical activity this approach can be replicated to ensure provision is tailored to the needs of different client groups. This is simply about ensuring as wide a range of people as possible are able to participate.

The business case for increasing participation and widening access to all can be summarised as follows:
- Organisations that understand and reflect their customer base are better placed to serve them. (This requires effective monitoring and analysis of participation from an equality perspective)
- Staff who are comfortable with diversity and difference are better placed to meet customers’ needs. (This requires effective training and support for staff to increase awareness and understanding of diverse needs)
- A welcoming and non-discriminatory service environment will inspire loyalty and commitment from both customers and staff. (This requires clear policies put into practice supporting an open and integrated environment for sport and physical activity)
• Organisations which demonstrate awareness of equality and human rights will have a better reputation among a wider range of existing and potential service users and employees, as well as sponsors. (This requires a commitment to inclusiveness within sport and physical activity)

• An understanding of the legal implications of equality and human rights minimises the risk of costly and damaging legal action, including employment tribunals. (This requires a review of policies and practices and the impact they have on different people set against the legal context for sport and physical activity)

• Sound equality policies can enhance organisational capacity to access contracts, funding and win new business opportunities. Indeed, many funding streams require compliance against a number of equality parameters including policies, monitoring and targeting. (This requires a review of current policies to ensure they are fit for purpose regarding current legislation and priorities for equality and human rights)

• Maximising the number of people who access an activity will increase income through fees and other income streams. (This requires active promotion to expand the ‘offer’ to new markets, possibly even the refinement of the offer to capture new participants)
During the last decade equality and human rights legislation has been constantly developed and reviewed. Some of this only relates to public sector bodies. However, many public bodies within sport and physical activity have transferred these responsibilities to the groups they fund. Therefore, it is important to ensure practitioners on the ground are aware of the content of this legislation, both in the design and delivery of activity and the management of staff.

This section gives an overview of the relevant areas of equality and human rights law. Further information and advice can be found at www.equalityhumanrights.com.

Equality

Equality laws prohibit unlawful discrimination. Discrimination means treating someone, or a group of people, unfairly or in a way which limits their opportunities, without justification. While there are clearly many grounds on which people may choose to discriminate against each other, successive governments have legislated to prohibit discrimination on the grounds of race, gender, disability, age, sexual orientation, religion and belief.

Discrimination can be:

Direct

- This is obvious discrimination directed at particular group
- For example, refusing to let a person from an ethnic minority join a club or team because they are not white

Indirect

- This is where criteria or requirements put certain groups at an unfair disadvantage
- For example, an employer who unnecessarily requires interviewees to pass a physical fitness test could be indirectly discriminating against older or disabled applicants, who may find it harder to meet the required standard

Harassment

- This is unwanted conduct, which violates someone’s dignity or creates an intimidating or hostile, degrading, humiliating or offensive environment for them
- For example, a gay sportsman’s team-mates repeatedly make homophobic comments to him and bully him for being gay

Victimisation

- This is where someone is discriminated against because they have complained about discrimination
- For example, a disabled woman complains she cannot access the toilets at her local sports club, and the next time she visits the club she is refused entry for being a ‘troublemaker’

In British law any form of discrimination is illegal, although there are some limited circumstances where discrimination can be justified and is not unlawful. For example, if a job requires a person to be from a particular ethnic background, gender or disability (eg. a black actor to play the part of a black character in a play, women counsellors working with victims of rape).

Generally, with some exceptions, which are described below, equality law covers two key areas:
Equality of opportunity in employment

- The laws apply to all aspects of employment
- From recruitment, including interviews and job advertisements, to dismissal
- Promotion and development are covered
- Policies and procedures must comply with equality laws
- Vocational training is covered by the law

Equality through the provision of goods, facilities and services

- This covers the provision of all services, such as housing and healthcare, and private or consumer services, including banking and insurance. NB Sports and physical activity providers are covered by the legislation
- Discrimination in the provision of goods, facilities and services could include refusal to serve an individual or a particular group without justification, or providing a sub-standard service to a particular group

The way the law is applied to each of the six equality strands is examined in more detail below.

Age

The Employment Equality (Age) Regulations 2006

Prohibits unlawful age discrimination in the workplace, including retirement. The law protects people from all forms of ageism, not just that experienced by older people.

There are currently no laws to protect people from age discrimination in the provision of goods, facilities and services. This is something Age Concern is lobbying to change.

Disability

The Disability Discrimination Act (DDA) 1995 aims to prohibit discrimination against disabled people in all aspects of life. The law was extended by the Disability Discrimination Act 2005, which now covers education and access to goods, facilities and services. It also places a public duty on public authorities to produce a disability equality scheme setting out how they plan to actively prevent disability discrimination and promote disabled people’s participation in public life.

The definition of disability is wide and includes mobility, sight and hearing impairments, as well as learning disabilities, mental health issues and long-term limiting conditions such as cancer, diabetes, HIV/Aids and MS. The law offers protection from discrimination on the grounds of past disabilities, as well as current.

Under the DDA, employers and service providers must make reasonable adjustments to premises, facilities and job criteria where a disabled person is put at a substantial disadvantage. This may include ensuring buildings are physically accessible or providing written materials in larger print. Occasionally there may be specific justification for not making an adjustment, for example if health and safety would be compromised, or if the adjustment is not practically or financially reasonable.

Gender

The Sex Discrimination Act 1975 protects men and women from unfair treatment on the grounds of their gender in all aspects of employment (including maternity and paternity rights) and the provision of goods and services. It includes protection from sexual harassment.
In 1999 the Act was amended to include transgender men and women (people whose biological birth sex, differs from the gender with which they identify). In 2008 the act was amended to protect transgender people from discrimination in the provision of goods and services.


Since 2007, public authorities have had specific obligations under the gender equality duty to proactively prevent gender discrimination as employers and within all their services and functions.

Race

It is unlawful to discriminate on the grounds of race, colour, nationality and ethnic or national origin. The Race Relations Act 1976 covers discrimination in employment and the provision of goods, facilities and services. The Act was later amended to become the Race Relations (Amendment) Act 2000, which places a race equality duty on public authorities to proactively prevent race discrimination, promote equal opportunities and promote good relations between ethnic groups.

Religion and belief

Religion and belief is defined as religious and non-religious belief and personal philosophy. Employees are protected from discrimination under the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2006 also covers the workplace, but also prohibits discrimination on the grounds of religion and belief in the provision of goods and services, including disposal of premises.

The concept of reasonable adjustment applies here because employers are advised to make adjustments to ensure employees are not prevented from expressing their religion or belief at work. Adjustments may include providing time and space to pray, and not holding major meetings or events during religious festivals. Any adjustment does have to be reasonable. In addition, religion and personal belief cannot be used to justify discrimination against any other groups (for example, a Jewish employee refusing to work with a Muslim employee, or a Christian employee refusing to serve a gay customer).

Sexual orientation

Sexual orientation discrimination occurs when someone is treated less favourably because of their sexual orientation, their perceived sexual orientation or the sexual orientation of those with whom they associate.

Sexual orientation discrimination at work is unlawful under the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act (Sexual Orientation) Regulations 2007 covers the provision of goods and services. The law protects people who identify as lesbian, gay, bisexual or heterosexual.

In addition, the Civil Partnership Act 2004 gives same-sex couples the opportunity to register their relationship and access the same legal rights and responsibilities as heterosexual married couples. Under the law, same-sex couples who have not registered a civil partnership are treated the same way as unmarried heterosexual couples.
**Human Rights**

Human rights are fundamental rights and freedoms, which belong to everyone. They include basic rights such as freedom of expression, the right to a fair trial, the right to education and the right to life. The underpinning principle of human rights is that everyone has a right to be treated with fairness, equality, dignity and respect.

The Human Rights Act 1998 sets out 18 rights/articles and places a duty on public authorities in the UK to uphold them. Many of the rights are limited or qualified. For example, the state has a right to take away your right to liberty by sending you to jail if you commit a crime. Similarly, you have a right to show your religion, belief or political affiliations, but only if it does not compromise public safety or the rights of others.

**Forthcoming Legislation**

**Single Equality Bill**

It is anticipated the government will pass a Single Equality Bill to ensure anti-discrimination legislation is equal and even across all six equality strands. It may also place a single equality duty on public authorities to promote equality on the grounds of age, sexual orientation and religion and belief, as well as race, disability and gender. However, the full scope of this Bill and the eventual Act is undecided.

**Note**

There is a difference between the terms ‘positive discrimination’ and ‘positive action’. In British law positive discrimination is illegal, unlike in America where affirmative action makes it a requirement for organisations to set quotas for ethnicity and women in the workforce.

In Britain this is not the case – employment cannot be restricted to a particular group for reasons of positive discrimination.

However, if there is clear under-representation of particular groups, employers can try to encourage applicants from those groups and even train them through ‘positive action’ programmes so they are better equipped to apply for posts in open competition.

For example, this can apply in sport and physical activity where there are low levels of female, ethnic minority and disabled coaches in a particular sport.

A governing body can target these groups and help them become coaches and progress through the ranks. However, this ‘positive action’ must be justified on the grounds of the under-representation of women, ethnic minorities and disabled people in coaching in that sport.
Identifying and removing the barriers that prevent or inhibit people and communities from participating in sport and physical activity is critical for all equality groups. This part of the guide identifies key barriers to participation.

Clearly some barriers are not unique to any particular group. Shared issues, which are worth acknowledging, include:

- Lack of interest in sport
- Dislike of physical activity
- General inactivity
- Social shyness and fear of not fitting in
- Lack of self-confidence
- Lack of encouragement and support from parents, guardians, carers, family and peers
- Lack of privacy and understanding of the need for segregated changing facilities etc.
- Non-engagement in sport by some groups due to historical or cultural reasons
- Lack of role models

However, barriers have different implications for different groups and some will be specific to those groups. These can be investigated and explored in consultation with targeted communities, giving practitioners a better understanding of local needs.

Other factors such as geography, income and education may affect these barriers. Additionally, people tend to fall into more than one equality group (for example, Irish women, or disabled Muslims), so an open and flexible approach should be taken when addressing the issues.

In this context, the barriers set out below are indicators, which can help practitioners to understand, develop, and support increased participation in sport and physical activity.
The barriers to participation set out below are potentially applicable to most groups. However, some barriers may have a greater impact on some groups than others.

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<tr>
<th>Potential Barrier</th>
<th>Disability</th>
<th>Race</th>
<th>Gender</th>
<th>Sexual Orientation</th>
<th>Faith/Belief</th>
<th>Age</th>
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<tr>
<td>Cost of sport and physical activity</td>
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<tr>
<td>Lack of appropriate or affordable transport</td>
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<td>Lack of resources and facilities</td>
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<td>Lack of awareness of equality needs</td>
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<td>Lack of physical access</td>
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<td>Non-inclusive policies, processes and procedures</td>
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<tr>
<td>No sense of ‘positive action’ or feeling welcome</td>
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<tr>
<td>Lack of targeted and inclusive promotional material and publicity</td>
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<tr>
<td>No knowledge of who is participating</td>
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<tr>
<td>Activity stereotyping</td>
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<td>Prejudice and discriminatory practice</td>
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<tr>
<td>Lack of cultural awareness</td>
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<td>Poor programming</td>
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<td>Lack of carers and assistance</td>
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<td>Lack of childcare</td>
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<td>Poor activity planning</td>
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<td>Lack of adaptations or adjustments</td>
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<td>Domination of groups is off-putting</td>
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<td>Concerns about personal safety in the activity</td>
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<td>Concerns about personal safety generally</td>
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This section explores in more detail the barriers some equality groups may encounter when participating in sport and physical activity and looks at how these can be addressed.

**Cost of sport and physical activity** is a barrier to participation for many people, especially those on low incomes, which typically can include people from minority ethnic communities, women, disabled people, older and younger people.

- People on low incomes can be encouraged to participate if offered concessionary benefits
- This approach has been used by many organisations to encourage participation by younger, older and disabled people
- Some local authorities have introduced leisure passes to provide concessions, which are available to all and do not stigmatise any one group

**Lack of transport** is likely to have an impact on disabled people, people with childcare responsibilities, women, older and younger people. It will also have an impact in rural areas.

- Planning activities to coincide with public transport provision can help reduce this barrier
- Managing car sharing and the co-ordination of transport between participants
- Consider whether taking the activity to the participants is a feasible option

**Lack of facilities** is a major barrier to good-quality sport provision and in some areas accessing good-quality facilities will be easier than in others. Rural areas are often remote and sport provision will be limited by additional travel time and access issues.

- The design, programming and management of facilities should address the needs of all equality groups
- Creative use of existing community facilities as long as minimum sport specific dimensions and health and safety guidelines are followed

**Lack of awareness of equality needs** is a barrier to the quality of experience for all equality strands. If a sports provider is unaware that members of certain groups are not participating, or that they are experiencing unfair treatment or discrimination, the problem will continue.

- Training, development, increasing awareness, effective community engagement and consultation can address this in a sustainable way

**Lack of physical access** has a huge impact on many disabled people. Many providers are working to address this and fulfil legal requirements.

- Sport England has prepared specific design guides and many national governing bodies deliver a planning service for their sports

These need to address disability sport provision needs. Consultation with the English Federation for Disability Sport can also support more effective facility design.

- Improved access will also help parents with pushchairs and older people with reduced mobility
Note: With reference, in particular, to disabled people it is important to note the ‘social model of ‘disability’.

“Disability is a condition imposed on disabled people by society and is created by prejudice, fear, myths and ignorance. It limits opportunities for education, employment, financial independence and full social interaction. It is only by acceptance of the social model that disabled people will be valued as individuals and be allowed to fulfil their potential, as defined by themselves.”

“The ‘medical model’ is where people focus on a person’s inability to take a full and active role in society as an inevitable result of their impairment(s).” This potentially provides a barrier to participation and should be challenged and questioned. (Extract from the Inclusive Fitness Initiative fact sheet).

Non-Inclusive policies, processes and procedures are barriers and are often cited as reasons for non-participation by all equality strands.

- Organisations need to review their policies and procedures to identify if they are directly or indirectly discriminatory
- Policies need to be inclusive in their language, as well as legally compliant
- Reviewing policy, process and procedure can be done in partnership with the local community, through consultation

No sense of ‘positive ‘action’ may indicate that sport providers are not prepared or able to resource the specific needs of different clients.

- Positive action includes any specific provision and activity, including staffing and resourcing that targets under-representation
- Positive action is legal with the right justification (ie. statistical evidence of under-representation)
- Positive action can include advertising initiatives in community media, using inclusive and diverse images and stating that people from minority communities are welcome

Lack of targeted and inclusive promotional material and publicity can indirectly send out a message that particular groups are not included, welcome or acknowledged.

- Publicity which is inclusive and refers to, or includes, images of a wide range of people is likely to attract a diverse audience
- It may be appropriate to target under-represented groups with specific messages and methods of communication (for example, in community languages or in partnership with community-interest groups)
No knowledge of membership and participation is a barrier, especially when sports providers are promoting activity.

- Organisations and providers need to research the equality profile of their current users to identify who is not participating and why
- This will enable them to identify under-representation and make an evidence-based judgement as to what they need to do

Activity stereotyping affects disabled people, men and women, minority ethnic groups, lesbian, gay and bisexual people and certain age groups in particular. Stereotyping limits participation and means potentially talented sportspeople are not picked to take part.

- Sport and physical activity should not limit individuals from certain groups into specific stereotypical activities – for example, not allowing girls to play ‘male’ sports
- Positive images of diversity can challenge these stereotypes
- Coaches and teachers have a strong role in ensuring that these stereotypes are not promoted or adhered to

Prejudice and discriminatory practice can include institutional discrimination, prejudices, bullying and harassment, stereotyping, oppression, ignorance, narrow perception and attitudes.

- Providers should take steps to prevent discrimination and should tackle it robustly if it occurs, to enhance participation, and be legally compliant
- This includes improving policies and procedures and training and telling staff that discrimination will not be tolerated

Lack of cultural awareness is a clear barrier to participation, especially for faith and race groups. This includes lack of awareness of faith-based festivals, periods of religious obligation, observance of religious beliefs, dietary restrictions, historical and cultural issues that affect attitudes in some cultures and the cultural traits of certain groups.

Increased awareness of the needs of groups and the understanding of specific faith and cultural restrictions to encourage sports and physical engagement, including clothing, food and drink and other requirements.

Understand the faith calendar – the Football Association website provides a comprehensive list of dates of relevant religious events and celebrations.
Consulting with local community groups is important because it helps providers become familiar and comfortable with diverse cultures, their needs and expectations.

**Poor programming** is a key barrier to participation. Many programmes address the relationship between non-peak and peak time periods. Many elite and club activities are scheduled in time slots, which may be problematic for people from certain groups. In some cases there is little flexibility in programming.

- Ensure cultural awareness and consult with groups to understand how poor programming may impact on their needs.

**Lack of carers** or assistance can be a barrier for disabled participants who need help to participate.

- Facilities should enable disabled people’s assistants or carers to accompany them free of charge.
- If a facility is accessible and can accommodate carers, ensure this is communicated to the disabled community, who may automatically assume the facilities are inaccessible.

**Lack of childcare** can be an issue for women and men with dependent children.

- This concern can be supported with childcare support provision on site.
- Clearly childcare needs to be cost effective and in some cases planning of programmes may support this by coinciding with childcare elsewhere.

**Poor activity planning** is also a critical barrier to participation. This includes programming, the design and planning of events, tournaments, leagues and other key sport and physical activity sessions. The planning of activities needs to address the needs of targeted client groups and preferably should be done in conjunction with those groups.

**Lack of adaptations** to sports playing equipment is an issue for some sports, which need to be modified for disabled people, younger people, women and girls, older people and beginners.

- Sometimes this is about equipment and facilities but can equally be about the need for reasonable adjustments of matches, games and scoring to ensure greater engagement and support.

**Domination of groups** may be off-putting and cause people not to participate. For example, some activities may be seen as male-dominated or dominated by certain ethnic groups and perceived not to be inclusive.

- A balance can be struck between exclusive and inclusive provision, which can cater to all needs and abilities.
- Women-only provision, disabled provision, lesbian and gay initiatives, and provision for Muslim women can all be valid. In these cases it needs to be justified (often by arguments about under-representation), as there may be people who challenge this activity.

**Personal safety** concerns about getting to and from, as well as being at the activity, are not uncommon. However, these concerns can be particularly heightened for people who are vulnerable to, for example, homophobic or racist hate crime or sexual harassment.

- Reassurance with safety issues within a facility, safe parking, transport, external lighting and programming of activities.
Sport and physical activity is commonly seen as a way of addressing many social issues such as health, crime prevention and community safety (see the benefit of equality and human rights in sport and physical activity section of this guide). But sport is not a statutory requirement of local authorities, has junior minister status in Government and if it were not for London 2012, would continue to receive less funding than, say, the arts.

Individuals, groups and communities represented by all six equality strands continue to be marginalised and under-represented in all aspects of participation in sport. Therefore, up to date and robust research is crucial to create an evidence base to support decision-making and the improvement of policies, procedures and programme so that they are more sensitive to the needs of all. It will also help attract much-needed funding.

One of the basic principles of equality and diversity is to work towards ensuring organisations and participants reflect their communities. This will vary from place to place. Much of the available research indicates under-representation in participation in sport among all six equality strands.

A summary of sports equality research, completed within the last 15 years includes the following statistics, progress since in addressing under-representation remains questionable.

- Between 1994 and 1999 the proportion of young people receiving two hours or more of PE in curriculum time decreased from 32% to 11% for primary Year groups 2 to 4 and from 46% to 21% for Year groups 5 to 6 (Young People and Sport Survey 1999)
- Almost one in five (18%) of girls aged between 11 and 13 spent less than an hour a week taking part in sport during their summer holidays compared with only one in eight (12%) of boys (Young People and Sport Survey 1999)
- By the age of 15 to 16, almost three in ten girls (29%) say they do not want to take part in sport when they leave school compared with one in six boys (16%) (Young People and Sport Survey 1999)
- Only 24% of secondary aged young people with a disability receive two hours or more of PE compared with 53% of those without a disability (National Survey of young people, disability and sport 2000)
- Only 39% of young women of secondary school age are members of a sports club outside school compared with 60% of young men (Young People and Sport Survey 1999)
- Only 15% of secondary aged boys with a disability and 10% of girls are members of sports clubs compared with 56% of boys and 36% of girls without a disability (National Survey of young people, disability and sport 2000)
- The overall participation rate for ethnic minority people in sport is 40% compared with the national average of 46%. The lowest participation rates are among Indian (31%), Pakistani (21%) and Bangladeshi (19%) women (National survey of ethnic minorities and sport 1999)
The most recent participation survey is the Active People Survey 2005/2006. Key findings are highlighted below.

**The Active People Survey**

The Active People Survey is the largest ever survey of sport and active recreation to be undertaken in England, with 363,724 individuals taking part. The survey started in October 2005 and was completed in October 2006.

**Participation**

- 21% of the adult population aged 16 and above take part regularly in sport and active recreation.
- 28% of adults exercise regularly.
- 51% of adults have not taken part in any moderate intensity sport or active recreation of 30 minutes duration in the last four weeks.
- Equality groups who regularly participate in sport:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Men: 24%</th>
<th>Women: 19%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>Disabled people: 9%</td>
<td>Non-disabled people: 23%</td>
</tr>
<tr>
<td>Race</td>
<td>BME people: 19%</td>
<td>White people: 21%</td>
</tr>
</tbody>
</table>

- Walking is the most popular recreational activity, followed by swimming and going to the gym. Cycling, football, running and jogging, golf, badminton, tennis and aerobics make up the top ten.

**Taking Part survey – Department for Culture Media and Sport**

Working in partnership with Arts Council England, English Heritage, the Museums, Libraries and Archives Council and Sport England, DCMS commissioned the Taking Part survey to improve information on those who participate in sport and physical activity, and those who do not.

Key data relating to sport and physical activity shows that 69% of all adults had participated in an active sport. Of all adults, the most common type of active sport participated during the past twelve months was swimming or diving (31%), followed by health, fitness, gym or conditioning activities (20%).

**AGE**

- Adults in all age groups had significantly higher rates of participation than each of their older counterparts.

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-24</td>
<td>90</td>
</tr>
<tr>
<td>25-44</td>
<td>83</td>
</tr>
<tr>
<td>45-64</td>
<td>67</td>
</tr>
<tr>
<td>65-74</td>
<td>45</td>
</tr>
<tr>
<td>75+</td>
<td>22</td>
</tr>
</tbody>
</table>

Age Concern’s figures in their report Older People in the United Kingdom highlight that these figures are substantially less with only 18% of people between 65 and 74 taking sufficient exercise to meet the recommended guidelines. That figure decreased to 6% for people aged over 75.
**GENDER**
Men (74%) had significantly higher rates of participation than women (65%). (NB This figure is based upon participation defined as physical engagement in at least one type of active sport during the last 12 months).

**DISABILITY**
- Adults with a limiting disability/illness had significantly lower rates of participation than both those with a non-limiting and no disability/illness
- Adults with a non-limiting disability/illness had significantly lower rates of participation than those with no disability/illness

<table>
<thead>
<tr>
<th>Ability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limiting disability/illness</td>
<td>45</td>
</tr>
<tr>
<td>Non-limiting disability/illness</td>
<td>69.6</td>
</tr>
<tr>
<td>No disability/illness</td>
<td>76.5</td>
</tr>
</tbody>
</table>

**ETHNICITY**
- Adults from other ethnic backgrounds had significantly higher rates of participation than all the remaining ethnic groups, except for those from mixed ethnic backgrounds
- Adults from white and mixed ethnic backgrounds had significantly higher rates of participation than both those from Asian and black ethnic backgrounds

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>69</td>
</tr>
<tr>
<td>Mixed</td>
<td>74</td>
</tr>
<tr>
<td>Asian</td>
<td>66</td>
</tr>
<tr>
<td>Black</td>
<td>63</td>
</tr>
<tr>
<td>Other</td>
<td>78</td>
</tr>
</tbody>
</table>
**RELIGION**

- Adults who reported their religion as Muslim had the lowest rate of participation. The highest level of participation was from adults who reported they had no religion and or who were Sikh. The Christian population (the largest in the UK) had 67% participation.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No religion</td>
<td>78</td>
</tr>
<tr>
<td>Christian</td>
<td>67</td>
</tr>
<tr>
<td>Buddhist</td>
<td>71</td>
</tr>
<tr>
<td>Hindu</td>
<td>70</td>
</tr>
<tr>
<td>Muslim</td>
<td>61</td>
</tr>
<tr>
<td>Sikh</td>
<td>78</td>
</tr>
<tr>
<td>Other religion</td>
<td>77</td>
</tr>
</tbody>
</table>

**SEXUAL ORIENTATION**

No comprehensive research into lesbian, gay and bisexual people’s participation in sport has been carried out to date in England.

Stonewall’s School Report, however, found that 65% of young lesbian and gay people experience homophobic bullying and they are 22% more likely not to like playing team sports than those who are not bullied.

Other national research includes:

- **Sports participation and ethnicity in England:** A national survey 1999/2000
- Disabled adults participation in sport 2000/1
- Disabled young people’s participation in sport 2000/1
- Participation in Sport in England: Sports Equity Index 2002
- Active People ‘2’ 2006/2007
One of the roles of a national governing body of a sport is to focus on the identification and nurture of talent. People with the interest, skills, ability aptitude and attitude should find opportunities to play a sport at the highest level that they can.

Traditionally, different groups and communities have been excluded from accessing and enjoying the opportunities a sport can offer, whether due to direct discrimination, or simply a perception that they will not fit in.

It makes sense that the wider the pool of people encouraged to play a particular sport, the greater likelihood of identifying ability and talent.

Each sport will have identified their player pathway. Many have recently developed their specific long-term athlete development (LTAD) models, designed to encourage lifelong participation and progression, with a particular focus on encouraging participation at an early age.

This section will look at the general points on any player pathway. It will examine issues pertinent to talent identification and development. Some of those points will also refer to general barriers and issues identified in this guide.

The diagram right shows a typical player pathway, from playground to international honours. It should be noted that this pathway will change for each sport but is generally indicative.
Members of equality groups may face issues that can impact negatively on their player pathway in certain settings. These are examined below.

**School Sport**
- Opportunities to participate based on stereotyped expectations mean boys may play certain sports and girls other sports. This form of activity stereotyping will also affect minority ethnic participation in sport. For example Asian boys being encouraged to play cricket but not rugby or football. Or African Caribbean people being expected to pursue football, cricket and boxing but not sports such as gymnastics and swimming.
- A high teenage girl dropout rate from sport on leaving school has been a problem for years. Issues such as academic pressures, ‘fitting in’ with their peers, body image and increasing self-awareness may all affect their continued participation in sport and physical activity.
- Harassment and bullying in sport is off-putting and acts as a barrier to progression and movement along the player pathway.

**Clubs**
Sports clubs are the backbone of all sport structures. They provide venues for participation, start new activity targeted at young people and are structured for development, coaching and competitive participation. Clubs are a critical feature of the playground to elite pathway. Equality and diversity are also important for clubs, so policies and practices for equality need to be formulated to secure positive outcomes for all concerned. Charter mark clubs for most sports have to address equality and diversity through national governing body affiliation.

They need to prioritise equality and diversity both in their provision of activity and in their role as co-ordinators of employees and volunteers.

Of the 20,000 sports clubs in London, only 5% have at least one person with a disability as a member. (Guardian Newspaper 2006)

Men are three times as likely to be a member of a sports club than women. (Active People Survey 2005/6)

However clubs need to address some of the general concerns set out below:
- Non-welcoming environments
- Perception of clubs reflecting ‘the establishment’
- Cliques within the club
- Location – geography and accessibility
- Facility and location issues with some clubs operating in venues not in their control eg. local authority pools and leisure centres
- Other location issues – neighbourhoods, perceptions of being unsafe, not on bus routes, accessibility, limited parking
- Not prioritising and so not compliant with the ethos of equality
- No equality training for core staff and volunteers
- Not representative ie. all male and white (role models)
- For some, the leap from informal activity to formal is too great
Player pathways

Benchmarks such as Clubmark can help to raise the level of awareness and understanding of equality and diversity issues. Two documents support this award:

- Sports Coach UK – Equity in your coaching
- Making clubs more accessible – guidance Sport England

**Talent Identification**

Many stereotypes of people who fall in any one or more of the six strands can exclude them from progressing through the talent identification system.

- Perceptions and prejudices based on stereotypes eg. Asian players are weaker, have poor diets, are injury prone and cannot train or play at certain times of year and days of the week
- Perceptions of women and girls being only suited to certain sports. It is not long ago that women were not allowed to compete in running events at the Olympics that were further than 1,500m. However, the gap between the world best marathon times for men and women is narrowing
- Stacking – this is the discriminatory and unfounded perception for some that black players are unintelligent so cannot hold positions of responsibility such as captain or playmaker, or that black players are athletic and can run fast so they are more often wingers or strikers
- Perceptions that gay males will not be able to endure the rigours of sports
- Perceptions that females who play particular sports are lesbians or masculine and any case for identification of talent and selection to squads may be prejudicial

- Sport can be ageist and often has a threshold when youth is preferred over experience
- Perceptions about attitude and ability to ‘fit in’
- Lack of understanding of the various classification systems in which disabled sports people can compete

**Coaching centres and centres of excellence**

Due to the lack of Asian male footballers in professional clubs, the Football Association has previously sought advice from the Commission for Racial Equality as to the merits of formulating Asian-only football academies to address the under-representation in the professional game. After much debate, the decision was made to address this issue with a review of mainstream practices and the formulation of an Asians in Football working group to scrutinise these practices.

The absorption of actions, principles and practices into mainstream activities is another basic principle to address under-representation and the journey towards parity within all sectors.

**Elite squads**

In employment, an organisation seeks to recruit the best person for the job, regardless of background. The same situation exists within selecting an elite squad. But like recruitment processes there is an acknowledgement that not everyone has necessarily had the same opportunity. Equality proofed systems and processes for squad selection are critical to having elite squads that have access to the widest pool of talent and, over time, are reflective of society.

Some athletes and players do benefit from being nurtured through the system. However, others are lost to other sports or succeed despite the system.
Playground to Podium –
extract from the School Sport Partnership
Information Sheet, Youth Sport Trust (2008)

Playground to Podium is the new national strategy for
the identification, development and support of talented
young disabled athletes, developed by the Youth Sport
Trust, Sport England, UK Sport and the British
Paralympic Association.

The Playground to Podium framework forms a pathway,
which will take young disabled people from PE, through
participation, to high level performance and competition.

A number of sports specific pathways for disabled
people have been developed, these include the sports
of archery, athletics, boccia, cricket / table cricket,
football, gymnastics, swimming, table tennis and
wheelchair basketball.

The Women’s Sports and Fitness Foundation

A series of fact sheets have been developed that provide
guidance on player pathways, coaching and female
teenage drop out.

These can be accessed on the foundation’s website:
www.wsff.org.uk

Additional links to player pathways are included
in the References section.
Effective monitoring enables organisations to understand the diversity of the workforce, volunteers and participants. This section will support organisations to collect and use this equality and diversity information to improve service delivery to all.

**Effective monitoring is important because it allows organisations to:**

- Identify if their workforce and participation reflects the community
- Examine potential imbalances or gaps in participants and staff figures
- Identify gaps in provision to all communities and take action where needed
- Tailor their services to the needs of existing staff and customers, including better-informed policy and programme development

**Monitoring activity**

Equal opportunities monitoring forms and questionnaires will vary according to the data collection needs of an organisation. Many employers monitor the ethnicity, gender, age and disability profiles of their staff. Good practice guidance suggests that information about the faith and sexual orientation of staff is valuable to addressing concerns and tackling discrimination. However, generally, equality profiling data collection does not take account of religion, belief or sexual orientation. This may continue until the law is changed.

Monitoring service users, who are less familiar with organisational aims than employees, can be challenging and should be handled carefully and communicated clearly. However, many of the basic principles of monitoring staff can be applied here too.

An important first step is to create a welcoming environment, free from harassment and discrimination, where people feel safe being themselves. If this is the case, they will be more likely to feel comfortable declaring their diverse identities for the purpose of monitoring.

To encourage responses to equal opportunities questionnaires, organisations will need to address the fears and suspicions of staff, volunteers and participants. Many people are reluctant to provide sensitive information if they feel that it may be used against them. It is essential that people understand why the questions are being asked and what will happen to the information. They need to know how the organisation will gain from the answers they give.

**Equality questionnaires should include:**

- An explanation – why the data is being collected and what will be done with it
- An indication that the respondent is completing the form voluntarily (each question should include the response ‘prefer not to say’)
- A statement on confidentiality, anonymity and data protection

In sport and physical activity it is important to have data on staffing, participants, club membership, coaching (both the coaches themselves and those being coached), sports officials, committee members, volunteers, elite teams and, in some cases, contractors and partners. Regular collection of monitoring data for all six equality strands can be used to show progress and stimulate action planning.
Baseline monitoring criteria

Questions should be formed to ask people to tick the box which best describes them. Each question should include the option ‘prefer not to say’.

Data, which is collected, should be compared with local, regional and national census data to see if it reflects the local populations, or if there is under-representation among particular groups: www.neighbourhood.statistics.gov.uk

Ethnic group

The Equality and Human Rights Commission advocates the use of the ethnic categories that appear in the 2001 Census. They are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>White British (English, Irish, Scottish, Welsh), White other</td>
</tr>
<tr>
<td>Mixed</td>
<td>White and Black Caribbean, White and Black African, White and Asian, Mixed Other</td>
</tr>
<tr>
<td>Asian</td>
<td>Indian, Pakistani, Bangladeshi, Asian Other</td>
</tr>
<tr>
<td>Black or Black British</td>
<td>Caribbean, African, Black Other</td>
</tr>
<tr>
<td>Chinese or Other Ethnic Group</td>
<td>Chinese, Other Ethnic Group</td>
</tr>
</tbody>
</table>

Gender

Gender categories for equality monitoring purposes are male and female.

Some organisations include transgender. Transgender monitoring is highly sensitive and organisations can be liable to a fine under the Gender Recognition Act 2004 if they disclose to a third party that an individual is transgender. Organisations are advised to visit the website of Press for Change for guidance on transgender monitoring: http://www.pfc.org.uk/node/1408

Age

Sport and physical activity is usually categorised within the following age bands:
- under-16
- 16 to 24
- 25 to 44
- 45 to 64
- 65+

Sexual Orientation

Categories for monitoring purposes should include
- Bisexual
- Gay man
- Heterosexual/straight
- Lesbian/gay woman

Plus prefer not to say, as for all categories.

Note - Stonewall provides a comprehensive monitoring guide: www.stonewall.org.uk

Sexual orientation data is not yet recorded by the census. The Treasury estimates that about 6% of the UK population identifies as lesbian or gay.
Disability
Generally, respondents are to say ‘yes’ or ‘no’ or ‘prefer not to say’ as to whether they meet the Disability Discrimination Act definition of disability:

“The Disability Discrimination Act 1995 (DDA) protects disabled people. The DDA defines a person as disabled if they have a physical or mental impairment, which is substantial and long term (ie. has lasted or is expected to last at least 12 months) and has an adverse effect on the person’s ability to carry out normal day-to-day activities.”

Disability data varies and depends upon how the figures are calculated. The estimated figure lies between 17% and 20%, approximately one in five people.

The English Federation of Disability Sport provides a detailed guide entitled Auditing for Disability: www.efds.co.uk

Religion or belief
A faith question was introduced into the census in 2001 and received an 89% voluntary response rate. Categories include:

- Christian (including Church of England, Catholic, Protestant and all other Christian denominations),
- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Other religion/belief
- No religion
Introduction
Promotional materials and events, emails, publications and websites determine how an organisation or service is perceived. In encouraging participation in sport and physical activity, especially from under-represented groups, organisations need to ensure they communicate as widely as possible, promoting a positive public image which confirms their commitment to inclusion, accessibility and meeting the needs of all communities.

This may include considering translation and interpretation where relevant, but it is also about meeting the necessary legal standard expected of organisations communicating with disabled audiences.

The guide provided below covers equality in communications policy, format and languages, design, general language and terminology, accessible websites and plain English.

Equality in communications policy
This policy should set out the basic principles for the production of publicity and promotional material, using different media, alternative formats and languages. This policy should be included, as part of the overall equality policy as well as an organisation’s marketing and communications plan and, by association, should be resourced adequately.

As a minimum the policy should set out information to:
• Conduct an equalities audit of existing communications
• Consider identifying customer needs with regard to communications through consultation
• Consider the most cost-effective and appropriate means to meet those needs

• Promote the availability of information in different formats and languages
• Monitor the number and type of requests and start a customer feedback and complaint system
• Set aside a budget for producing accessible materials

Format and languages
Organisations are not necessarily expected to provide their communications in a range of formats and languages. Steps should have been taken to identify any specific needs and to meet those, rather than guess what they might be.

Further thought should be given to providing alternative and sometimes more cost-effective methods that will support a sustained level of communication.

This could include working with members of the community who would be happy to act as translators or to interpret the key elements of the strategy/policy, rather than to print numerous translated copies.

Different formats are usually considered for providing information to disabled people and will be guided by their particular impairment(s). A list of impairments and relevant formats is provided here.

Visual impairment
To communicate with people with visual impairments, try the following:
• Publications on disk using voice synthesiser software
• Audio tapes with Braille labels
• Information in large, clear font (14pt and above)
Effective communications

- PC disk or CD-ROM (with zoom capability)
- Braille
- Telephone service to supplement other information
- Websites with screen magnification, appropriate background colours and speech output systems

Further guidance can be obtained from www.rnib.org.uk

3% of people registered blind or partially sighted use Braille. (Office for Disability 2008)

Hearing Impairment
To communicate with people with hearing impairments, try the following:
- Written information, to supplement audio material
- Induction loop systems, which can be bought or hired temporarily
- Subtitles, particularly on videos and other audio-visual presentations
- Electronic note taking or a facility for taking and exchanging written notes
- Sign language and interpreters or lip speakers at meetings, events and conferences
- Computer screens
- Textphones, telephone amplifiers or teletext displays
- Minicom/Talktype systems

Further guidance can be obtained from www.rnid.org.uk

Learning Disabilities
For some people with learning disabilities it may be appropriate to provide assistance via a mentoring or buddy system. Otherwise here are some simple rules for good communication.

It is important to always use accessible language and to avoid jargon or long words that might be hard to understand. You should also take into account any additional impairment that a person may have that could make communication more difficult.

- In person: many people with a learning disability say the best way to communicate with them is face-to-face and one-to-one
- In writing: use bigger text and bullet points, and keep writing at a minimum of 14 point (Arial type font). It is also important to remember that too much colour can make reading harder for some people
- On the phone: speak slowly and clearly, using easily understandable words

For further information go to www.mencap.org.uk

Translation
It is important to make provision for people who do not speak English or do not have English as their first language. In general, it is not advisable to translate long or technical publications into other formats or languages and other means of ‘getting the message across’ should be considered. Consideration should also be given for the need to provide back-up assistance or a response in that language as well. Organisations may find it helpful to make contact with local community and voluntary groups to establish partnerships and identify the best way to communicate with local non-English speaking people.
In many cases it may be highly practicable and cost effective to provide translators or qualified interpreters to work on a one-to-one or group basis instead. Consultation and an appreciation of local demographics will help any decisions made.

For further information go to www.multikulti.org.uk

**Design**

Consideration should also be given to the design of communications.

- Avoid fussy design with extensive use of background colours
- Choose images that reflect diversity but avoid stereotyping
- Do not print text over images, it’s confusing and hard to distinguish
- Strong colours that provide contrast are better than pale colours or tints
- Avoid use of ornate fonts and too many capital letters and italics
- Use coloured type carefully because it can be difficult to read, particularly against another colour
- Avoid shiny/glossy paper
- Avoid the use of complicated charts, instead give an overview of facts and figures where possible

**Plain English, general language and terminology**

- Use plain jargon-free English, free from acronyms and other information that would not readily be understood by the audience
- Ensure that the content is proof-read or edited by someone other than the originator. Ideally, and if time allows, a representative from the target audience(s) should be asked to comment on the content
- Be aware that different words and symbols can mean different things in different cultures
- Use inclusive language, which is acceptable to all

Language should be inclusive and non-discriminatory. Language for equality groups should be purely descriptive, rather than judgmental. Language evolves and words which may once have been acceptable or commonplace may now be unacceptable. If in any doubt, try to consult with colleagues and members of the target audiences. People from minority groups are best placed to know what words would be offensive to them.

Using the inclusive language and terminology also points to promoting the dignity, identity and value of the recipients of communications. Any communications should be sensitive to individual needs and should ultimately be guided by those needs.

For further information go to www.plainenglish.co.uk

**Accessible websites**

The W3C accessibility guidelines are used to assess a website’s accessibility and ultimately decide the outcome of any legal case. The W3C is the internet governing body and its web accessibility guidelines can be found at www.w3.org

There are a number of online support software and services available to ensure that your communications are accessible. The links can be found in the references and links section of this guide.
Evaluation and equality impact assessment

Evaluation is about using the data and knowledge you have collected through monitoring and consultation to make judgements about your project, programmes and activity. It is also about using that information to make changes and improvements.

Sports and physical activity providers need to have a clear understanding of the way their activity is reflecting the needs of different people. Successful services, activities, events and programmes depend on the engagement of people and, given the need to increase participation, it is crucial practitioners can identify the impacts of their services on all equality strands.

The kinds of issues they will often need to address are:

- Who benefits/participates (including membership and player registration)
- Who coaches and trains the participants (including grade/level of coach)
- Frequency and regularity of activity (rate of participation)
- Comparison of achievement with plan (did we achieve what we set out to achieve?)
- Outcomes for participants (what they achieved)
- Perceptions of participants (including cost, satisfaction, good practice, poor practice)

In essence, the evaluation of activity should assess whether the activity or scheme, project or intervention has made a difference to those it was designed to support. General evaluation techniques are set out below. From an equality and diversity perspective, all these forms of assessment are valid and they should be used to distinguish the specific experiences of each equality strand.

**Measurement** including: time/frequency of use, regularity of use/participation, cost/activity ratio, relationship of overheads to activity (unit costs, analysis of monitoring data including financial data, using cost comparisons – cost-effectiveness/cost-benefit analysis, and often this needs to be set against census and poverty/deprivation data.

**Observation** including: observation of individuals, activity, groups and localities. This can also include forms of shadowing and even mystery shopping.

**Desk Research** including: looking at documents/records, diaries or logs, monitoring and performance information, project comparisons, quality standards work and previous research and studies.

**Interviewing** including: opinion surveys/exit polls, surveys, individual interviews – face-to-face, telephone, email, texting. Group interviews/discussions – face-to-face, chatroom and telephone interviews.

**Group exercises and review meetings** including: group, project and organisational reviews, prioritising and planning exercises including user panels, peer group assessments and benchmarking visits.

**Questionnaire research** including: online or paper questionnaires testing, for example, knowledge, skills, attitudes, performance and experiences.
**Equality impact assessments**

An equality impact assessment (EQIA) is a tool for identifying the potential positive or negative impact of an organisation’s policies, services and functions on its participants, customers and staff.

It can help staff provide and deliver improved sports provision/services by making sure that these reflect the needs of the whole community. For public bodies equality impact assessments are a legal requirement. They are also requirements of the intermediate level of the Equality Standard for Sport.

By carrying out EQIAs, an organisation can:

- Identify how a policy, service or function will impact on different equality groups
- Ensure that its activities or services are legally compliant
- Eliminate unlawful discrimination before it happens
- Address inequality, promoting equality for all

The EQIA process should be based on a series of activities including:

- Initial screening of the basic aims of the service, policy or function
- Information gathering, including participation data, coaching data, officials and members, plus the current profiles of the general population by equality strands
- Identify whether the impacts will be ‘positive and negative’, and whether this is a problem (using consultation, research and local evidence)

- Recommendations and action planning to lessen negative impact
- Publication and review through consultation

EQIAs can achieve the following:

- Increased participation from equality strands and customers and, therefore, more transparency in policy and service development
- Changes to the culture of decision making
- A more proactive approach to the promotion of equality, at the heart of organisational policy and service development

For further information go to [www.idea.gov.uk](http://www.idea.gov.uk)
Facility design and accessibility

This section focuses on some of the key points that facility and sports providers should consider when ensuring their buildings and activities are accessible to all.

When planning new facilities it is good practice to ensure community groups are included during the consultation phase of any development. This will increase the likelihood of meeting the needs of all. There are technical guidance notes from Sport England and the English Federation of Disability Sport, which provide detailed information on design features that should be built into the fabric and fixtures of a building.

It is a common misperception that accessibility issues only relate to disabled people. This is not the case. Disabled people’s access to buildings and services is certainly underlined by the Disability Discrimination Act 2005 and has focussed the minds of service providers. However, design can be relevant to other equality groups. This section explores this.

**Design**

**Disabled people**

The laws for ensuring accessibility for disabled people are robust and clear. The Disability Discrimination Act 2005 Section 3 refers to the accessibility of premises and further details can be found in the section on the legal framework.

Sport England’s technical guidance note on accessibility for disabled people is the most comprehensive guide available at this time. The guidance note is supported by The English Federation of Disability Sport and is available at: [http://www.sportengland.org/access_for_disabled_people.pdf](http://www.sportengland.org/access_for_disabled_people.pdf)

**Women and girls**

While there is no technical guidance to support female-friendly facilities, there are some basic considerations regarding the design and layout of a facility. In the main they relate to issues of safety and privacy.

- The facility should be easily accessible by public transport (many women may not have access to a car)
- The car park should be next to the facility
- The car park and path leading from the car park/public transport to the facility should be well lit and provide clear and unobstructed views
- Landscaping of areas surrounding the car park and paths leading up to the facility should be free of dense foliage

**Once inside the facility**

- Changing facilities should be separate from the men’s facilities and sight access from open doors to changing areas should protect the privacy of the user
- A separate baby changing cubicle or booth should be provided for access by both women and men
- Separate shower cubicles should be provided to protect privacy and for those who are self-conscious

**Transgender people**

Many people feel uncomfortable using communal changing facilities. This can be a particularly sensitive and intimidating issue for a transgender person who is awaiting or recovering from gender reassignment surgery. Cubicle changing should, if possible, be available, without service users having to ask for it.
Many transgender people feel uncomfortable using sport and leisure facilities for fear of discrimination and humiliation from other users and staff. Staff should be trained in transgender issues and feel able to interact confidently and professionally with their transgender service users, acknowledging them in the gender they are presenting.

**Black and minority ethnic people**
For some members of BME communities the issue of safety, cleanliness and location are particularly relevant.
- Safety, lighting and security are important to people who may be vulnerable to racially-motivated hate crime
- Cost of transport can be an issue – statistically BME people earn less than their white counterparts
- If facilities are not clean this can be a major barrier to participation for some Asian communities. In addition the absence of water to thoroughly wash after using the toilet may put off certain groups

**Age**
Many of the issues indicated above relate to older and younger people.
- Location of car parks, lighting and safety are relevant to those who feel vulnerable or who lack confidence
- Accessibility by public transport may be a factor, for economic reasons

**Religion and belief**
If an activity or event requires a person to be at a venue for a long time, the provision of a prayer room or quiet area to pray may be required.

**Sexual orientation**
Issues which are relevant to other equality groups may also have implications for lesbians, gay men and bisexuals, particularly in terms of personal safety and vulnerability to homophobic hate crime – the majority of which goes unreported.

Providers should conduct an audit to ensure the suitability of facilities before booking and promoting their use to all.

**An accessible and welcoming environment**
Accessibility in this context is more to do with providing a non-prejudicial, sensitive and understanding environment for all to enjoy. This also extends to governing bodies.

Simple actions and considerations can include:
- Ensuring all staff and volunteers are aware of and understand their responsibilities within the scope of an organisation’s equal opportunities policy
- Training for staff on the issues faced within and across all six equality strands
- Appropriate signage, internally and externally, developed, if appropriate, in consultation with local minority communities
- Marketing and promotion of the facility should include some outreach work involving key members of the local community to help ‘spread the word’. Often, facilities may only promote their opportunities on internal notice boards, thereby providing information to those who already use the facility
- The programming and philosophy of use of some leisure facilities is weighted in favour of block bookings. While this makes sense financially, in some cases it may discourage new participation. Encouragement of casual use and, where necessary, ‘positive action’ should be balanced accordingly
Well-planned community engagement and consultation is critical to effective policy and programme development and review. Consultation helps organisations to gather information, which they can then act on. It also gives marginalised groups a voice and encourages their participation. This is clearly an important step in encouraging equality in participation in sport and physical activity.

This section sets out some of the ways to develop effective community engagement and consultation.

**Set realistic objectives**
- Consultation should be clear and structured
- Identify who to consult and why
- Know why you are consulting and what you want to get out of it before people are asked to participate
- Where possible, identify a budget before you start consultation

**Establish a method**
- Consultation can include market research, focus groups, public meetings, interviews and presentations, both at a group and individual level
- Ensure the method will enable you to draw out and monitor any themes, differences or commonalities by equality group.
- Consultation does not have to be expensive to be meaningful
- Ensure the engagement and consultation are accessible and appropriate, including culturally, and develop materials that are fully accessible

- Organisations which decide to set up forums or ongoing user consultation groups, should ensure those groups are diverse and representative, and include participants as well as non-participants of the sporting facility or activity

**Make contact**
- Make contact with individuals and organisations that represent the interests of equality groups and under-represented participants
- Identify and make contact with community forums to invite their participation in the consultation exercise
- Advertise or publicise the consultation exercise in the community media or on local radio

**Encourage engagement**
- People need to know what the purpose is and the scope and aims of the engagement
- People need to be clear about their role in this process, and what they will get out of it personally
- If participants need to travel to the consultation, consider reimbursing travel expenses
- Provision of food and refreshments is an effective incentive for community consultation groups – ensure that dietary and religious requirements are met
- Hold meetings in accessible and safe venues on days that do not clash with major religious festivals
- If necessary, provision of childcare facilities may widen the pool of participants who are able to contribute
Take action
Take people’s suggestions and feedback seriously – failure to respond to the results of a consultation will undermine the community’s confidence and trust in the organisation and will discourage people from taking part in consultation in the future.

Involve
In the design of any consultation and engagement activity, involve the targeted audience in the planning process. Many of the issues set out above can be addressed and concerns put to rest at the start of the engagement and consultation exercise.
This section provides guidance on identifying and developing good practice examples for equality and human rights in sport and physical activity.

A number of good practice case studies have been included to highlight some of the activities within the sector.

There is a great opportunity for the sports and physical activity sector to develop a comprehensive bank of good practice. The current good practice examples vary widely in nature and scope. This also applies to equality strand examples, which may vary because of differing commitments and time spent considering the issues.

Criteria for developing good practice when working with equality groups

The criteria listed below are in no order of priority or importance and have been adapted from basic information provided by The Women’s Sports and Fitness Foundation.

An established or new initiative/project or activity should show how:

- The target group has been engaged and consulted during development
- It has overcome barriers to get one or more equality strands to increase levels of participation in physical activity
- Organisational commitment to addressing under-representation by marginalised or priority groups is being shown through the provision of resources ensuring policy is converted into practice
- Marketing and communication initiatives have been directed and changed, where relevant, to appeal to the target audience
- Any communications are in plain English, where relevant, and are non-discriminatory in content or intention
- Any imagery used is positive and is not tokenistic or does not perpetuate stereotypes
- The initiative is being monitored and evaluated so that you can measure how successful you have been in increasing participation by marginalised and priority groups. A minimum data collection should include four equality strands (gender, ethnicity, disability and age) and ideally all six strands (adding faith and sexual orientation)
- Monitoring and evaluation information has been analysed and used to inform subsequent policy/programme or activity development
- Where relevant, other socially excluded groups (low waged, homeless, migrants, ex offenders, substance misusers) have been encouraged to become involved in sport
- It has served to build the knowledge, skills and capacity of participants, members of staff and coaches
- It has developed partnership work, especially where it has influenced other organisations to contribute and have an impact (as deliverers, brokers and/or intermediaries)
- It complies with equalities legislation and positively promotes aspects of the Equality Duties where applicable
- It shows successful activity and provides key learning points for the sector in addressing, inequality and/or exclusion (for example – practical, innovative or cost effective)
- It has made an impact in addressing inequalities in sport eg. in increasing the number of marginalised/priority groups in coaching and decision making/leadership positions
Equality and human rights in sport and physical activity

Good practice case studies

Summaries of examples of good practice are listed below. These demonstrate positive moves designed to address under-representation. These extracts provide a brief synopsis and a link to the full example is provided at the end of the guide.

Sporting Equals, the Women’s Sport and Fitness Foundation and the English Federation of Disability Sport, Stonewall, Age Concern and the Equality Human Rights Commission are keen to build an up to date library of good practice. If you are aware of any other projects which have successfully tackled inequality in sport, please contact us at info@sportingequals.com

Clean Bowl Racism and Lets Hit Racism For Six

The English and Wales Cricket Board’s anti-exclusion initiative. This site includes links to anti-racism and social inclusion projects and news about individual case studies, ranging from after-school clubs to national volunteering schemes. http://www.ecb.co.uk/ecb/one-game/one-game-anti-racism,563,BP.html

Kick It Out

Is the brand name of the campaign – Let’s Kick Racism Out Of Football. Established in 1993, Kick It Out works throughout football, educational and community sectors to challenge racism and work for positive change. The campaign is supported and funded by the game’s governing bodies, including founding body the Professional Footballers’ Association (PFA), and the FA. www.kickitout.org/

Enterprising Women in the Business of Sport

Sport England East Midlands and the East Midlands Development Agency have worked together to highlight examples of the strong part women can play in sport as role models for the younger generation. The case studies are wide-ranging from Ellen MacArthur to Chanda Chawhan, who organises walking groups in Leicester Parks after being encouraged by her doctor to walk more to combat her arthritis.

Fit Active Braunstone

Sport England funded Fit Active Braunstone to place sport at the heart of the most deprived ward in the East Midlands and encourage its residents to become more physically active. The project targets the most isolated and excluded individuals, asking them for their views on what barriers stop their participation and then providing individual mentors to help remove them.

Football For All

The Football Association’s initiative is to ensure ‘everyone has a chance to be involved in football, regardless of ability, race, or religion’. This site provides information and news updates on projects, which aim to create equality in football by exploring a range of topics including, race, disability, social inclusion and homophobia.

Football Unites, Racism Divides

This case study focuses on a successful long-term project being run in Sheffield by Football Unites, Racism Divides, in partnership with Millennium Volunteers, to increase black and minority ethnic involvement in football. It demonstrates the benefits of working in partnership with external organisations, and in having volunteers, as well as participants, from diverse backgrounds.
**Girls In Sport**
The Youth Sport Trust and Nike have formed the Girls in Sport partnership to try and encourage more secondary-aged girls to participate in sport. As part of this programme Examples Of Practice has recently been produced to examine the increase in female participation at schools that have attended the Girls In Sport workshops. The initiative concentrates on how a number of practices have been implemented to increase female participation, including:

- A wider-range and choice of sport, with the focus on more practical and less competitive sports
- Furthering the use of positive role models
- Promoting sporting achievement
- Improving facilities and sports kit
- Expanding links with external sports clubs
- Integrating able-bodied and disabled sport for girls

**Inclusive Fitness Initiative**
The Inclusive Fitness Initiative (IFI) is a national programme supporting the fitness industry to become more inclusive ensuring disabled people can access the gym environment.

www.inclusivefitness.org

**Inclusive Training**
Inclusive Training, the training arm of the English Federation of Disability Sport, develops and delivers courses for practitioners in Sport and Fitness that raise the awareness of the needs of disabled people throughout the delivery system for sport.

www.efds.co.uk

**Inspire to Lead Project**
Inspire to Lead is an English Federation of Disability Sport East Midlands led project in Partnership with Sport Leaders UK, the Youth Sport Trust and Sport England. The aim of the project is to increase the leadership accreditation, volunteering and employment opportunities for disabled people.

www.efds.co.uk

**My Time, My Choice**
My Time, My Choice was launched in 2003 by the London Sports Forum for Disabled People to tackle the high levels of exclusion from sport experienced among people with learning disabilities.

This case study clearly charts the aims of the project, how the barriers to activity were recognised through consultation, and how ‘organisations have been empowered to put positive change into place’. The project was groundbreaking because it directly involved people with learning disabilities in the
development of the initiative, rather than relying upon the views of their carers or support workers.

**Sporting Voices Project**
The Sporting Voices project delivered by the Federation of Disability Sports Organisations (FDSO) has been a pioneering program designed specifically to empower disabled people, improve confidence and build self esteem. The programme focuses on being inclusive & actively targeting disabled people within ethnic minority communities, disabled women and girls. [www.fdso.co.uk/sporting_voices_project.html](http://www.fdso.co.uk/sporting_voices_project.html)

**Greenhouse Schools Project**
This programme of sports activities works with schools providing additional coaching support to address issues of behaviour, discipline, timekeeping, academic achievement and sports participation. Sports and activities featured include table tennis, basketball, football, multi sports, drama, arts, dance and special needs. The programme has evaluated the impact of the project and has integrated a wide approach to assessing the way the project has changed the lives of the young people. [www.greenhouseschools.org](http://www.greenhouseschools.org)

**What Works For Women**
(This website is currently undergoing some development and will be relaunched in 2009)
An informative website created by Women In Sport, which has many case studies of good practice. The examples are based on projects which provide women and girls with greater access to sport, including BME women or girls, people with disabilities and socially excluded women as its targeted participants. [www.whatworksforwomen.org.uk](http://www.whatworksforwomen.org.uk)

**Women And Girls Project**
This toolkit was created to increase participation of women and girls in sport by finding ways to encourage greater female sporting participation in schools and communities in Nottinghamshire. It provides examples of how barriers to female participation can be overcome with specific case studies of how community sport taster days can be arranged.

**Panathlon Challenge Disability Case Study – LB Wandsworth**
Panathlon Challenge in partnership with London Sports Forum for Disabled People has created a multi-sport disability initiative involving expert disability coaching, equipment provision and a competition structure for borough-wide teams in the five proactive sub regions in London. The outcomes of the initiative have been to:

- Improve networking and collaboration between practitioners and partnerships and the Panathlon Competition
- Increase participation of disabled young people with severe learning difficulties and physical impairments
- Raise standards of coaching, performance and volunteering
- Include disabled pupils from mainstream schools in a competitive event
- Showcase the talents of young disabled pupils in LB Wandsworth in a true competitive pathway
**Age Concern**

Fit As A Fiddle programme funded by the BIG Lottery Fund is delivering a wide range of projects for older people, focusing on physical activity and healthy eating to improve their mental health and well-being. Examples from the programme include:

- **Eastern Lives**: this project targets older Asian people living in the most disadvantaged areas of East Lancashire. Programmes will include projects aimed at BME groups. It will be working with Age Concern Hyndburn, and Age Concern Blackburn with Darwen. A number of sessions have taken place in mosques across East Lancashire.

- **50 Ways To Health in the North East** is training older people to become volunteers to support and encourage other older people to take part in physical activity. In Gateshead, volunteers have been trained to become ‘buddies’ for visually impaired older people who want to go swimming.

- **Dancing for Fun and Better Health in the Eastern region** will deliver a variety of dance and movement to music classes. It is targeted at older people with sedentary lifestyles facing social isolation and living within sheltered and residential accommodation.

- The national training programme will design and develop five training courses, tailored to meet the needs of older men, faith and community groups, older people living in residential care, sheltered accommodation and those who are housebound. Each training course will devise a model for engaging and training volunteers to support older people from these different groups to take part in physical activity.

More information can be accessed at [www.ageconcern.org.uk](http://www.ageconcern.org.uk) or [www.fitasafiddle.org.uk](http://www.fitasafiddle.org.uk)

**Women into Coaching**

A London-based project funded by The European Social Fund. It involves 200 women training as coaches across eight different sports.

**Rugby Football League**: Recommended Language Guide

The RFL has developed a recommended language guide called the Language of Equality. This document has been produced in response to anxieties people often have about what are the appropriate terms to use when working with minority individuals or groups. Language can often be a barrier to working with different communities and this guide aims to help you to use the most appropriate terms.

**RFL Tackling Homophobia**

In May 2008, the Oldham Roughyeds reserve team played a game of touch rugby against Manchester gay rugby union team, the Village Spartans, as a curtain-raiser for the Oldham versus Blackpool game. The game was played with a commemorative pink ball designed especially for the match. The RFL, Kick Homophobia out of Oldham, the Oldham LGBT
The Roughyeds are working with the LGB community, council and PCT in the next year by attending several LGB events including Oldham pride and showcased rugby league for the first time at the Pride Games in Manchester in September 2008.

The Tennis Foundation and the Lawn Tennis Association: One Game All

Britain’s foremost tennis charity, The Tennis Foundation (TF) is leading the drive to develop and grow quality, fun tennis opportunities for communities across the UK. The TF is making organised and affordable tennis accessible to people of all ages and abilities, all year round. This delivery is across all local authority existing tennis facilities, including schools and parks in England, Scotland and Wales. To make this happen, the Tennis Foundation works closely with the LTA, the national governing body, local authorities, education providers and other local partners, with a focus on tennis coaches working at a local level.

An example of a tennis programme for disabled people has been delivered through three clubs in Hertfordshire – Lister, Potters Bar and Letchworth Tennis Clubs. The clubs pooled resources and ran a festival day with nine schools for children with disabilities. The event was supported with coach education and a post-event programme of free coaching and court improvements. www.tennisfoundation.org.uk

Manchester Northern Aces

Northern Aces Tennis Group is one of the great success stories of LGBT sport in the UK. This mixed tennis group has more than 70 members. It provides a great opportunity for LGBT people in and around Manchester to play and improve their tennis in a friendly, relaxed and sociable atmosphere by holding weekly tennis sessions, providing professional coaching and organising regular tournaments. The LTA provides financial assistance to Manchester Northern Aces to support its annual international tennis tournament.


Tennis London International

Tennis London (TL) is the largest gay and lesbian tennis group in the UK. TL aims to provide a safe and friendly place for gay men and women to meet and play tennis. Each year it organises an international event, which is one of more than 40 international tournaments on the Gay and Lesbian Alliance Tour. www.glta.net The LTA provides financial assistance to Tennis London to support its annual international tennis tournament.

www.tennislondon.com

Tackling Homophobia in Football

The FA host regular Tackling Homophobia in Football meetings of stakeholders to discuss issues around homophobia. The FA and the Gay Football Supporters’ Network have set up a liaison scheme with an appointed volunteer to liaise with every football club in the Premier League, Championship and Leagues One and Two, about lesbian, gay and bisexual issues and homophobia.

Sweat in the City

A London based project that targets more than 2,000 women aged between 16 and 24. The project provides three months’ free access to gyms and each participant’s experience is monitored and their progress supported.
**Pride Games**
The Pride Games Team has delivered four successful Pride Games sports, leisure and activity events in 2005, 2006, 2007 and 2008. Each games has prompted a big increase in participation in sports, leisure and community. In 2007 there was a 140% increase in participation and several new start up groups, demonstrating the soaring increase in demand and appetite for healthy active alternatives to the ‘gay scene’.

Of course, LGBT people can be in any community, the impact of Pride Games participation is significant because it helps community cohesion on several levels. Pride Games is multicultural, multi-ethnic, and challenges stereotypes.

[www.pridegames.org](http://www.pridegames.org)

**Bodies Gym – Brierfield, Lancashire**
The gym was set up by an individual to address inactivity by young people in the area, mainly during the evening. Volunteers run the gym and initially sessions were free (now £4 is charged to cover heating and lighting costs). Daytime sessions have started because of the demand. Women-only and men-only sessions are organised. Female instructors have been identified and have encouraged a high proportion of Muslim women to participate. Links are now being made with the Football Association to develop a team, initially for the boys but some women have shown an interest too. The key strength of this scheme has been the gradual building of trust with the women and families in the area.

**Everyday Swim and Swim Active programmes**
The Amateur Swimming Association has developed and run these programmes, targeting health needs and the well-being of key areas throughout the country. Everyday swim has operated in areas of high ethnic diversity and has worked to promote targeted swimming provision to groups under-represented in the sport. The programmes have developed a strong insight on working within areas of deprivation and with target groups including ethnic monitories, women, older and younger people and several hard-to-reach groups.

[www.everydayswim.org](http://www.everydayswim.org)
[www.kelloggs.co.uk/whatson/swimactive](http://www.kelloggs.co.uk/whatson/swimactive)
There is a general lack of understanding of the benefits that can be gained for both participants and organisations by providing wider access to all sport and physical opportunities, in particular for people within the six equality strands.

There is a certain level of ambivalence to relevant human rights and equalities legislation. Organisations run the risk of acting in a discriminatory manner and breaking the law. Ignorance and unwitting behaviour provides no defence.

There is a general lack of awareness of the barriers and issues that may prevent people from all communities participating in sport. This lack of awareness can lead to poorly designed procedures and programmes that may limit participation.

It is important to support informed decision-making regarding equality and human rights by having a strong evidence base. Monitoring and evaluation is limited and analysis is often disregarded.

Focusing solely on encouraging people to take part in sport and physical activity limits aspirations. People, regardless of background, should be able to access opportunities throughout a player pathway ie. from the playground to the podium.

It is important to establish a baseline of information and involvement to chart progress and to highlight areas for improvement with regard to participation and service delivery.

Inappropriate and ineffective communication can promote negative perceptions and assumptions about the work and value of an organisation that can lead to dismissing the services offered by that organisation.

Organisations should review and evaluate their equality work to encourage continuous improvement in the design and delivery of programmes and initiatives.

Accessible facilities and activities are crucial in encouraging participation by all. Many activities and services are inaccessible and this causes significant barriers for many equality strands.

Ineffective or little community engagement and consultation can disenfranchise and disempower communities, reducing confidence and the likelihood of generating any interest in your organisation’s services.

The sports sector needs some guidance on what is considered good practice and the successful interventions that have encouraged participation in sport and physical activity by all six equality strands.

Summary of key issues this guide addresses and where action is needed

Organisations should review and evaluate their equality work to encourage continuous improvement in the design and delivery of programmes and initiatives.

Accessible facilities and activities are crucial in encouraging participation by all. Many activities and services are inaccessible and this causes significant barriers for many equality strands.

Ineffective or little community engagement and consultation can disenfranchise and disempower communities, reducing confidence and the likelihood of generating any interest in your organisation’s services.

The sports sector needs some guidance on what is considered good practice and the successful interventions that have encouraged participation in sport and physical activity by all six equality strands.
A number of documents have been reviewed to inform this guide, these include:

- The Equality Standard: A Framework for Sport including information contained with its supporting newsletter
- NAVCA (third sector) sports related
- Active People Survey 2005/06 and plans for 2007/08
- The Equality Standard for Local Government
- Sports Equity Index
- Sports coach UK – Equity in Your Coaching and other basic training courses
- Relevant NGB/CSP/Sport England case studies and examples of good practice
- Other examples of good practice
- Value of Sport Monitor
- Best Value Through Sport
- UK Sport’s Equalities Legislation Guide for NGBs
- Sport England Strategy 2008-2011
- LGBT Consortium Guidance

National and regional equality specific research studies including:

- Disabled young peoples participation in sport 2000/1
- The East Midlands, Audit and Infrastructure Needs for Equality in Sport report (Vaga Associates)
- Increasing BME Participation in Sport & Physical Activity by Black and Minority Ethnic Communities - Ploszajski Lynch Consulting Ltd. (January 2005)
- Women in Sport in the East of England Research - Syzygy Leisure
- Sport England’s technical guidance note on accessibility for disabled people
- Equity Partner/Steering Group member organisation fact sheets and guides including EFDS ‘Inclusive Training’ packages
• 2001 Census
• Office for Disability Guidance
• R.N.I.B Guidance on web access
• R.N.I.D Guidance on web access
• W3C Accessibility Guidelines
• Plain English Society information
• Playground to Podium the School Sport Partnership Information Sheet, Youth Sport Trust
• Inclusive Fitness Initiative fact sheets EFDS
• Public Service Agreement Targets for 2008-2011
• The Delivery Plan for Sport (Sport England) 2005-2008
• Older People in The United kingdom (Age Concern)
• School Report (Stonewall)

E-Links to key organisations and contributing documents

General
• English Federation of Disability Sport – www.efds.net
• Women’s Sports and Fitness Foundation – www.wsf.org.uk
• Sporting Equals Limited – www.sportingequals.com
• Equality and Human Rights Commission – www.equalityandhumanrights.com
• Age Concern – www.ageconcern.co.uk
• Stonewall – www.stonewall.org.uk
• Sport England - www.sportengland.org
• The Improvement and Development Agency - www.idea.gov.uk
• Department of Culture Media and Sport - www.culture.gov.uk
• The Improvement and Development Agency – www.idea.gov.uk
• Mencap - www.mencap.org.uk
• Value of Sport Monitor – http://www.sportengland.org/about_vosm
• Best Value Through Sport: the value of sport to local authorities http://www.sportengland.org/text/local.pdf
Research Links


• Disabled adults participation in sport 2000/1

• Disabled young peoples participation in sport 2000/1

• Participation in Sport in England: Sports Equity Index 2002

• Sport England – East Midlands - Increasing BME Participation in Sport & Physical Activity by Black and Minority Ethnic Communities
  http://www.sportengland.org/eastmidlands_index.htm


• Women in Sport in the East of England Research Executive Summary:

• Full Report:
  http://www.sportengland.org/wsf-research-final-report-12-04.pdf

• Active People 2
  http://www.sportengland.org/index/index/get_resources/research/active_people/active_people_2.htm

Good Practice

• To view any or all of the case studies indicated within the good practice section go to the following link:

• Disability player pathways can be accessed through this URL

• Examples of current practice on disability school sport can be accessed via the Youth Sports Trust web pages -
  www.inclusion.youthsporttrust.org

Information, Communication and web accessibility tools and guides

• Bobby – www.cast.org/products/Bobby/index.html - a free service that checks your web pages for compliance with accessibility guidelines

• HTML validator – http://validator.w3.org - a free service that checks your pages conform to published HTML standards
• Web Page Backward Compatibility Viewer -
  www.delorie.com/web/wpbcv.html - a tool for viewing
  your web pages without modern browser features

• JAWS – www.freedomscientific.com - a time-limited
demonstration version of this Windows screen reader
  software is available

• Lynx – http://lynx.browser.org - a free text-only web browser.

• www.multikulti.org.uk

• Plain English information can be accessed from
  www.plainenglish.co.uk

**General Player Pathways**

• A diagrammatic representation of Basketball’s Long Term
  Athlete Development Model can be viewed on:
  http://www.englandbasketball.com/uploads/Schools/bas-
  ketball%20player%20pathway.pdf

• England Netball Player Pathway diagram
  http://www.englandnetball.co.uk/assets/File/PDF/Player_
  Pathway.pdf

• Women in Sport – barriers and case studies
  www.whatworksforwomen.org.uk
Definitions within this list have been gleaned from a number of sources and amended where necessary to provide a clear, concise and simple explanation of the term.

**Sexual Orientation**
Refers to the direction of an individual’s sexuality, usually based on the gender they are sexually attracted to.

**Gender Identity**
Refers to the gender with which a person identifies – whether one describes oneself as a man, a woman, or in a less conventional way. It can also be used to refer to the gender that other people attribute to the individual on the basis of gender role indicators such as social behaviour, clothing, or hairstyle.

**LGBT**
Lesbian, gay, bisexual and transgender.

**Lesbian**
A lesbian is a person who defines as female and is sexually attracted to women.

**Gay**
Is a generic term for homosexuality and usually refers to men. A gay man is someone who defines as male and is sexually attracted to men.

**Bisexual**
A bisexual is sexually attracted to individuals of both their own and the opposite gender. Most bisexuals are not equally attracted to men and women and may find either sex exclusively attractive in the course of time.

**Trans**
Is an umbrella term used to include all people who at least partially reject the gender they were assigned at birth. It is derived from the terms transsexual and transgender. The term transgender is often used with the same meaning but is not always preferred by those who identify as trans. Some trans people may refer to themselves as FtM (female to male) or MtF (male to female).

**Homophobia**
A fear of lesbians or gay men and a fear of becoming a lesbian or a gay man.

**Equity**
Equity is about fairness, understanding that inequalities exist and addressing them by changing the culture and structure of sport so that everyone can benefit from an active involvement in physical activity.

**Equal opportunities**
Means an organisation’s policies do not result in any individual or group receiving less favourable treatment on the grounds that are not material – namely race, colour, ethnic or national origin, creed, gender, marital status, religious belief, class, disability or sexuality.

**Diversity**
Consists of visible and non-visible differences, which will include factors such as sex, age, background, race, disability, personality and lifestyle. It is founded on the belief that harnessing these differences will create an environment in which everybody feels valued.
<table>
<thead>
<tr>
<th>Prejudice</th>
<th>Is having preconceived ideas, opinions, feelings or attitudes, which are based on misinformation or lack of information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stereotyping</td>
<td>Is labelling or making generalisations about a whole group of people by attributing characteristics based on prejudice. This results in individuals being regarded as representative of a group rather than as individuals.</td>
</tr>
<tr>
<td>Direct discrimination</td>
<td>Occurs when a person has been treated less favourably than others in similar circumstances because of their race, gender, faith/religion, sexual orientation, age or disability.</td>
</tr>
<tr>
<td>Indirect discrimination</td>
<td>Occurs when a person or people from equality strands are less likely to be able to comply with a requirement or condition and the requirement cannot be justified.</td>
</tr>
<tr>
<td>Institutional racism</td>
<td>The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping.</td>
</tr>
<tr>
<td>Disability</td>
<td>The Disability Discrimination Act 1995 (DDA) defines a person as disabled if they have a physical or mental impairment, which is a substantial and long term – has lasted, or is expected to last, at least 12 months – and has an adverse effect on the person’s ability to carry out normal day-to-day activities.</td>
</tr>
<tr>
<td>Disability social model</td>
<td>Disability is a condition imposed on disabled people by society and is created by prejudice, fear, myths and ignorance. It limits opportunities for education, employment, financial independence and full social interaction. It is only by acceptance of the social model that disabled people will be valued as individuals and be allowed to fulfil their potential, as defined by themselves. (Inclusive Fitness Initiative fact sheet).</td>
</tr>
<tr>
<td>Positive action</td>
<td>A range of measure or initiatives designed to redress the effects of past discrimination. Positive action can only be taken within the limits of appropriate legislation.</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>The systematic integration of equality into an organisation’s culture, including all systems and structures, policies, programmes, processes and projects.</td>
</tr>
<tr>
<td>Social inclusion</td>
<td>A process of addressing needs, generally for those individuals, groups or communities who are, or who have been, excluded from services and opportunities the majority community has access to.</td>
</tr>
</tbody>
</table>
For further information

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Tel:</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sporting Equals Limited</td>
<td>0121 777 1375</td>
<td><a href="#">www.sportingequals.com</a></td>
</tr>
<tr>
<td>English Federation of Disability Sport</td>
<td>0161 247 5294</td>
<td><a href="#">www.efds.net</a></td>
</tr>
<tr>
<td>Women’s Sports and Fitness Foundation</td>
<td>0207 273 1740</td>
<td><a href="#">www.wsf.org.uk</a></td>
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<tr>
<td></td>
<td>Manchester – 0161 829 8100</td>
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<tr>
<td></td>
<td>Cardiff – 0292 044 7710</td>
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<td></td>
<td>Glasgow – 0141 228 5910</td>
<td></td>
</tr>
<tr>
<td>Age Concern – Free information line</td>
<td>0800 009966</td>
<td><a href="#">www.ageconcern.co.uk</a></td>
</tr>
<tr>
<td>Stonewall</td>
<td>0207 593 1850</td>
<td><a href="#">www.stonewall.org.uk</a></td>
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</table>

To enquire about alternative formats, contact Sporting Equals – info@sportingequals.com