

A photograph showing two people shaking hands. The person on the left is wearing a blue long-sleeved shirt and grey pants. The person on the right is wearing a red short-sleeved shirt. They are standing in front of a plain white wall.

PREVENTION

How to prevent incidents successfully ?

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Innovative learning resources to foster equal participation in grassroots sports dealing with discrimination, racism and violence incidents

- In the ERASMUS+ Sport EU framework in 2015 - 2016
- See <http://iris-sport.eu>



The research project PREACT

2018 – 2021



Promoting **equal access** and **tackling discrimination** (against gender and sexual minorities) in sport and physical education

<https://www.jyu.fi/sport/fi/tutkimus/hankkeet/preact>

PREACT

- Funded by the Ministry of Education and Culture in Finland (95%) and JYU (5%)
- 1 April 2018 – 31 March 2021
- Led by the Faculty of Sport and Health Sciences at the University of Jyväskylä (JYU); PI Marja Kokkonen (PhD)



PREACT RESEARCH OBJECTIVES

- 1) To examine the **different types of discrimination** (including harassment and physical violence) in sport and school PE, and especially those experienced by GSM individuals.
- 2) To investigate the **attitudes towards gender and sexual diversity** in Finnish sporting cultures, and in comparison with the British and Singaporean cultures.
- 3) To explore **practices and experiences related to same-sex versus co-educational** school PE and sports clubs training.

Our overarching goal is to inform policy and practice on how to facilitate safe sport environments for all.

PREACT RESEARCH DESIGN

I Quantitative phase 6.9 – 4.11

- Online surveys for:
 - 1) Finnish sports associations → **N = 811** athletes and exercisers
→ 140 underaged children
 - 2) Finnish coach associations → **N = 324** coaches
 - 3) The Association of Physical and Health Educators → **N = 177** PE teachers

II Qualitative phase

- Semi-structured interviews with:
 - 10 GSM athletes (**10/10**)
 - 10 sports coaches (**10/10**)
 - 10 GSM PE students (**8/10**)
 - 10 PE teachers (**10/10**)



**How to prevent
violent incidents in
sport successfully ?**

1a. Education for sport participants

- Lectures / workshops on human rights , gender equality, and legislation
- Lectures / workshops on forms and consequences of violence
- Programmes to foster life skills and socioemotional competence (to intervene, to dare to say no, to negotiate)
- Individual and small-group counselling
- Possibilities to contribute to non-violent club and team rules
- Possibilities to unlearn violent behaviour
- Information on national and local low threshold support and guidance (online and phone) services

1b. Coach and referee education

- Lectures /workshops on human rights, gender equality, and legislation
- Lectures/workshops on forms and consequences of violence
- Programmes to foster socioemotional competence and democratic, socially supportive coaching styles
- Individual and small-group counselling
- Information on national and local low threshold support and guidance (online and phone) services
- Examples of inclusive, non-violent team rules
- Attention to inclusive, non-abusive language usage not to reproduce stereotypes and prejudice and not to create intimidating, threatening sporting climates

1c. Physical education teacher education (PETE)

- PETE based on anti-discriminatory pedagogy = various pedagogical tools, such as role-playing, intended to prevent different forms of discrimination (Renko, Larja, Liebkind, & Solares, 2012)
- Knowledge on human rights and legislation, gender equality, child development, forms and consequences of violence
- Courses to foster teacher students' proper language usage and socioemotional competence (to intervene, to listen to pupils)
- Focus on collaborative learning as an inclusive teaching method



Sport associations and clubs

- **internal non-discrimination procedures, step-wise guidelines (e.g. Equal Opportunities Plan)**
 - what is forbidden and why
 - whom to contact when human rights are violated
 - what are the consequences / how are perpetrators accountable for their actions
- **take other preventive actions: follow up the incidents, offer help, find time to strengthen the positive both in people and in procedures, engage men and boys as agents of institutional change, offer opportunities for members to practice life skills**
- **include more women in coaching and sport management roles (board members, chairpersons, executive directors in sports organisations etc.)**
- **integrate children of different genders in the same sport activities and events**

Fans

- attention to offensive, mean-spirited chants (“If you hate Neil Lennon, clap your hands!”), gestures, and other often unsanctioned, violent behaviour
- federations should sanction the sport clubs and sport clubs should sanction their fan clubs for violent behaviour
- work on the violent fan culture in collaboration between athletes, coaches, referees, spectators, and fans



<https://yle.fi/urheilu/3-6298383>

Photo: Teppo Hirstiö

Media

- the media often exploit sports violence and reinforce gender inequality
- attention to other (societal) aspects than performance and elite sport
- attention to media sport stories on female and trans athletes and coaches, and junior athletes

