

A photograph of two young girls with glasses reading books together. The girl on the left is wearing a blue shirt and green-rimmed glasses. The girl on the right is wearing a red shirt and purple-rimmed glasses. They are both looking down at their books. The background is a plain, light-colored wall.

El Observador

ACADÉMICO

Una publicación digital de los procesos de
investigación de la Fundación Tiempo de Juego

N. 1 Primer semestre de 2019

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Autores

Alejandro García, Kristína Cabalová, Kristoph Wall-Strasser, Ewen Besson, Maria José López, Laura María Arrazola, Pedro Danilo Ponciano Nuñez and Alexis Lyras.

Edición

Alejandro García
Investigador GESCO

Producción

Diego Alejandro Rodríguez-
Líder GESCO

Diseño

Álvaro Gil Buitrago
Labzuca

Fundación Tiempo de Juego No. 1

Primer semestre de 2019



Atribución – No comercial –
Sin Derivar

Presentación

El artículo que leerás a continuación es producto de un esfuerzo del área de Gestión del Conocimiento (GesCo) de la Fundación Tiempo de Juego (TDJ) para posibilitar la transferencia, discusión y aplicación de la información que cada semestre surge como producto de nuestras indagaciones y actividades. El área GesCo tiene dos propósitos claves, por un lado el de sistematizar, canalizar y facilitar la circulación de información, y por el otro el de generar un proceso de construcción de conocimiento en Tiempo de Juego, que valore las buenas prácticas y lecciones aprendidas de la Fundación. Como GesCo pretende mantener comunicaciones activas con todas las otras áreas de la fundación, con el objetivo de mejorar el uso y el flujo de la información, los temas de los artículos son variados, aunque transversalizados, como es de esperar, por reflexiones en torno a las oportunidades, dificultades o efectos de la fundación.

Todo jugador debe, en algún momento, dejar de jugar su juego para pensar desde afuera acerca de la mejor manera de jugarlo. Podemos imaginarnos, por ejemplo, las charlas durante el medio tiempo de cualquier partido de fútbol, en donde más allá de jugar, se evalúa el modo de jugar y las estrategias más eficientes. De la misma manera, TDJ considera de suma importancia dejar de aplicar nuestra metodología para pensar, desde

afuera, acerca de la mejor manera de aplicarla. Es por esto que estos textos ostentan un carácter serio y académico: son las reflexiones que hacen los miembros de la fundación acerca de los múltiples temas sobre los que nos apoyamos: el potencial pedagógico del juego; la relevancia de las Habilidades para la Vida; el valor del capital humano; la importancia del liderazgo; la influencia del deporte sobre las comunidades... etc.

Si bien estos artículos están ornamentados con los elementos propios de una publicación académica, hemos hecho lo posible para que los contenidos y la forma puedan ser comprendidos incluso por aquellos que no están familiarizados con tales tradiciones. En efecto, esperamos que los lectores puedan encontrar tanto preguntas como respuestas que resulten interesantes y útiles, independientemente de su formación, sus conocimientos anteriores o su inclinación laboral. Creemos, especialmente, que justamente aquellos que no han pensado en tales preguntas pueden ser los que más disfruten leer la perspectiva de alguien que lleva ya un tiempo observando el problema. Además, buscamos incentivar una discusión divertida y honesta entre los académicos acá representados y los lectores, ojalá tan variados como los son los participantes y aliados de TdJ.

Gender Equality in sport – How to fight gender stereotypes?

The impact of mixed soccer exercises on gender stereotypes in sport and soccer of boys and girls.

Kristoph Wall-Straßer



“If we want to have societies where there is truly sustainable development, we must ensure that half of its population, women and girls, have the same opportunities in all sectors, including sport”.

A statement of Belén Sanz Luque, Representative of UN Women in Mexico, clearly implies a main issue, with which one could think the 21st century society should not deal anymore: Gender Equality. As Sanz Luque gives the hint, this struggle of gender equality can also be found in the world of sport. Even though in 1978, sport and physical activities were recognized as a human right in the International Charter of Physical Education and Sport by UNESCO, discrepancies between women and men are still existing and gender equality in sport hasn't come by far where it ought to be.

The first and most grave form of inequality is regarding participation in sport. In Latin America physical activity suffers from a marked gender gap, which involves that

women exercise less than men (Jaitman, Scartascini 2017). Thanks to universal approaches and efforts in the last decades, sport participation of women in North America has improved significantly (Wilde 2013, 5). In the USA, 40% of sportspeople are women. At the same time, only 6-8% of the total sports media coverage is devoted to them and women-only sports news stories add up to just 3.5% of all sports news stories in the four major US newspapers (Pavlovich n.d. – Online). If we take a look at the income situation, according to the Women's Sports Foundation, US male athletes nearly get \$180 million more in athletic scholarships each year than their female compatriots do. Additionally, collegiate institutions spend just 24% of their athletic operating budgets on female sports, as well as just 16% of recruiting budgets and 33% of scholarship budgets on female athletes (ibid.). In Golf, men in the US Open compete for a chance to take home almost \$1.5m, twice as much the prize money for the female champion.

For the US women's football team, their win in the 2015 World Cup got them a \$2m reward. Meanwhile in the male version of the tournament, the winners were handed \$35m just a year earlier. And while former Wayne Rooney, captain of the National Soccer Team of England, took home a massive \$400,000 a week, the wages of his female counterpart, Steph Houghton, were meagre in comparison - around \$1,600 a week, according to Ladbrokes Sports. An even more drastic illustration of this issue is the fact, that the annual wage of Neymar (\$40 Mio.) - a Brazilian soccer athlete playing at Paris Saint Germain - equals that of all players in the top seven women's football leagues (France, Germany, England, USA, Sweden, Australia and Mexico) combined (Harris & Herbert 2017).

Beside the gender gap, inequality is also obvious on another level: There is a lack of women in governing sports. Following a 2014 study, published just before the Olympic Games in Rio, reveals that while the number of women in Olympic sports is growing steadily, female representation on multiple elite Olympic governing bodies is constantly under 30% (Hutt 2016). The same image can be observed in Germany, where only 15% of all executive board members, and 13% of all sports coaches are made up of women (Digel 2008).

All these existing aspects of gender inequality in sport, should be seen as relating with the circumstance, that the field of action in sports is crisscrossed by so called gendered structures (Rulofs, Dahmen 2012, 44) where sport is an important space for performing gender differences (Staudemeyer 2013). In order to illustrate that, two examples of the everyday sports world, which hardly anyone would put in question, can be mentioned. First, already from the early childhood age, boys and girls are divided in almost every single sport discipline and from that on, competitions, tournaments and leagues are only held in separate male and female categories. Second, the gender differences can be also seen at a level of symbolic representation. Every time the speech references the Women's Soccer World Cup, Women's athletics or Women's Basketball, a special name is given to these competitions to classify them. In contrast, when we talk, hear or read about the Soccer World Cup, it is obvious that the Soccer Games of men are in focus.

Linked to the "natural" gender separation in the field of sports, there is the endorsement of gender stereotypes. Over the years, there could be observed a development, that different kinds of sport embody certain values and are widely associated with masculinity whereas others are seen as "typically female" sports (Staudemeyer 2013; Wilde 2007). Most interestingly, this repression of the position of women in sport is also transferable to their societal position in terms of economy and power. At the very beginning of the article, a couple of examples of discrimination against women in the field of sport, were

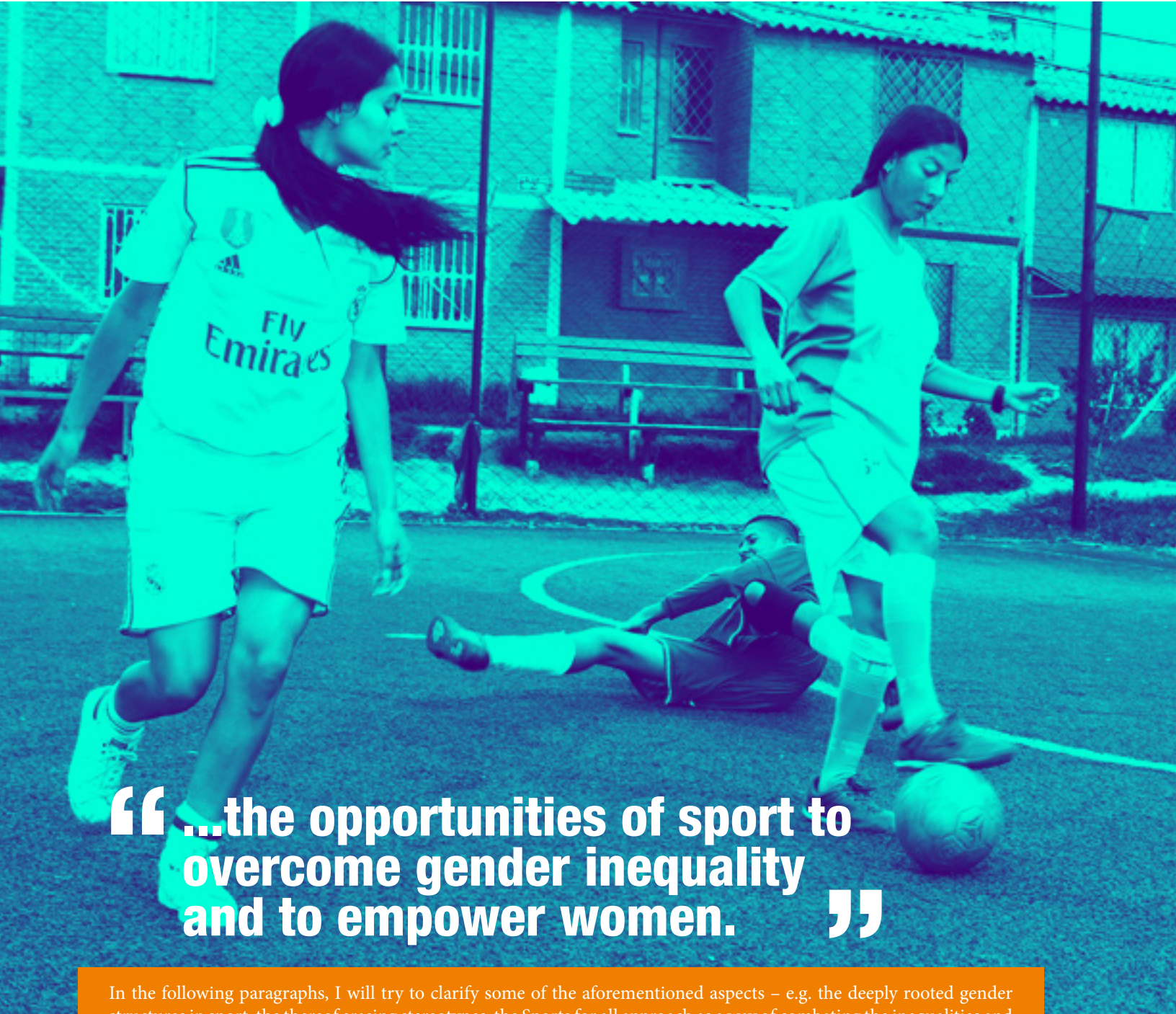
stated. All these forms of discrimination and inequality can also be observed in other parts of society. The gender wage gap, defined as the difference between median earnings of women relative to median earnings of men (OECD 2017), or the underrepresentation of women regarding leading positions in the economy or in politics are not rumors but facts (Iversen & Rosenbluth 2010; European Parliament 2019; Dyan & Rouse 1997).

An essential task for the responsible organizations in the field of sport should be to think about how to overcome the forms of gender inequality. The United Nation is trying to do so, for example with the formulation of the Millenium Development Goals in 2002 and the Inter-Agency Task Force on Sport for Development and Peace in 2003. The main intention of these Task Force was to highlight the potential of sport as a tool for development and peace (United Nations 2003). Also included in the Sport for Development concept is the so-called Sports for all approach which aims to maximize access to and participation in all forms of physical activity, where the inclusion and participation of all groups in society, regardless of gender, age, ability and race is pivotal (ibid., 2). Subsequently many NGOs all over the world tried to applicate the Sport for Development concept in their programs striving for societal development. One of them is an organization called Tiempo de Juego (hereinafter mostly TdJ) and it is the main reason for this article.

Thanks to my volunteering period in TdJ from February to the end of August 2019, I got in touch with different aspects of social inequality as well as with the Sport for Development concept. One of my main working tasks in the organization was - and still is - to support the girl soccer team of TdJ. Due to that circumstance and the organization's big effort at that time to work more on gender equality aspects, I took the decision to dedicate myself to the topic of gender inequality, partially in the form of this article.

During a first extensive literature research, I came across a very interesting approach of Bettina Staudemeyer (2013), which in theory is offering a possibility to diminish gender stereotypes in sport and furthermore can make the repression of women in society more visible. Staudemeyer believes, that more gender equality and a reduction of gender stereotypes can be reached by breaking down the existing boundaries of gender in form of strict differentiations in male and female categories across almost every sport discipline.

Since I already mentioned, one of my tasks during the six months of joining the everyday life of TdJ beside others is to accompany the organization's girls soccer team, I took the decision to apply this theoretical approach of Staudemeyer in practice. Therefore, an empirical investigation in form of a longitudinal study is being carried out at the moment of writing.



“...the opportunities of sport to overcome gender inequality and to empower women.”

In the following paragraphs, I will try to clarify some of the aforementioned aspects – e.g. the deeply rooted gender structures in sport, the thereof erasing stereotypes, the Sports for all approach as a way of combating the inequalities and last but not least the organization Tiempo de Juego – once again but in more detail. This is important for understanding the issue of gender inequality in the field of sport, in which this article is embedded, and subsequently leads to the empirical investigation in the field, which I was conducting. The detailed presentation of the investigation will be focused on at the end of this article. Since the study was not completed at the time of the publication of this present text, this article can only give some first interim results as well as a first outlook.

Gender differences and existing stereotypes in sport – current phenomena with a long history.

As we heard in the introduction before, in modern societies, sport is an important space for performing gender differences and especially in professional sport the segregation of gender is obvious and rarely put in doubt (Staudemeyer 2013).

According to Judith Butler (1994), sport is characterized by a strict dichotomous gender classification. It is assumed, that every athlete is classified in either a male or a female category which consequently leads to the societal accepted assumption, that gender is a stable and unambiguous category. In contrast to categories like age or weight, there is no “border crossing” in the gender category and it is impossible for women to perform in the male-leagues or tournaments (Mueller 2006, 399f).

One example in which these explanations of Staudemeyer and Butler can be observed, and which also is the central field of treatment for this article, is soccer.

Even though soccer in its early precursor forms of the 14th century was a sport for everybody and different villages in form of men, women and children played against each other regardless of any classifications (Carew 1602, 74-75; Müller 2009, 60), at the beginning of the 19th century, soccer became a male-sport (Staudemeyer 2013). This was when the general polarization of the so called ‘gender-characterization’ was established (ibid.) and it came along with the endorsement of stereotypes as well as with the denial of femininity for women who play soccer (ibid.). In public schools of the bourgeois elite of England, the boys should explicitly be brought up to masculinity and soccer was therefore an instrument. With the help of the modern form of soccer, the boys should be taught in discipline, assertiveness and strength, as well as in subordination and the handling with defeats. From that on, the masculine ideal of the bourgeois elite was deeply grounded in soccer (Müller 2009, 54-62, Brändle & Koller 2002, 26).

In the last decades, a positive development in the case of participation and respect for women taking part in different sports, could be observed (Wilde 2013, 3f; Woolum 1998; Sherrow 1996; Zimmerman & Reaville 1998). Though, this should not lead to shut of the eyes to the persistence of stereotypes and disadvantages for women in sport.

Stereotypes are defined as shared beliefs about the personal characteristics, generally personality traits, but also behaviors, of a group of persons (Leyens, Yzerbyt, & Schadron, 1994 as cited in Chalabaev 2013, 4) and are broadly seen in soccer. As scientific models (Bem 1974, 1981; Eccles et al. 1983) in the literature show us, stereotypes affect individuals through their internalization into

the self during the socialization process. In other words, stereotypes are assumed to affect how individuals perceive themselves, and subsequently how they behave (Chalabaev 2013, 4).

With regard to the field of sport, this assumed effect of stereotypes on people’s behavior could have significant impacts on the motivation to do sport and so on the participation. As we know of the health-promoting effects of doing sports to the human body, a stereotype-caused underrepresentation of women in the field of sport, can also lead to fewer positive health effects to women and therefore must be considered as social inequality.

Moreover, according to Kugelmann (1996, 94f) soccer embodies important values of modern society like performance, control or fitness. The long-standing exclusion of women in soccer can be seen as a demarcation of femininity to these mentioned values which leads to a concept of social and economic exclusion as well (ibid.).

In recent years, a rise of female soccer in terms of quantity as well as of societal acceptance can be recognized (FIFA 2017) and with this changing environment, the subversive potential of female soccer players was discovered. The positive development and softening of the gender boundaries in form of opening the access and opportunities for women in the field of soccer, however didn’t lead to a complete removing of these boundaries in form of gender mixed soccer. Instead and on the pretext of sheltering women, female soccer nearly became a “unique sport” and was depicted as “not comparable” with male soccer. These circumstances often even result in endorsing and strengthening existing stereotypes (ibid.).

Breaking with these boundaries, however, so Staudemeyer (2003) argues, could lead to the disclosure or at least to increased visibility of the societal position of women, which is characterized by repression in terms of economic issues and power, as it was mentioned before.

Now, having stated the deeply rooted gender structures in the world of sport as well as the thereof erasing stereotypes more in detail, the question of consequences on an institutional level should be in focus. Therefore, efforts and approaches of a relevant actors in the institutional field of sport organizations will be presented and discussed in the following part of the article.

The United Nation and the efforts to overcome gender inequality in sport

The Millenium Development Goals (MDG), developed by the United Nation in 2002, beside others also focus on the opportunities of sport to overcome gender inequality and to empower women (Women 2000 and Beyond 2007, 3). It is also argued that “involving girls in sport activities alongside boys can help to overcome prejudice that often

contributes to social vulnerability of women and girls” (ibid.).

In 2003 an Inter-Agency Task Force of the United Nation on Sport for Development and Peace put the emphasis on a more coherent approach of using sport-related initiatives in the pursuit of development goals – particularly at the community level – and to promote the use of sport as a recognized tool in development. This core concept is named Sport for Development and Peace (hereinafter SFD) and it is defined by Alexander Cardenas (2013, 25): “Sport for Development and Peace proposes the use of games, physical activity and sport to address explicit peace and development objectives.” A critical point which is necessary to be added, is that the SFD concept is not seen as an agent of transformation itself but just as a helpful tool, for example to assist in educational processes to achieve specific targets like gender equality, HIV/AIDS and the reduction of major diseases. In the context of the SFD concept, the UN also mentions the importance of providing gender equal access to all sport sectors, in order to challenge stereotypes and to break down entrenched attitudes. (United Nations 2003).

Subsequently many NGOs all over the world tried to applicate the Sport for Development concept in their programs striving for social development. One of them is named Fundación Tiempo de Juego and it is the main reason for this present article. In the following, the organization will be presented in detail.

Tiempo de Juego – a Colombian example for community development through sport

TdJ is an organization set down in Cazucá, a commune of the municipality of Soacha. Since it’s foundation TdJ has grown steadily and beside the headquarter in Cazucá, Soacha, nowadays the organization is operating in two more places nationwide (Santa Marta – Department of Magdalena and Timbiquí – Department of Cauca). Moreover, the range of the free-time activities has been increased enormously and so, according to the latest internal statistics, nearly 3000 participants are engaging in sports (football, indoor football, basketball, athletic and cheerleading), arts (music, dance, cinema, literature, painting) and technologies (communication, radio, photography, printing and production).

The organization’s mission is to improve conditions on the community level through all the activities mentioned above: “We use the game as a tool for community transformation, to promote the capabilities of children and youths, inspiring them to be agents of change” (Tiempo de Juego 2015).

One of the challenges, TdJ is facing in-depth during my volunteering period is the gender issue. Sexual education, sexual rights, stereotypes as well as rights and position of women are part of all the different activities with the participants as well as professional training courses with the staff. In a society like the one present in Colombia, where unfortunately a culture of machismo often is present in the daily life, I considered this kind of work as extremely important. These impressions I was able to get through my insight into the organization have been responsible for my motivation to work on the gender topic in more detail. I wanted to find a suitable way to fight against gender inequalities and specially to fight against all the stereotypes which are existing in the field of sport, as it was shown in the sections above. The more I was thinking about this topic, the more it was becoming apparent that the framework conditions of the TdJ organization, would be an excellent base for an investigation on the described issue.

In the following, I will explain the framework of the empirical study.

The empirical study

As it was already intimated in the previous chapter, the main interest of the present investigation lies on the possible impact of soccer on gender stereotypes of boys and girls in TdJ.

According to the theoretical approach of Staudemeyer, which was stated in the first part of this article, a breakdown of the existing gender boundaries in sport in form of strict differentiations in male and female categories can lead to a decrease in existing stereotypes, as well as to an increased visibility of the repression of women in society.

On this basis two main research questions have been developed:

- Can mixed soccer workouts diminish gender stereotypes boys and girls in TdJ have about sport and especially soccer?
- How do the participants of TdJ perceive the mixed soccer workouts compared to the single-gender workouts?

To be capable to answer the outlined research questions properly, two soccer teams of TdJ should be in the center of the investigation. The first team is the girls’ team which is formed by 15 girls with the age between 14 and 18. The second team is a boys’ team with 23 participants of the same age. The principal idea of the investigation was to use one training session (out of three) a week for a mixed workout. Half of the girls should practice with half of the boys.

The aim of the investigation is to measure attitudes of the participants of the two soccer teams towards gender stereotypes in sport and especially soccer. Therefore, a longitudinal study should be carried out: The attitudes of all participants (boys and girls) towards gender stereotypes in soccer should be measured at two points of time – once before the intervention in form of mixed exercises and once again after the intervention. Then the results should be analyzed, and the participants of the mixed exercise should be compared with those of the control group to describe perhaps existing differences.

Furthermore, the participants of the mixed-workout should be asked about their impressions of the gender mixed training sessions after the intervention period, not least in order to sound if the setting of mixed-sport classes in form of gender parity should be taken into serious consideration by the organization for the future.

After rethinking the investigation process once again, due to the small number of girls which is participating in the soccer classes of TdJ at the time of leading the investigation, it was agreed to discard the idea of splitting the girls' team in two halves. The reason therefore was the small number of girls who would be forming the control group. With just about seven girls, no substantial soccer sessions could be held and the targeted goals for the classes would be hard to accomplish. According to these circumstances it was agreed that all the girls are taking part in the mixed soccer sessions and in addition to them, 12 boys would be chosen randomly, to complete the group.

This adoption to the original plan led to the formation of only one control group – consisting of half of the boys' team.

Stereotypes

To examine the attitudes of the participants towards different gender stereotypes in sport, by means of the literature, six typical and widespread stereotypes were picked for the survey. They were formulated in form of statements which should be assessed by the participants:

El fútbol es un deporte masculino (Soccer is a male sport), Las mujeres deberían participar más en deportes como gimnasia, patinaje o baile (Women should rather participate in sports like gymnastics, horse-riding or dancing), Los mujeres son débiles y sus capacidades físicas son malas (Women are weak and their physical abilities are bad), El fútbol masculino debería estar más presente en la televisión y en otros medios que el fútbol femenino (Men-soccer should be more present in television and other forms of media compared to women-soccer), La sudoración y la musculatura definida son inapropiadas para las mujeres (Sweating and a defined musculature is inappropriate for women), Los hombres deberían ganar más que las mujeres en el fútbol profesional (Men should

earn more than women in professional soccer).

While five of the six statements are typical and widespread gender stereotypes in sport in itself, number four is linked with one. The statement that men-soccer should be more present in television and other forms of media compared to women-soccer is indicating the stereotype, that women-soccer is less interesting and attractive to watch than men-soccer and should therefore be less present in the media.

To each of these statements which consist typical gender stereotypes in sport, the participants could answer by having four options to show their approval: Totalmente de acuerdo (fully agree) – Ligeramente de acuerdo (slightly agree) – Ligeramente en desacuerdo (slightly disagree) – Totalmente en desacuerdo (fully disagree)

Due to the fact, that at the moment of writing, the investigation phase just started and only the first survey has been conducted, in the following, the mere results of this questionnaire will be presented.

At this juncture it must be also noted, that due to the limited number of participants (38 in total), a full representativeness cannot be ensured. A transmission of the results of the investigation to a larger part of the population therefore cannot be made. Moreover, a trend of a possible impact of a mixed soccer class to gender stereotypes in sport should be given. Furthermore, a positive side effect of the study is a broad insight into existing gender stereotypes of the participants of the observed organization Tiempo de Juego, which could be useful for further investigation or planned activities.

Results of the study

The collected data have been analyzed with the help of the Statistic Program IBM SPSS Statistics 25. In the following, some of the results are presented in forms of different charts as well as in a descriptive way after the carrying out of various statistical tests.

Attitude towards the individual stereotypes

Regarding the participating girls, to every single stereotype which was questioned or indicated in form of formulated statements, the vast majority is showing no tendency towards. Even more impressing: In four of the six given statements (Soccer is a male sport, Women are weak and their physical abilities are bad, Men-soccer should be more present in television and other forms of media compared to women-soccer, Men should earn more than women in professional soccer) not a single approval of the girls could be noted.

Conversely, among the male participants, approval could be noted to five of the six statements. Only the stereotype Las mujeres son débiles y son capacidades físicas

son malas was disagreed by all of the surveyed boys. The stereotype La sudoración y la musculatura definida son inapropiadas para las mujeres even got more agreements than disagreements among the boys. Nevertheless, it must be stated, that the general tendency towards gender stereotypes in soccer is also low among the male participants. In five out of six statements, most of the boys expressed no consent to the formulated stereotypes.

To operationalize the overall tendency towards gender stereotypes in sport, an Index, consisting of the answers to the six different statements, was developed. Therefore, two groups were formed: One is named Showing no/minor stereotypes and the second Showing some/strong stereotypes. Each group was formed out of the summarized values of the answers to the stereotype-statements (0 = fully disagree, 1 = slightly disagree, 2 = slightly agree, 3 = fully agree). All participants with an aggregated value between 0 and 9 were allocated to the group Showing no/minor stereotypes and every participant who had a value between 10 and 18 was allocated to the Showing some/strong stereotypes – group.

Attitude towards the overall attitude towards stereotype

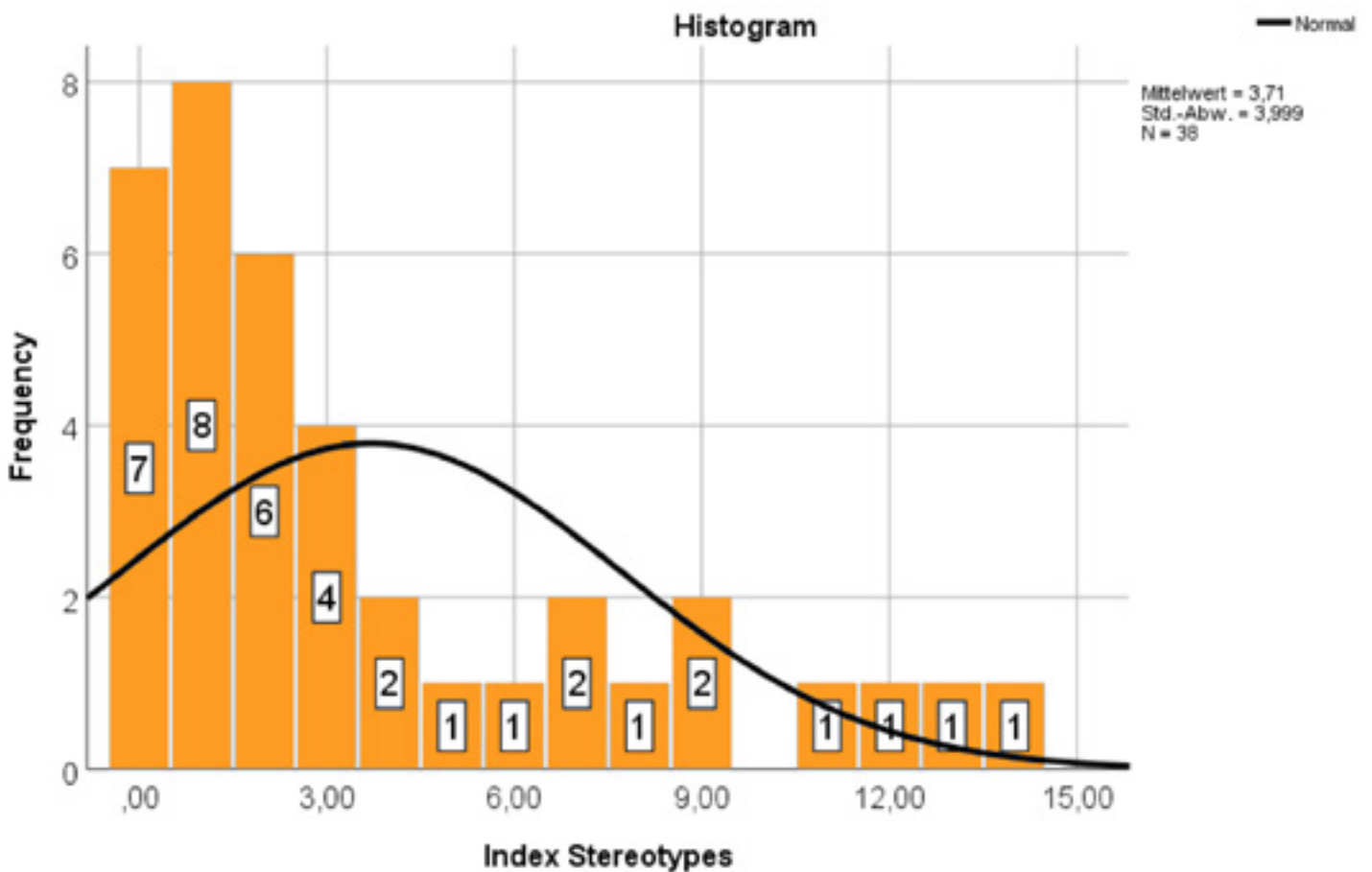


Figure 9: Distribution of the participants regarding the aggregated values according to the “Overall Stereotype-Index” (own illustration)

The graph above shows, that the overall tendency of the participants towards gender stereotypes in sport is relatively low. With a mean of 3.71, the average Stereotype-Value of the participants is very low (as the highest value would be 18) and the vast majority is below the defined threshold (aggregated value of 10) which characterizes the group which shows some or strong tendency towards gender stereotypes in sport.

Furthermore, only four of the 38 participants are having stereotypes to a strong or at least to some extent.

Nevertheless, the analysis of the overall tendency of the participants towards gender stereotypes in sport shows a significant difference between the surveyed boys and the girls. The male participants are tending more likely to have gender stereotypes in sport than the female participants.

Correlation between the duration of participating in the organization TdJ and the attitude towards stereotypes

During analyzing the data, it was also tested, if there's a correlation between the duration the surveyed boys and girls are still participating in activities of TdJ and their attitude towards gender stereotypes in sport and soccer.

Of the four participants, who were showing some or a strong tendency towards gender stereotypes in sport according to the Overall Stereotype-Index, three are participating in activities of TdJ since less than one year and one participant between one and three years. Ergo, none of the participants who show some or strong tendencies towards stereotypes is among the group that is participating in the foundation's activities for more than three years.

To test, if this distribution indicates a significant correlation between the participants' duration in activities of TdJ and their attitude towards gender stereotypes in sport, a Kruskal-Wallis-Test was carried out. The results are insisting that there is no significant correlation between the two variables.

Conclusion and Outlook

There had been a few main objectives of this article before the start of the Work: Gender inequality in sport is still a big issue all over the world and therefore, this article should help to raise the awareness of this topic and should also put the focus on the structural level of gender inequality that is underlying. Beyond that, the possibilities and the power of sport to overcome or at least reduce forms of gen-

der inequalities should be highlighted. Due to the fact, that the author of this article had the possibility to get an insight into one of these organizations, the third main objective of the article was to investigate the effect, that sport (in particular soccer) can have on gender inequalities (in particular gender stereotypes).

After a theoretical part, which describes the underlying issues of the topic, an investigation of TdJ's participants was carried out.

It was shown, that the general attitude of the participants of the organization TdJ towards gender stereotypes in sport, is relatively low. A mean of 3.71 among all participants regarding the created Overall Stereotype-Index, by a maximum stereotype value of 18, proves that point. Nevertheless, significant differences between the participating boys and girls could be observed, in a way that the boys are more likely to have stereotypes, regarding the overall tendency, as well as the individual stereotypes.

In sum, a very low level of tendency towards gender stereotypes in sport can be recognized among the female participants of TdJ's soccer class.

In contrast, among the male participants, five of the six formulated stereotypes were approved by at least a few boys. With nine agreements to the statement, that women should participate more in activities like gymnastics, dancing or horse-riding, and six agreements to the statement that men-soccer should be more present in the media than women-soccer, more than one third, respectively one quarter of the surveyed boys showed a tendency towards these form of gender stereotypes.

In a further step it was tested, if the participants' duration in activities of TdJ affects their attitude towards gender stereotypes in sport. Therefore, it could be concluded, that there is no significant correlation between the two variables.

Although the second round of the survey and with it the analysis of the impact of a gender mixed soccer class on gender stereotypes in sport still has to be carried out, some interesting results of the first survey round, which have been presented above, could be noticed.

Derived from these results, the importance of focusing on reducing and breaking down gender stereotypes of children and teenagers, especially among boys, should be highlighted. Even if the general level of attitudes towards gender stereotypes in sport among the participants of the investigated organization Tiempo de Juego is relatively low, the prevalence of some stereotypes among the boys is obvious. The initiatives of TdJ, putting a lot of emphasis on topics concerning gender issues and to fight for more gender equality should be further pursued in any case.

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