

Equality

This paper sets out some of the important evidence related to these responsibilities which has influenced the development of the draft vision for sport in Wales. In drafting this paper we have been mindful of the Equality Act 2010 and the Well-being of Future Generations (Wales) Act 2015.

Sport Wales is a producer of Official Statistics, responsible for collecting, compiling, processing, analysing, interpreting and disseminating statistics in line with the principles set out in the Code of Practice for Official Statistics. Where statistics are included, methodology and information can be found on the Sport Wales website. Most of the statistical insight has been published previously by Sport Wales.

Policy Context

The Equality Act, 2010

In developing the vision for sport in Wales it is necessary that consideration is given to The Equality Act, 2010. Under the general duty, bodies delivering a public function or service are required to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between those who share a protected characteristic and those who do not.
3. Foster good relations between people who share a relevant protected characteristic and those who do not.

The general duty covers the following protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race- including ethnic or national origin, colour or nationality
6. Religion or belief-including lack of belief
7. Sex
8. Sexual Orientation
9. Marriage and civil partnership, but only in the respect of requirement to eliminate discrimination in employment.

Discrimination

As in all areas of life, people are often subject to discrimination which prevents them taking part or restricts their full participation in sport. The vision for sport in Wales seeks, in part to tackle this discrimination.

In developing the vision, we have acknowledged that many people encounter discrimination which is unlawful in relation to the Equality Act 2010.

There are four main types of discrimination that are recognised by the Equality Act 2010. Each of which is relevant when considering the vision.

Direct discrimination

This happens when someone treats an individual worse than someone else who is in a similar situation, because of a 'protected characteristic'.

For example, if a sports team prevents someone joining because of their race - this would be direct race discrimination.

Indirect discrimination

Indirect discrimination happens when an organisation has a particular policy or way of doing things that puts an individual at a disadvantage over someone else because of a protected characteristic.

For example, if a sporting body only holds competitions during school holidays. This could put women at a disadvantage because they are more likely to have caring responsibilities so are less likely to compete.

Harassment

There are many different types of harassment that may prevent someone taking part in sport. One type of harassment is when someone makes another person feel humiliated, offended or degraded.

For example, if a person is known by homophobic expression by team mates and is insulted or offended by it this is harassment.

Victimisation

This is when an individual is treated badly because they have made a complaint of discrimination under the Equality Act.

For example, a person is excluded from a team because they have highlighted age discrimination in a club then this is victimisation.

Wellbeing of Future Generations (Wales) Act, 2015

The Well-being of Future Generations (Wales) Act requires public bodies in Wales to work better with others (Including each other and communities) and to take a more joined up, long term approach to improve the economic, environmental and cultural well-being of Wales for now and for Future Generations.

The Act sets out 7 well-being goals that provide a common vision for public bodies to work towards, these include:

1. A prosperous Wales
2. A resilient Wales
3. A healthier Wales
4. A more equal Wales
5. A Wales of cohesive communities
6. A Wales of vibrant culture and thriving Welsh Language
7. A globally responsible Wales

Achieving 'A more equal Wales' will establish a society which enables people to fulfil their potential no matter what their circumstance and background. (Including socio economic background and circumstance). It is therefore necessary that this paper considers socio economic background.

A Wales of vibrant culture and thriving Welsh Language depicts a society that promotes and protects culture, heritage and the Welsh Language, and which encourages participation in the arts, and sport and recreation.

The Act required public bodies to apply the 'sustainable development principle' through demonstrating 5 ways of working:

1. Prevention: Acting to prevent problems getting worse or happening in the first place.
2. Thinking for the long term: Thinking about long term needs.
3. Integration: Considering how policies and objectives impact on other policies and objectives.
4. Collaboration: Working together to achieve joint objectives
5. Involvement: Involving the people that services or activities are going to benefit or affect, ensuring that those people reflect the diversity of the area that the body serves.

The Welsh Language Act

The duties which come from the Welsh Language Standards (2016) mean that organisations should not treat the Welsh language less favorably than the English language, together with promoting and facilitating the use of the Welsh language.

Evidence in relation to protected characteristics

Age

Age discrimination occurs when someone is directly or indirectly discriminated because of their age. Sport is one of the few areas where discrimination based on age of the participants is permitted by law¹. This is to enable sports to offer age appropriate activities such as senior's football or under 10's netball.

What the data is telling us:

- The 2015 School Sport Survey has shown that a similar proportion of primary and secondary pupils in Wales participate in sport three or more times per week – 49% of primary pupils in Years 3-6 and 48% of secondary pupils in Years 7-11. While there has been a general upshift in participation rates the gap in participation has not changed significantly from 2013 when 40% of pupils in both primary and secondary stages took part three or more times per week.²
- In the case of adults there is a distinct drop off with age. 42% of those aged 16-24 participate in sport three or more times per week, compared to just 7% of those aged 75+³. With a third of the Welsh population expected to be aged 65 years and older by 2033 this trend may pose a challenge to future sports participation rates in Wales.⁴
- For older people living in material deprivation only 5% participate three or more times a week compared to 14% of those who are not living in poverty.²
- Sports club membership rates also fall with age – 28% of 16-24 year olds were members in 2016/17 decreasing to 15% for the 75+ age groups.²

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/84987/government-consultation-response.pdf (page 45)

² Sport Wales (2015) School Sport Survey 2015
http://sport.wales/media/1667736/school_sport_survey_2015_-_state_of_the_nation_english.pdf

³ National Survey for Wales 2016/17

⁴ Future Generations Commissioner for Wales. Developing Priorities for the Future Generations Commissioner 2013-2017

Disability

Almost 1 in 4 of the population of Wales has a disability⁵ and the proportion of people with a disability in Wales (22.7%) is far higher than in England (17.6%). Most of the people with a disability have acquired an impairment often later in life. In the UK 7% of children are disabled, compared with 18% of working age adults and 44% of people over state pension age.⁶

What the data is telling us:

- In 2015, 40% of pupils with a disability or impairment participated in sport three or more times per week, compared to 49% of those who did not have a disability or impairment.¹
- While there has been an overall upshift in participation rates there has been little change in the disability participation gap (in 2013, 31% of those with a disability took part three or more times per week compared to 41% of those with no disability).¹
- Those pupils in FSM4 (highest deprivation) are even less likely to take part in sport if they also have a disability. In 2013 there was an 18-percentage point difference in participation (three or more times per week) between those in the most deprived quartile with a disability and those in the least deprived quartile with no disability.⁷
- Sport Wales' analysis has shown that those pupils who enjoy taking part and are confident in trying new activities are significantly more likely to participate in sport three or more times per week. In 2015 pupils with a disability were less likely to report higher levels on these important aspects than those without a disability or impairment:
 - 70% of pupils with a disability or impairment are confident taking part in new activities compared to 80% of those with no disability or impairment.
 - 54% of pupils with a disability or impairment enjoy PE lessons 'a lot' compared to 61% of those with no disability or impairment. Those with a disability were also less likely to report 'feeling comfortable' during PE lessons (49% of pupils with a disability reported 'always' feeling comfortable compared to 61% of those without a disability or impairment.)
 - Reassuringly there is little difference between those pupils with a disability or impairment and those without when it came to feeling that their ideas were 'always' listened to.¹
 - When pupils were asked about their barriers and motivations for taking part in sport, similar answers were given regardless of whether pupils had a disability/impairment or not.⁴
- The same pattern of inequality holds true for adults. Those with a long-standing illness, disability or infirmity were less likely to participate in sport three times a week (21%) than those without a long-standing illness, disability or infirmity, of whom 36% participated in sport three times a week (National Survey for Wales 2016/17).²
- In 2016/17, 19% of adults with a disability were members of a sports club, compared to 27% of those with no disability. Those with a disability were also less likely to volunteer (8%) than those with no disability (12%) (National Survey for Wales 2016/17).²

Sex

Although discriminating against someone because they are male or female is unlawful it is accepted however that single sex sport can enable equal participation. An example of this is single sex teams

⁵ <https://visual.ons.gov.uk/disability-census/>

⁶ <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-201516>

⁷ Sport Wales (2013) School Sport Survey 2013 <http://sport.wales/research--policy/surveys-and-statistics/school-sport-survey-2013-results.aspx>

or competitions. Despite the fact that boys and girls should have equal experiences of sport in school, there are stark participation gaps between genders that then continue into adulthood.

What the data is telling us:

- In 2015 52% of boys took part in sport three or more times per week, compared to 44% of girls. While there has been an overall upshift in participation rates for pupils the gender gap remains the same as it was in 2013 (when 44% of boys and 36% of girls participated three or more times per week).¹
- The most popular activities for boys were football (73%), running (55%), swimming (53%), and rugby (49%), whilst for girls the most popular activities were swimming (60%), running (59%), dance (43%) and netball (39%).¹
- Sport Wales's analysis has shown that participation in sport is significantly associated with 'enjoyment', 'feeling confident to try new activities' and 'feeling that one's ideas are listened to'. Given the importance of these aspects, it is worth noting the gender differences observed across these areas in 2015:
 - Girls were less likely to feel their ideas were listened to (28% of girls compared with 34% of boys said 'always')
 - 48% of girls say that they enjoy extracurricular sport compared to 58% of boys.
 - 53% of girls say that they are 'always' comfortable taking part in school sport compared to 68% of boys.
 - Male pupils were more likely to express confidence in trying new activities – with 85% being 'very confident' or 'confident' compared with 73% of females.¹
- A similar gap in participation rates exists for adults. In 2016-2017, males (63%) were more likely to have participated than females (54%).²
- At every age group, females are less likely to take part in sport frequently than males, but the biggest gender gaps are seen among older teenagers and young women up to the age of 34 (National Survey for Wales 2016/17).²
- In terms of sports club membership – 29% of adult males were sports club members compared with 17% of females.²
- Whereas males are more likely to be members of 'pure' sports clubs – community clubs that are organised for the purpose of doing one more sports – females are more likely than males to be joining leisure and fitness centres. This is backed up by School Sport Survey findings – in 2013 equal proportions of male and female pupils made use of leisure centres for sport and exercise, with 30% of pupils using them at least once a week. For secondary school age girls, a slightly higher proportion used leisure centres than boys.⁴ We know that females may prefer alternative types of provision to that which is on offer in a traditional sports club setting. These preferences are something that sports organisers can address to expand their membership base and retain customers. It also means that females may be more vulnerable to any cuts to leisure centre provision in comparison with males.
- There is also a gender gap for adults in terms of volunteering with 14% of males volunteering in sport compared to 6% of females.²

Race

The ethnic makeup of Wales continues to shift as new communities migrate in to Wales. Each of these groups, as well as established communities have their own experiences of sport and consequently people from different races have very different experiences of discrimination in sport.

What the data is telling us:

- In 2015 52% of Black British and Mixed Race pupils participated in sport three or more times per week, compared to 49% of White British pupils.
- Asian British pupils were the least likely to participate three or more times per week with 36% taking part in sport this frequently.
- All ethnic groups have witnessed increases in participation rates since the 2013 School Sport Survey.
- Qualitative research commissioned by Sport Wales suggested that people often have a proclivity towards sports which are popular in the country their family originally came from or to which they have a strong cultural affiliation. For example, the popularity of martial arts amongst Filipino respondents; a sport which was seen to instil the qualities of discipline and respect that are valued in Filipino culture.⁸
- It also identified a strong tendency for ad hoc and informal participation with those sharing the same ethnicity or religion. Examples of this included Black, South Asian, Gypsy/Traveller and Filipino communities participating in ethnicity specific football, cricket and basketball teams and leagues. These forms of participation provided participants with a sense of community and the cultural solidarity, which they believed could not be recreated in the formal structures which currently exist. They also provided spaces that were free from the risk of racism. While a lack of mixed participation may be seen as a negative, the confidence and sporting capital nurtured in these environments may make the next step of integration easier. For many of the younger respondents' integration was less of a barrier as a result of attending ethnically diverse schools, whilst those living in more rural areas had little choice but to participate in mixed environments given the size of ethnic minority communities in these areas.⁷
- The research identified a wide-range of constraints which reduce the likelihood of people from BME communities taking part in sport. These broad factors are not unique to BME communities, yet their prevalence and intensity should not be underestimated. Given the disproportionate representation of BME communities in areas of high deprivation, issues of time, energy, transport, crime/safety, quality of facilities were not uncommon. These inhibitors do not however exist in isolation and are exacerbated by sociocultural factors, such as language barriers, racism, social alienation, gendered expectations, and a lack of sporting knowledge. The severity of these constraints largely depended upon the age, gender, ethnicity, geographical location, immigration status and length of time that the individual had been living in Wales. For example, older (particularly female) migrants tended not to be as familiar with the English language and this discouraged them from taking part in sport. Furthermore, in some BME communities' woman and girls were actively deterred from playing sport or were expected to carry out certain gendered roles which undermine their ability to take part.⁷
- We know from previous analysis of our 2013 School Sport Survey data that Ability, Confidence and Enjoyment (ACE) are critical ingredients in ensuring sustained participation in sport. It is worth noting that many of the above constraints (for example, racism, lack of social connections, lack of language skills, lack of sporting capital, gendered expectations) seriously undermine these all-important components.⁷

Religion or Belief

Our beliefs and how others respond to them can have a profound influence on our ability to participate in a sport.

⁸ Sport Wales (2015) *Understanding participation and non-participation in sport amongst Black and minority ethnic groups in Wales* http://sport.wales/media/1650204/sw_bme_briefing_paper.pdf

What the data is telling us:

- Qualitative research with Black and Minority Ethnic groups in Wales has however identified some factors that are associated with participation or non-participation amongst those with different religious beliefs.
- People of some faiths including for example Muslim women issues of modesty mean that most are unwilling to take part in mixed-sex environments. A lack of single-sex facilities can therefore be a major barrier to participation in sport.⁷
- Respondents involved in this research also felt that many Muslim women do not participate because culturally it is not seen as the 'norm'.⁷
- For Muslims observing Ramadan a flexible approach from clubs that enabled members to start and stop their involvement as required helped to ensure that participation was sustained over the long-term.⁷

Sexual Orientation

Lesbian, gay and bisexual people make up around 6% of the UK population. Sexual orientation is defined as a protected characteristic in the Equality Act (2010), to protect individuals or groups of people from being discriminated against due to their sexual orientation. A person's sexual orientation should not be a barrier to them participating in sport, watching sport, or excelling at sport; but prior research indicates that it is a barrier.

What the data is telling us:

- Anti-gay or homophobic discrimination has been documented in a variety of sport settings, including schools (e.g. the Stonewall School Report, 2012) and clubs (e.g. Plummer, 2006)⁹.
- LGB individuals involved in research conducted by Stonewall Cymru and Sport Wales expressed interest in participating and volunteering in sport more. There were some significant differences between lesbian and gay male respondents with regard to the ways that they currently take part in sport. For example, lesbians (42%) were significantly more likely than gay men (25%) to report that they are a member of a sports club, while gay men (59%) were significantly more likely than lesbians (40%) to be a member of a gym or leisure centre.⁸
- The research highlighted how negative experiences of sport (for example, those involving abuse, exclusion or 'homophobic banter') could turn people off future participation. This was especially true in the case of school sport.⁸
- Stereotypes around which sports are seen to be appropriate for males and females was also identified as a factor which adversely affected the diversity of people who take part in particular sports.⁸

Marriage and Civil Partnership

We are not aware of any issues related to marriage of civil partnerships that would impact the development of a vision for sport in Wales.

⁹ Sport Wales (2012) *Lesbian, Gay and Bisexual (LGB) People in Sport: Understanding LGB sports participation in Wales* <http://sport.wales/research--policy/research-themes/lesbian,-gay,-bisexual-and-transgender-equality-in-sport.aspx>

What the data is telling us:

- No data on sport participation rates in Wales is currently available by marriage or civil partnership

Pregnancy and Maternity

We are not aware of any issues related to pregnancy and maternity that would impact the development of a vision for sport in Wales.

What the data is telling us:

- No data on sport participation rates in Wales is currently available by Pregnancy & Maternity.

Gender Reassignment

Gender identity is a personal internal perception of oneself, and as such, the gender category with which a person identifies may not match the sex they were assigned at birth. In contrast, sex is biologically determined. Because sport is often experienced in a single sex environment this can create issues for people who are undergoing or have undergone gender reassignment. Although the numbers of people are low, in drafting the vision we have been mindful of the needs of sport to meet the needs of individuals.

What the data is telling us:

- No data on sport participation rates in Wales is currently available by Gender Reassignment.
- In Britain, three in ten trans pupils (29 per cent) are bullied during sports lessons and one in four trans pupils (25 per cent) are bullied in changing rooms.¹⁰
- Nearly two in three trans pupils (64 per cent) say they are not able to play for the sports team they feel comfortable in. Trans pupils who are able to play for the sports team they feel comfortable in are three times more likely to feel welcome and included in sports lessons at school than those who are not (60 per cent compared to 20 per cent).

Socio-economic background

Currently, 23% of all individuals in Wales live in poverty, defined as having an income below 60% of UK median income. This rate is lower than in London and equal to the West Midlands but is higher than the remaining 9 UK regions and countries.

What the data is telling us:

- The percentage of pupils per school who are eligible for free school meals is used as a proxy measure of the socio-economic status of school children in Wales. Schools in the School Sport survey are placed into a Free School Meal (FSM) quartile – free FSM quartile 1 has a low percentage of pupils who are eligible for a free school meal and are considered to be the least deprived, and FSM 4 has a high percentage of pupils who are eligible – most deprived. Results from the 2015 survey show that 54% of those from FSM1 participate in sport three or more

¹⁰ Josh Bradlow, Fay Bartram, April Guasp, Dr Vasanti Jadva (2017) The experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017

times per week, compared to 43% from FSM4. While overall participation rates have increased these figures show that the gap in participation between the most and the least deprived remains the same (In 2013, 46% from the least deprived compared to 35% from the most deprived).¹

- Schools currently play a vital role in providing formal sports opportunities for pupils who may not be able to access them in the community by providing curricular physical education and extracurricular sports opportunities. This can help provide access in a school setting but we know there is more to be done to ensure all pupils are able to access sport in the community. For example, pupils who attend schools with a high percentage of the school population eligible for free school meals are far less likely to be members of a community sports club than pupils in less deprived schools, with a gap of 16 percentage points between FSM 1 and 4. Access to sports clubs is not the only issue – pupils in relatively more deprived schools are also less likely to use swimming pools or leisure centres for sport and exercise.⁴
- In contrast, other types of facilities are equally likely to be accessed for sport and exercise. Similar proportions of pupils use parks, streets and community centres for sport and exercise, and pupils in schools with higher proportions of pupils eligible for free meals are slightly more likely than others to use a community centre for sport/exercise.⁴
- This more equal picture of access to facilities where sport and exercise can take place suggests that the opportunities offered via these settings are as important as sports clubs in providing accessible sports opportunities in more deprived areas. Nonetheless, there is still a need for clubs, leisure centres and swimming pools to consider how they can best provide opportunities for sport for all, regardless of background and circumstances.¹¹
- Our School Sport Survey showed that parent and peer influence is an important factor in the likelihood of a pupil participating three or more times per week with there being an increased chance of a pupil being involved in sport if their parents and friends are also involved. Pupils are 32% more likely to participate three or more times per week if their father takes part in sport, 27% more likely if their mother does sport and 23% more likely if their friends take part in sport.⁵
- Clearly, family influence plays a strong role in creating opportunities for children to get involved, but we also know that adults with lower income levels are less likely to be taking part in sport and are less likely to be members of sports clubs. Families who are experiencing poverty may be facing multiple barriers to increasing their access to sport and physical recreation. We know from the latest survey data that:
 - Adults living in a household in material deprivation are less likely to have participated in a sporting activity in the last four weeks (49%) than those who weren't (61%) (National Survey for Wales 2016/17).²
 - 19% of those living in material deprivation participated in sport three or more times per week compared to 31% of those not living in material deprivation.²
 - High levels of poverty have persisted for children (32%), disabled people (27%), and ethnic minorities (38%)¹². As a result, these groups may face multiple barriers which reduce the likelihood of them taking part in sport.
 - The Institute for Fiscal Studies forecasts that child poverty in Wales could increase by a third by 2020.

Welsh Language

¹¹ Sport Wales (2014) *Calls for Action: Poverty Fact Sheet*
http://sport.wales/media/1509803/calls_for_action_-_poverty_factsheet.pdf

¹² Equality and Human Rights Commission (2015) *Is Wales Fairer? The State of Equality and Human Rights 2015*

- People using the Welsh language in their everyday life were more likely to have participated in a sporting activity in the last four weeks (65%) than others (58%).³
- People using the Welsh language daily were more likely to participate in sport three times a week (34%) and less likely to participate less than once a week (28%) than others (of whom 28% participated three times a week and 54% participated less than once a week).³
- In 2015 53% of Welsh Speaking school pupils took part in sport three or more times per week compared to 42% of non-Welsh speakers.²