GENDER & SPORT IN TUNISIA

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Outline

Textbook: «Sport and gender in Tunisia»

- History of modern sport, the genre challenged
- Sociology of sport and gender
- Gender and Didactics of Physical Education
- Sport, gender and entrepreneurship in Tunisia
Manuel: Sports Practice in the gender challenged in Tunisia

Part I: The sports practice of competition

Part 2: The sports practice taught

Part 3: Sports practice from a socio-economic angle
Introduction
Sport is a total social phenomenon

Monia Lachheb
Introduction
Sport is a total social phenomenon

• Sport is today recognized as a "total social phenomenon" in the sense of Marcel Mauss (1999).
• It represents a multidimensional reality that acts and interacts with the political, economic and socio-cultural world.
• As a competitive or recreational practice, sport is at the heart of public interests and occupies a considerable place in contemporary societies.
• It becomes a reflection of community values, the revealer of development and the expression of social contradictions (Pocciello, 1997).
Introduction

Sport is a total social phenomenon

• The analysis of the sporting phenomenon from the angle of the human and social sciences focuses on sport in its different forms:
  – Competition sport.
  – The sport of leisure.
  – The sport taught at school.
  – Sport in its managerial and entrepreneurial aspect.

• All these forms of existence of sport are objects of teaching and research.
Introduction
Sport is a total social phenomenon

• Gender studies are also a teaching and research perspective in the sports field.

• They ask about inequalities of access to sport between women and men, gender discrimination, the forms of expression of "hegemonic masculinity" and its effects on women's sports involvement, etc.
Introduction
Sport is a total social phenomenon

• As a universal practice, inequalities, discrimination and power relations in contemporary societies assume similar forms with different proportions.

• The interest is therefore to bring out the socio-cultural specificities related to gender in the Tunisian context.
Introduction
Sport is a total social phenomenon

• The Manouba team (authors - Hafsi Bedhioufi, Monia Lachheb, Hajer Ben Jomaa, Zeineb Zerai, Chedlia Fitouri) is multidisciplinary.

• This team consists of teacher-researchers in sociology, didactics and sports management.

• The textbook and the manual question the sport in its complexity and respect the specialty of each member of the team.
A socio-history of sport practiced by women in colonial period in Tunisia

• We began our Textbook with a sociohistory of women's sport in Tunisia during the colonial period (1881-1956).
• Sports practice, introduced in Tunisia by the mechanism of colonization, was very badly perceived for both men and women.
• It is the Tunisian intelligentsia that convinced the population of the interest of the practice, mainly for men.
• Sport was very quickly involved in the political movement and the national liberation movement.
Women in Tunisian sport in the colonial era

• Dans un environnement politique, social et sportif dominé par les hommes, les femmes tunisiennes musulmanes restent peu impliquées dans la vie sportive.

• Even if a feminist movement, initiated by Tahar Haddad and a women's group chaired by Bchira Ben Mrad, pioneer of the Tunisian women's movement, female sports investment remains very timid.
Women of different foreign nationalities, particularly French and Italian, who start by accessing sports and assert themselves on the Tunisian sports scene.

French Basketball team
La Joyeuse Union de Tunis (1944)
Otherwise, the few Tunisian Muslim women who engage in sport come from a mixed marriage.

The Tunisian Farida Ayoub, Swimmer of l’ASF de Tunis, 1953.
Zitouna Sports, established in the enclosure of the big mosque Zitouna, is born in 1927.

- This association was founded by students from Zitouna University: Hamadi Ben Azzouz, Taïeb Miladi and Mohamed Salah Barguaoui.

- It is important to emphasize that the founders of the club are followers of Tahar Haddad (1899-1935), known for his fierce struggle for the trade union rights of Tunisian workers and for the emancipation of women.

Creation of the first women's team of North Africa in 1947
Basketball
Polemic around the sports engagement of Muslim women:

- Conservative tendencies show strong hostility to this initiative by intimidating members of the Zitouna Sports Club. Master Mohamed Miladi, president of the club at that time, was threatened with death.

- Also, young sportswomen were strongly blamed, especially following the publication of their pictures dressed in shorts in the sports press. These photos have also triggered a strong controversy over the investment of Muslim women in sport (Belaid, 2003).
Polemic around the sports engagement of Muslim women:

**Sportswear**

- Short was considered a Western garment that does not respect Islamic values and the identity of Muslim women.

- The wearing of shorts by women is a kind of useless and immoral exhibition since it constitutes "a source of corruption for young people".
Polemic around the sports engagement of Muslim women:

Representation of women's sports involvement

• Competitive sportswomen are perceived as exceptional women.

• They belong to a category of women called "abnormal, perverted, subject to sexual and psychic disorders that distance them from the general type of their sex".

• What seems to be recommended to women, "it is simple games and exercise such as walking, tennis or golf and not athletic games that produce in their homes very regrettable transformations, either in their forms or in their psyche ".
Women's Sport / Men's Sport
The body at stake

• Currently, Tunisian sport tends to feminize. Nevertheless, women's sporting engagement always poses challenges, especially with regard to the body.
Women's Sport / Men's Sport
The body at stake

• The body is a sociocultural construct.

• This construction respects the gender norms and traces the outlines of the models of the female body and the male body socially valued.

• The attributes of the genre emerge through gestures, ways of holding the body, forms of self-presentation, care and ornaments of the body, etc.
Women's Sport / Men's Sport
The body at stake

• Paradoxically, competitive sport produces a body that does not take into account socially constructed attributes of gender.

• He values a strong, muscular, efficient, competitive body whose appreciation depends on male standards.

• Masculinity constitutes the frame of reference in the sports field, given the completely physical aspect of this practice (Bryson 1990).
Women's Sport / Men's Sport
The body at stake

• The sports body symbolizes the natural superiority of men over women. It is a logic that is based on biological essentialism and makes sense through the bodily performance.

• The sports body conveys an image of perfection that embodies the portrait of a "hegemonic masculinity".

• It diffuses an image of accepted power as a "fact of nature", and when it is integrated with social relations, it highlights the hierarchy between the sexes and reinforces the order of gender (Guillaumin, 1992).
Women's Sport / Men's Sport
The body at stake

• What is the experience of the body of Tunisian women practicing sports recognized as masculine: judo and football?

• How do these women experience the relationship between femininity and masculinity in their bodies?
Women's Sport / Men's Sport
The body at stake

• Sportswomen, judokats and footballers confirm the lagging situation of so-called masculine sports practices, such as judo and football, with the social construction of the body.
Women's Sport / Men's Sport

The body at stake

• Judokas opt for the use of "gender parades" (Goffman, 2002) to heal their bodily appearance.

• They want to assert themselves as women by wearing women's clothes and accessories, with the aim of staging the attributes of "good femininity".

• Judokas tend to reproduce dominant gender norms.
Women's Sport / Men's Sport
The body at stake

• The footballers reject the agreed figure of the "feminine" and show a form of assimilation of the manners of being "man" that they want to display by:
  • Compression of the chest,
  • Men's fashion clothing uses,
  • The absence of any type of body ornament.
• The women footballers tend to assume their masculine tendency and invite to the change of the social glance on femininity, even to the acceptance of different types of femininity.
Gender and Physical education didactics
Hajer Ben Joma, Zeineb Zerai

25-30 June 2018  Aristotle University of Thessaloniki, Greece
Gender and didactics

Author - Hajer Ben Jomaa

• Several researches into gender arouses an increasingly massive scientific productions. They are multi-disciplinary and intelligible about a “boundary” concept (sociology, sociology of education, didactics, etc.) which has stayed widely virgin for didactics (Roustan-Jalin, Ben Mim & Dupin, 2002).

• This blooming results a clear and rigorous presentation of new tools and concepts which are forged within a didactical approach all around the notion (Amade-Escot & Verscheure, 2004, 2007; Costes & Amade-Escot, 2005; Vigneron, 2006; Cogerino, 2004; Sarrazy, 2001; Mosconi, 2003; Clot & Faïta, 2000) in order to encompass both masculine and feminine in the professional didactic spaces.
Gender studies in Physical Education (PE) didactics

• “the gendered links to knowledge”;
• “the gender inequality in teacher/student(s) interactions”;
• “the differential didactical contract” (Schubauer-Leoni, 1996) in the professional didactic spaces.
Gender and the issue of knowledge

• Considering the main focus on the issue of knowledge in several scientific disciplines depending on genders, the matter of gender is well represented in didactic (Blondin & Lafontaine, 2005):

  ✓ Women surpass men in reading, and language, although men surpass women in sciences and mathematics.
  ✓ Attitudes are more stereotyped in mixed learning groups.
  ✓ Performance difference according to gender increases over the age.
School inequality problems related to gender in Tunisia: The case of Physical Education (PE)

• Gendered relationships exist in PE class. They are revealed and have a major influence on learning process and academic success.

• Inequalities between boys and girls in PE lessons (such as relying mostly on boys students to demonstrate the gesture or to lead class-groups) and what results from marginalization, stigmatization, even exclusion effects. These effects are the source of learning and school integration difficulties of some girls (Amade-Escot & Verscheure, 2007).
School inequality problems related to gender in Tunisian context: The case of physical education,

- Boys get higher marks in physical education, in despite of girls: Inequalities in learning and evaluation process.

- We don't really do an egalitarian physical education despite its mixed aspect (OI, 1985) ! An unequal teaching, cultural backgrounds, representations and sociocultural stereotypes (which affect the way of teaching of the teacher) might explain these inequalities.
Taking into account an unequal and hierarchical differentiation system of feminine/masculine norms embodied in physical education, in Tunisia into:

- The pedagogical practices,
- Groups organization strategies of teaching and learning,
- The choice of programmed sports activities,
- Teacher’s (men and women) representations,
- Boys and girls motivations regarding to one sport activity or another,
- Boys and girls feelings of competency, etc.

As is the case with scientific disciplines, physical education, which relies on sports, is known as a “masculine” discipline.
Professionnal gender and teaching practices

• On the professional didactic side, the term of « gender » has emerged in the domain of teaching activity analysis in professional working situations.

• This notion is built through “a stock of act, routines, conceptualizations” (Clot & Faïta, 2000), to which every teacher belongs in a more or less thorny way.

• All this refers to a particular context, knowing how to apply to others, how to establish an activity to be taught.
The teaching practice and the link to body (masculine vs feminine) in Tunisia

- In physical education: teacher’s body (male or female) is considered as body holder of knowledge and action. It is a “didacticized” body which represents the content and the container of knowledge object (Ben Jomaa & al. 2018).

- The PE teacher (masculine and feminine) refers to his own representation regarding to physical activities and his link to body, link to knowledge (Vigneron, 2004).
The teaching practice and the link to body (masculine vs feminine) in Tunisia

- He or she refers to gestures, to distances (Forest, 2006), to proxemics forms (Hall, 1966), to ostensive forms (Salin, 2002), in order to transmit the knowledge as “nothing can be all said, there is an obligation to show, to demonstrate in order to go forward with knowledge” (Legrand, 2006).

- He or she cannot use his or her body in the same way to teach: masculine body vs feminine body of PE teachers.
A mode of regulating feminine physical engagement ...

A mode of techniciste masculine physical engagement ...

...
Gender and didactics

Author - Zeineb Zerai

The subject of didactics deals with the conditions for giving access to knowledge.

Knowledge is therefore central because it is involved in two processes:

✓ The learning process that concerns students.
✓ The teaching process that concerns teachers.
In both these processes, the gender dimension is very present. Differences in body and sport relationships between girls and boys are problematic in that the school system values the "male" sport model instead.
Gender and PE learning

In view of the considerable differences often observed between girls and boys, a central question relates to the learning actually done by girls.
Observation of departure

Handball

Male trend

The play area is dominated by boys. Girls are dismissed by boys

A respect for rules that they do not really understand

A responsibility within a group difficult to assume

Possibly rough contact with each other
Consequences

Limited girls' learning compared to boys

They are convinced of the limits of their skills

Girls curl up in a protective attitude

They become simple "players" accompanying
It becomes essential to re-enroll girls in a real confrontational activity and not to let them practice imitations of games with sterile exchanges.

By developing a body of knowledge specific to team sports and women's handball at school in particular.
The example of Verbalization between girls

Debate of ideas between girls

make the action speak

Verbalization between girls
The example of Verbalization between girls

• This important time of verbalization reserved for learning, allowed a significant investment of the players and led to a considerable development of knowledge and motor skills.

• As learning progresses, girls gradually develop forms of initiatives in the game, through decisive and thoughtful gestures.

• Improving motor skills is accompanied by improving self-confidence.
The example of Verbalization between girls

The transition from a simple individual reflection to a more complex and elaborate collective reflection is beneficial for learning.

Favorable effect of the learning condition with verbalization, among the girls, on the action plan, on the relevance of the choice and on the effectiveness of the action.

The construction of new knowledge is the result of a long history of interaction between the different answers given to the problem situations posed by the game and the forecasts of actions envisaged during verbalizations.
The example of Verbalization between girls

Verbalization between girls + Team sport = Effective and sustainable learning

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GENDER MANAGEMENT AND ENTREPRENEURSHIP: ITS RELATION TO UNIVERSITY EDUCATION

Chedlia Fitouri
Legitimacy

• Unemployment, the massification of university education and the LMD system are the main factors requiring entrepreneurship education as a career opportunity.

   (Chambard, 2013/Dabale et Masese, 2014)

• It is necessary to create new teaching methods to develop education for entrepreneurship.

   (Muller, 2004/Leclair et Redien-Collot, 2013)
The social and liberal feminism applied to the entrepreneurship sector confirms inequalities and suggests a reformative approach to gender equality. (Fisher, Reuber et Dyke, 1993/Watson et Newby, 2005/Baughn, Chua et Neupert, 2006)
THEORETICAL OBSERVATION

• Women are inhibit in the emergence of entrepreneurial intent and in the elaboration (Allen et al, 2008).

• Reitz et henrekson (2006) found that in many entrepreneurial training, searchers observe that men progress as faster as women.

• The environment, such as banks, suppliers and specialized networks, constitutes a barrier to the promotion of women's entrepreneurship (Leclair et Redien-Collot, 2013).
• The impact of women's entrepreneurship depend on training and professional competence (Mueller, 2004).

• Women could be the source of value creation (Fouquet, 2005).
SPORTS AND ENTREPRENEURSHIP

• For Neumaier (2003), sports science is a multidisciplinary sectors and a career opportunity that gives an important role in the economy, but also creates social value.

• Entrepreneurship in sports doesn’t only promote the economic factor, but it develops the social, the educational and the health factors (Ratten, 2011).

• This entrepreneurial process depends on the entrepreneurial intent:

GENDER AND SPORTS IN TUNISIA

44% unemployment of women graduates against 22% of men

7% Women Managers

20% Women Entrepreneurs

women are under-represented in sports organizations
In Tunisia power and decision are held by men!!!

This inequality between men and women does not allow women's potential to be exploited and to achieve social and economic balance.
AXIS OF RESEARCH

- Gender and Management In the public sectors
- Gender entrepreneurship in the private sectors
- Gender and entrepreneurial intent at the students
- Gender and obstacles at the entrepreneurs
IN TUNISIA

- Women are in the incongruity role of the gender in society.
- The majority of women work in the informal economy.
- Disinterest of politicians and specialized structures about inequality in the entrepreneurship.

Incompatibility between ISSEP training and jobs. A saturation at the public jobs against an unsaturated private jobs (83% do not practice sports in Tunisia).
• It’s necessary to train just as men as women entrepreneurs in the sports university.

• This promotes a solution to unemployment and allows sustainable development in the social and economic sector.
A new orientation of sports towards equality between W/M in the social and economic sector
What has been achieved

Modules taught during the year 2016-2017:

➢ Sport and gender;
➢ Gender and education: physical education challenged;
➢ Sport and vulnerability.
➢ Gender and diversity in physical education
➢ Gender management and entrepreneurship in sports organizations
Moodle

Cours 6 : Gender and diversity in physical education
Cours 5 : Gender and collectives sports
Cours 4 : Gender, management and entrepreneurship in sports organizations
Cours 3 : Sport and vulnerability
Cours 2 : Gender and sport
Cours 1 : Gender and education: Physical education in question
Beyond ‘GeSt’ project

• The experience of the Gest project has allowed us to integrate gender studies, in the form of modules, into a Master's degree Research: Applied Human Sciences in Science and Technology of Physical and Sports Activities
1 / Specialization course: Human and social sciences applied to APS

2 / Specialization course: Didactics of physical and sports activities
Gender studies have thus been incorporated into a particular field of teaching and research: Sport
Thank you for your attention!!!

Manouba Team