

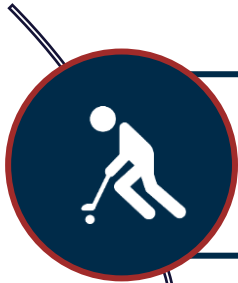


ENGLAND HOCKEY

ED&I PLAYERS SURVEY (JUNE 2021)

WHY WAS THE RESEARCH CONDUCTED?

To inform England Hockey's Equality, Diversity and Inclusion (ED&I) Advisory Group, a research project was conducted to look into the following objectives:



To understand the hockey family's attitudes and opinions on equality, diversity and inclusion in their sport.



To explore the lived experiences of diversity, equality and inclusion of people engaged in hockey, including the barriers faced by people from a variety of backgrounds.



To gather ideas and recommendations for how hockey can become a more inclusive sport.

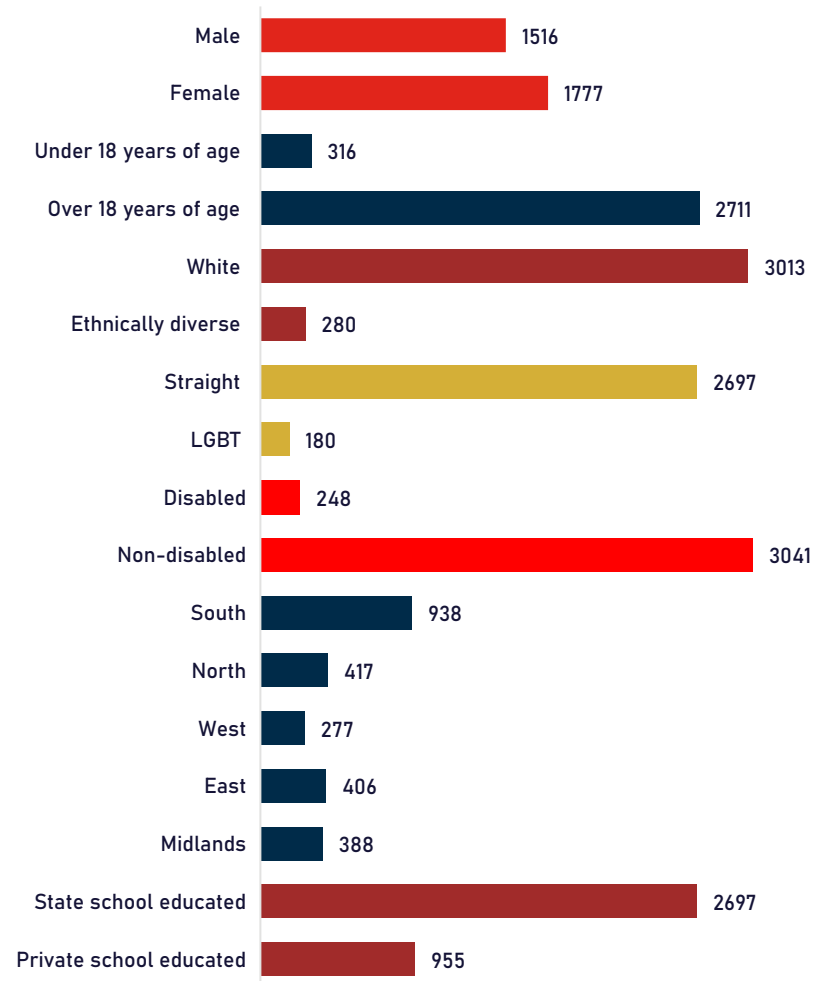
WHO TOOK PART IN THE RESEARCH?

A quantitative survey was live from 4 March – 18 April 2021. The survey was promoted via England Hockey (EH) communication channels including:

- direct emails
- social media
- EH website
- EH electronic newsletters.

In total, 3,693 responses were achieved from the survey. A breakdown of the demographics of the respondents can be seen to the right.

The majority of respondents were white, non-disabled, straight adults with a state educated background. Other than gender and location, the sample was not representative of the national population or the hockey population. The sample was low on representation from young people and children, people from diverse ethnicities and religions, people with a disability and people with a state education, in comparison to the national population.



WHO HAS CONDUCTED THE RESEARCH?

The survey was administered by England Hockey, and the analysis and reporting has been completed by independent market research agency Sports Marketing Surveys.

SMS is an experienced sports research agency supporting a diverse range of global clients since 1984. SMS have recently completed ED&I research for governing bodies in golf and are a long-term research partner for a number of sports federations specialising providing impartial research services.



POINTS OF NOTE

In a research programme such as this, it is very important to 'read between the lines'. The subject of equality, diversity and inclusion (ED&I) is an emotive one, and the topic itself may have a bearing on the kind of people who were attracted to answer the survey.

Those with strong pro-diversity views or people with experiences of exclusion may have seen the survey as an opportunity to share their views, while those with strong anti-diversity views may have chosen not to take part.

The survey did not collect any personal details at all, to allay any possible fears that views could be identified or attributed personally.

The survey was possibly not received as widely as would be desirable amongst under represented groups, however the sample sizes are sufficient to give directional indicators of opinion amongst these groups.

The survey that was promoted as part of this programme is most likely to have reached people who already have a relationship with England Hockey.

It should be noted that people who had a negative ED&I experience of hockey and / or who had previously chosen to no longer engage with the sport, may be unlikely to be included in the panel that completed the survey.

It is also unlikely that those who have never tried or heard of hockey would have come across the survey. Understanding the perceptions and lived experiences of those not currently engaged in a sport can be as valuable as learning about those who are already or previously engaged in the sport.

While very relevant findings and indications of potential forward-direction can be gathered from the groups covered by the research, it is imperative to bear in mind the representation of the population in the survey's panel of respondents.

SUMMARY OF FINDINGS

- Hockey as a sport is seen as having strong inclusive qualities and the potential to be more inclusive. But the perceptions and lived experiences amongst many of those already engaged in the sport, demonstrate that hockey is currently considered a 'white, middle class sport'.
- This research found that which school you go to has a big impact on the opportunities for young people to start hockey early, participate more often and progress through performance pathways. Coupled with a reported culture of conscious or unconscious favouritism and an exclusive "in-crowd", a number of respondents have had negative ED&I experiences of hockey. Education and schooling was identified as the key future focus area to improve inclusiveness in hockey.
- There is a strong perception that hockey is not a sport that is affordable for all, and this is confirmed by financial costs being one of the key barriers to participation. Addressing the affordability of the sport (inc. costs for equipment, facilities, membership, coaching) was identified as a key future focus area to growing the grassroots base of the participation pyramid.
- There were a number of examples of good ED&I experiences in hockey. But the research found that others poor attitudes and behaviour were the most common barriers to engaging in hockey. Responses also indicated that for some people involved in the sport there is a lack of awareness of what good ED&I practice looks and feels like in action.
- The sample for the project was by demographic definitions not a diverse panel. The research identified both positive and negative experiences of under-represented groups which can only be considered as indications rather than trends. The volume of feedback on issues related to education, exclusivity and affordability overshadowed issues relating to the ED&I amongst under-represented ethnicities and disability groups in this report.
- The open ended questions in the survey gathered some highly emotional as well as constructive feedback for England Hockey to take away and consider. The overall sentiments from respondents were that they would like to see fair and purposeful actions taken by England Hockey to make a difference to the sport they love.

KEY FINDINGS

WHAT PEOPLE THINK

The majority agree that hockey as a sport and their club are inclusive. They didn't agree as strongly that England Hockey and regional hockey organisations were Inclusive.

"A white, middle class sport"

"I believe hockey has the capacity to be highly Inclusive"

People believe there is a disparity of opportunities to play and progress in hockey depending on where you go to school.

Hockey is not seen as affordable to people from lower income families.

WHAT PEOPLE FELT

People felt disadvantaged and overlooked in their participation and progress especially due to family heritage, education or club.

"As a child I went to local trials however felt that my face didn't fit in due to not attending private school. It was very obvious that I didn't belong in that circle."

Others poor attitude and behaviour and financials were key barriers to participating in hockey.

WHAT PEOPLE WANT TO SEE

The most important area to focus on was identified as education and schooling followed by socio-economic.

"Grassroots is the future of hockey"

"Coaches - they have a massive influence on how inclusive a club can feel for anyone and everyone"

People most want to see children introduced to hockey earlier and the profile and provision of hockey in state schools and links with all local clubs increased and improved.

RECOMMENDED NEXT STEPS

Based on the representation of the sample who completed the survey and the responses from those who completed the survey, this research recommends that England Hockey consider giving attention to the following next steps:



Gain an understanding of the perceptions of equality, diversity and inclusion in hockey from those who are not currently engaged with hockey (inc. lapsed players and those who have never tried or even heard of hockey).



Gain greater understanding of the lived experiences and perceptions of hockey from people from under-represented groups in England.



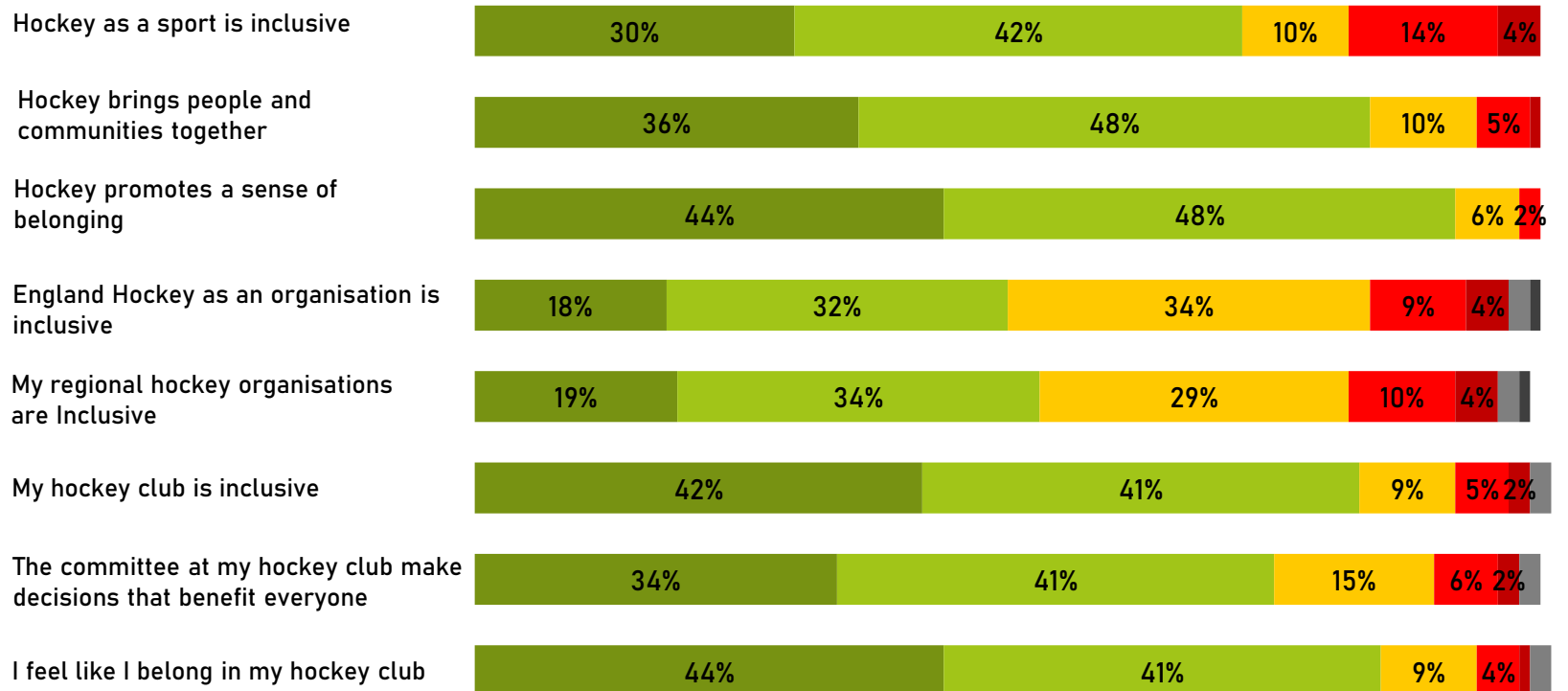
Based on the responses from those who completed this survey, the EH membership would like England Hockey to focus their attention on improving ED&I in education and schooling.

WHAT PEOPLE THINK



PERSPECTIVES | All respondents

Q. To what extent would you agree or disagree with the following statements?



The majority of respondents tended to agree that hockey as a sport is inclusive and has inclusive values, and that their club is inclusive. With regards to England Hockey and regional hockey organisations, just over half of the respondents agreed / strongly agreed that they were inclusive, and around a third of respondents neither agreed nor disagreed. Further questioning would be required to see if respondents are neutral due to little or no direct experience/interaction with those bodies to make a fair decision.

■ Strongly agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Strongly disagree
 ■ Not applicable
 ■ Prefer not to say

Base: 3435

WHAT PEOPLE THINK | KEY THEMES

Q. Please explain why you gave these responses, drawing on any experiences that have shaped these views.

A white, middle class sport

There is a very strong consensus amongst respondents that hockey is known as a 'white, middle class sport'.

Unbalanced youth opportunities

Comments about the disparity of opportunities for youth participation between state and independent schools was the most commented on theme, indicating that it is a strongly held view.

Anyone can play hockey

Amongst some respondents there appears to be an underlying belief that as anyone can join a hockey club that this must mean that the sport is inclusive.

Unaffordable for some families

A number of respondents thought that the costs to play hockey meant that the sport wasn't accessible to those from lower Income families. Costs include equipment, membership and match fees, facilities, coaches and travel.

An exclusive sport

There appears to be the perception that hockey can have a culture of exclusivity. Those from underrepresented groups believe it can be difficult to engage with the sport and it's existing participants.

Favouritism in the sport

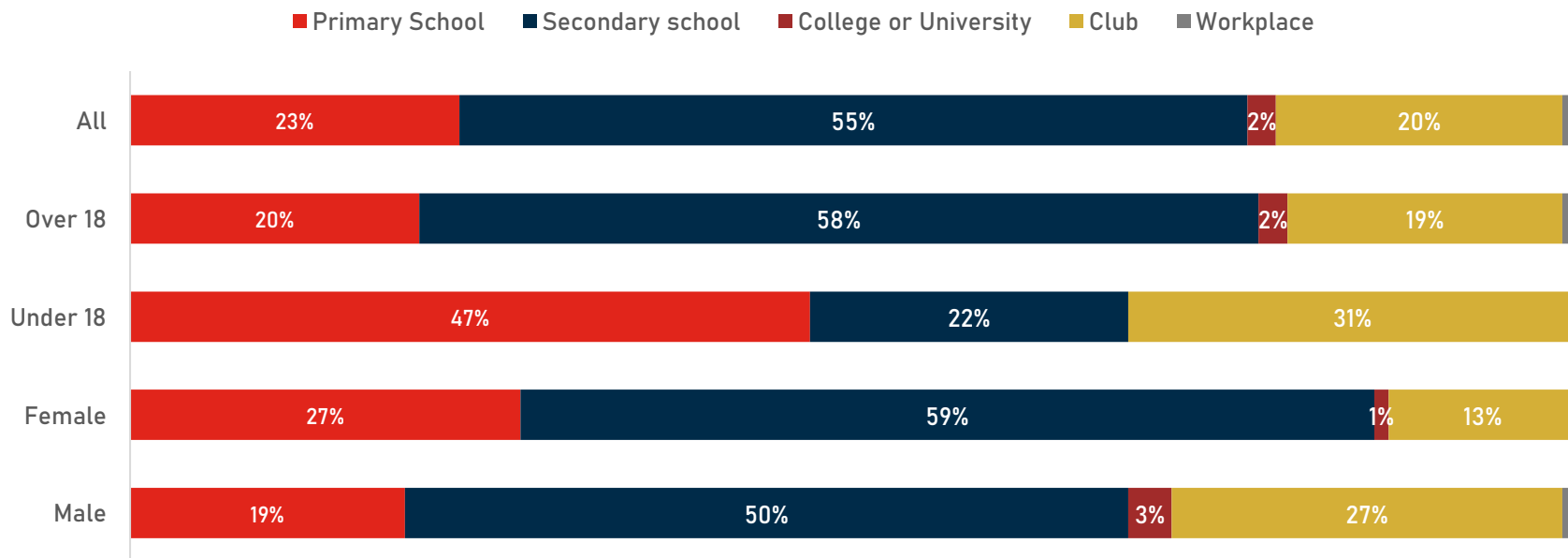
There were a large number of comments about those working on the front line of hockey being perceived as favouring players from specific backgrounds (e.g. private schools, larger / elite clubs).

WHAT PEOPLE FELT & THEIR LIVED EXPERIENCES



LIVED EXPERIENCES | WHERE DO PEOPLE TRY HOCKEY?

Q. Where did you first try hockey?



Base: 3148

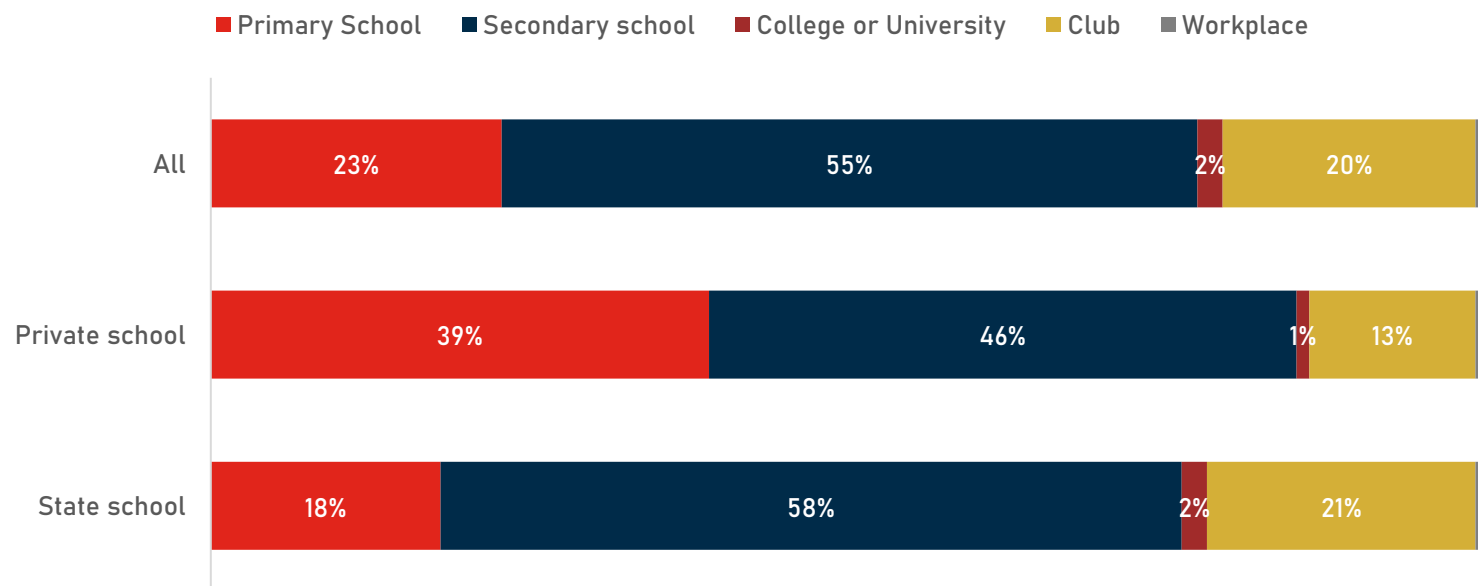
The vast majority of respondents first tried hockey in a school setting, with only a fifth of people first trying it at a club. Workplaces and College or University were the least common places to have first tried hockey.

A higher proportion of those aged under 18 years first tried hockey at primary school or a club rather than secondary school. For those aged over 18 years, secondary school was the most common place to have tried hockey.

A higher proportion of boys/men tried hockey at a club compared to girls/females who tried hockey more often in a school setting.

LIVED EXPERIENCES | WHERE DO PEOPLE TRY HOCKEY?

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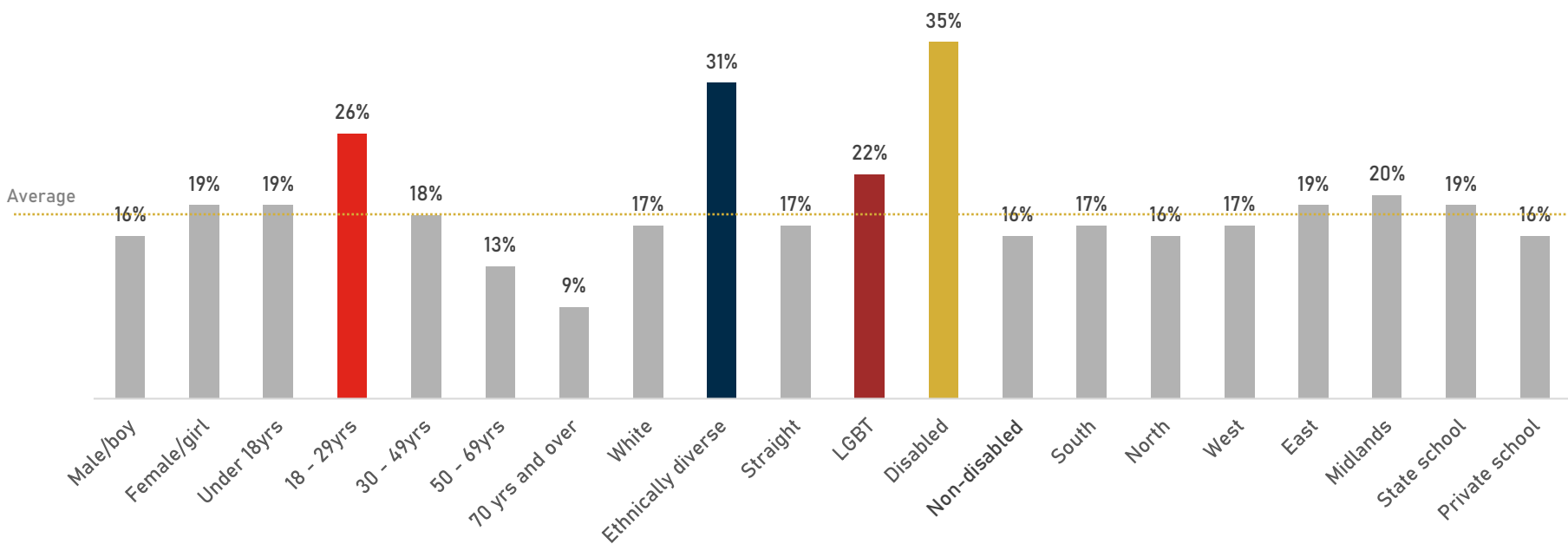
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Far more respondents who attended a private school first tried hockey at primary school compared to those who attended a state school.

A higher proportion of state school educated respondents first tried hockey at a club compared to private school educated respondents.

LIVED EXPERIENCES | WHO FACES BARRIERS?

Q. Have you ever had any barriers or experiences which prevented you from being involved in hockey?



Base: 3435

The top barriers for 18 – 29 year old's were confidence or motivation, other people's poor attitude, financial and geographical.

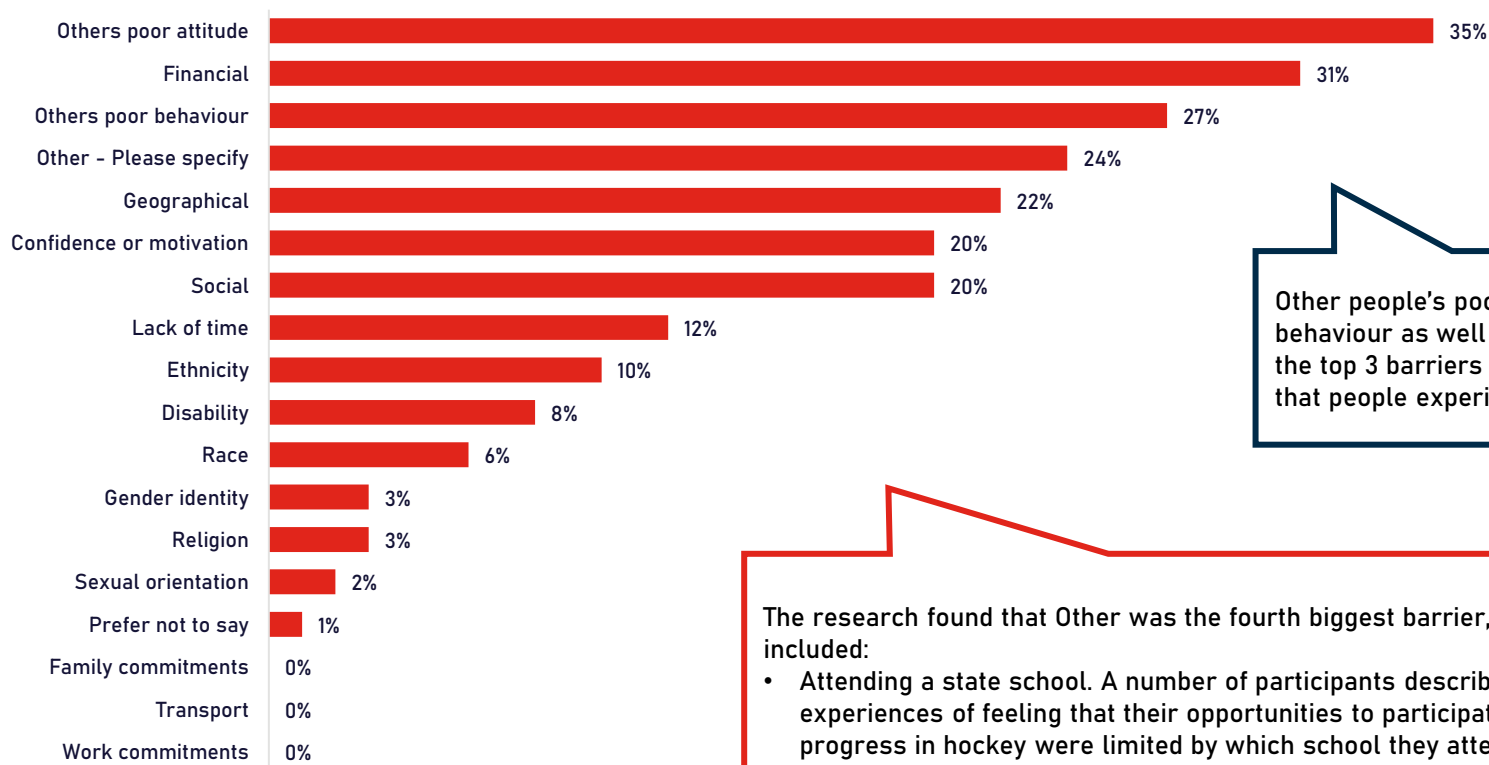
The top barriers for ethnically diverse respondents were ethnicity, others poor behaviour and attitudes, and financial.

The top barriers for LGBT respondents were others poor attitude, financial and sexual orientation.

The top barriers for disabled respondents were disability and others poor attitude.

LIVED EXPERIENCES | WHAT ARE THE BARRIERS?

Q. You stated you have faced barriers or experiences which prevented you from being involved in hockey. Can you share what the barriers were or what the experience related to? Please tick all that apply.



Other people's poor attitude and behaviour as well as financial were the top 3 barriers to participation that people experienced.

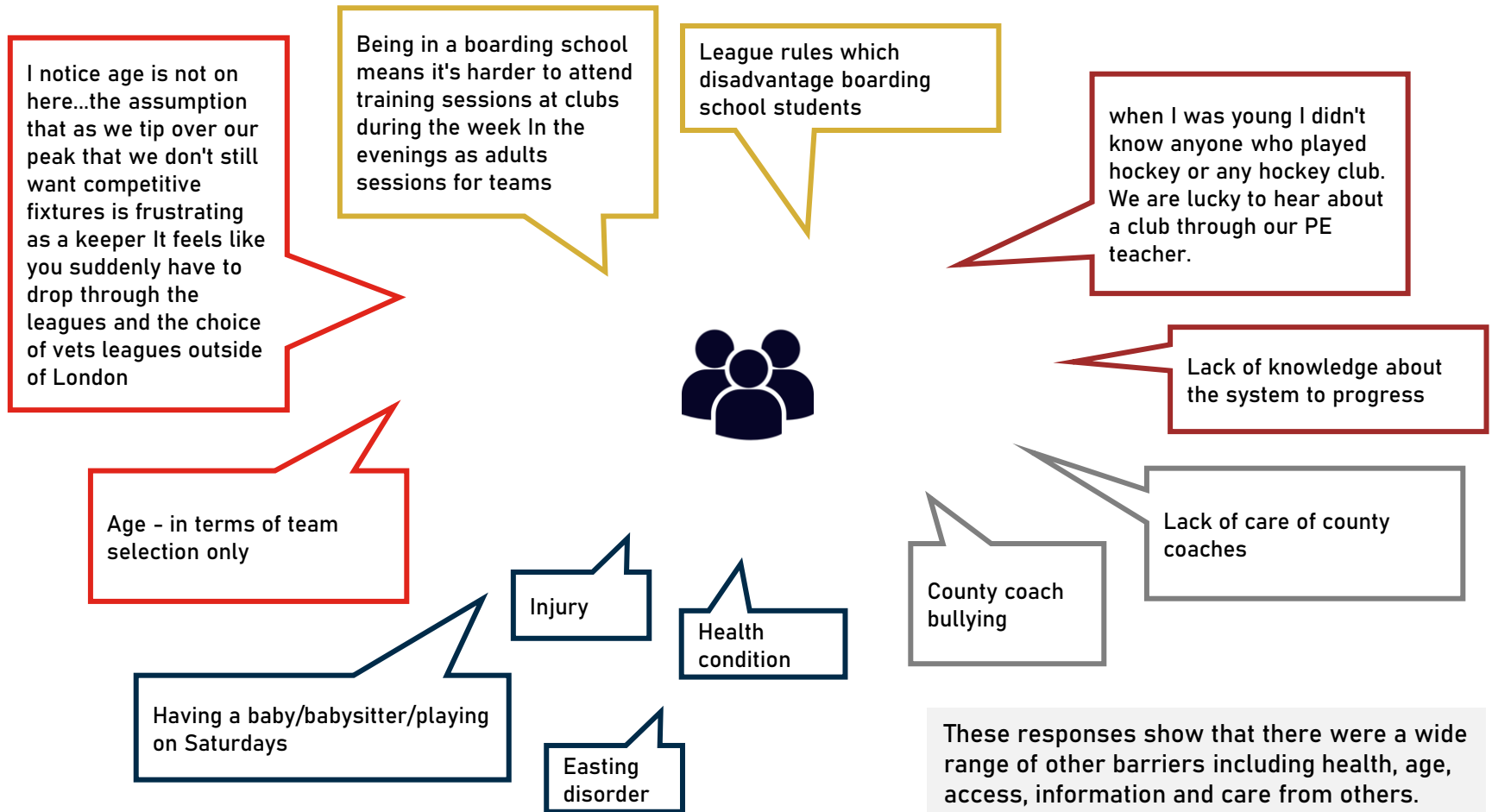
The research found that Other was the fourth biggest barrier, which included:

- Attending a state school. A number of participants described their experiences of feeling that their opportunities to participate and progress in hockey were limited by which school they attended.
- Favoritism and elitism within the sport. These were related club, age, social class and family heritage.

Base: 618

LIVED EXPERIENCES | WHAT OTHER BARRIERS?

Q. You stated you have faced barriers or experiences which prevented you from being involved in hockey. Can you share what the barriers were or what the experience related to? (answers to Other please specify).



LIVED EXPERIENCES | POSITIVE

Q. We really value knowing examples of your experiences so please use the box to explain why you gave these responses

As a 71 year old Back to hockey player (previous experience on grass at school level) and in between that a track and field sprinter in the masters at county and international level, the hockey family welcomed me, with no discrimination due to age, and made me feel so welcome, helping me to adjust to a different stick, surface and rules. I do hope to return to play hockey again one day, In the meantime I am practicing In my garden!

I'm 13 and play in the men's team - they have really made me feel included even though I'm younger than all the other players by years , and I really enjoy playing at that level

I have played for a hockey club off and on for the last 20 years. They have always accepted me back, with work commitments on Saturdays they regularly found space for me In a team whenever I was off they even included me midweek vets side just so I could play more hockey.

I'm a mum who stopped playing when I had children. I now enjoy playing in family fun games which a number of clubs in the area organise together. The games are a real positive experience for myself and the whole family! My club has a huge family feel and does a lot to provide playing opportunities for all ages.

The hockey club has been the only physical activity my two girls have been able to participate in around the last three lockdowns. It's been so nice to watch all of the children mix and do something In the community outdoors. The leaders have coached the children wonderfully. Thank you

To a hockey novice, our club has welcomed us, encouraged us and played a big part in our daily lives. There Is a mix of children and ages all involved In enjoying this sport

As a gay woman, I am completely accepted at the Club and allowed to be true to myself.



LIVED EXPERIENCES | NEGATIVE

Q. We really value knowing examples of your experiences so please use the box to explain why you gave these responses

"As a child I went to local trials however felt that my face didn't fit in due to not attending private school. It was very obvious that I didn't belong in that circle."

"As a young BAME player, older white players aren't always as accepting or say things that are inappropriate, following with "but not you, you're cool, other people of your race"."

"(My) club seems very focused on the men's first team and junior boys. Girls and ladies team very much a second thought."

"Homophobic comments are rife at club level. No challenge and any challenge is brushed under carpet because those who challenge 'are too sensitive' and should 'ignore it as no harm was meant' "

"Coaches in clubs and pathways have always been from private and independent schools and when it comes to selections they are bias to their own players. It's definitely a case of who you know and what school you go to and not how good you are."

"During my younger years playing youth hockey I felt massively disadvantaged by not being from a "hockey family." At both club and eventually county level the kids whose parents played together stuck together, they knew the coaches, what was expected."

"South Asian origin parent with a biracial player. As a family, we have concluded that it's about who you know at the club & regional level. It's a cliquey environment. There's greater hurdles and you can be easily brushed aside if you're not chums. I've raised a blatant racist issue with the club previously and it was dealt with in such an appalling way, indicating how white and archaic the environment is."

"The majority of girls in my daughters hockey club go to the local private school - there's an atmosphere of them and us, with in jokes and chumminess expressed that is not Inclusive of all."

"I have found the attitude to Asians wholly discriminatory and have had to endure racist attitudes and abuse. An example is that it is seen as toughness when a white player is physical but dirty hockey when an Indian player does the same thing."

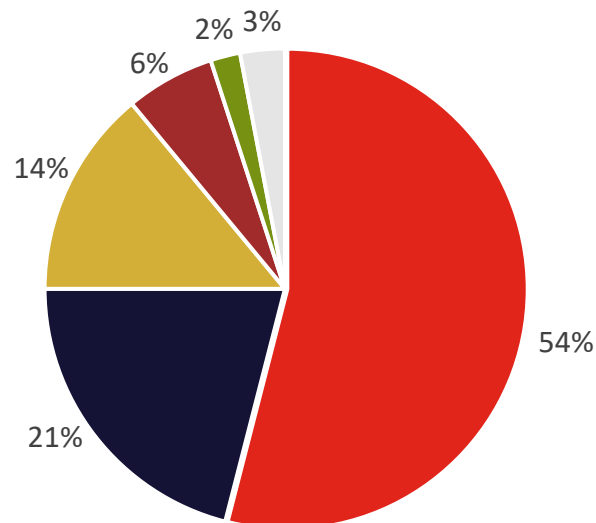


WHAT PEOPLE WANT TO SEE



WHAT PEOPLE WANT TO SEE | FOCUS AREAS

Q. Following consultation with the hockey community in the Autumn of 2020, four themes were identified as priority areas for hockey to be more inclusive. Which area do you believe is the most important to address?



- Education and Schooling
- Socio-economic
- Underrepresented Groups
- Governance
- Other
- Prefer not to say

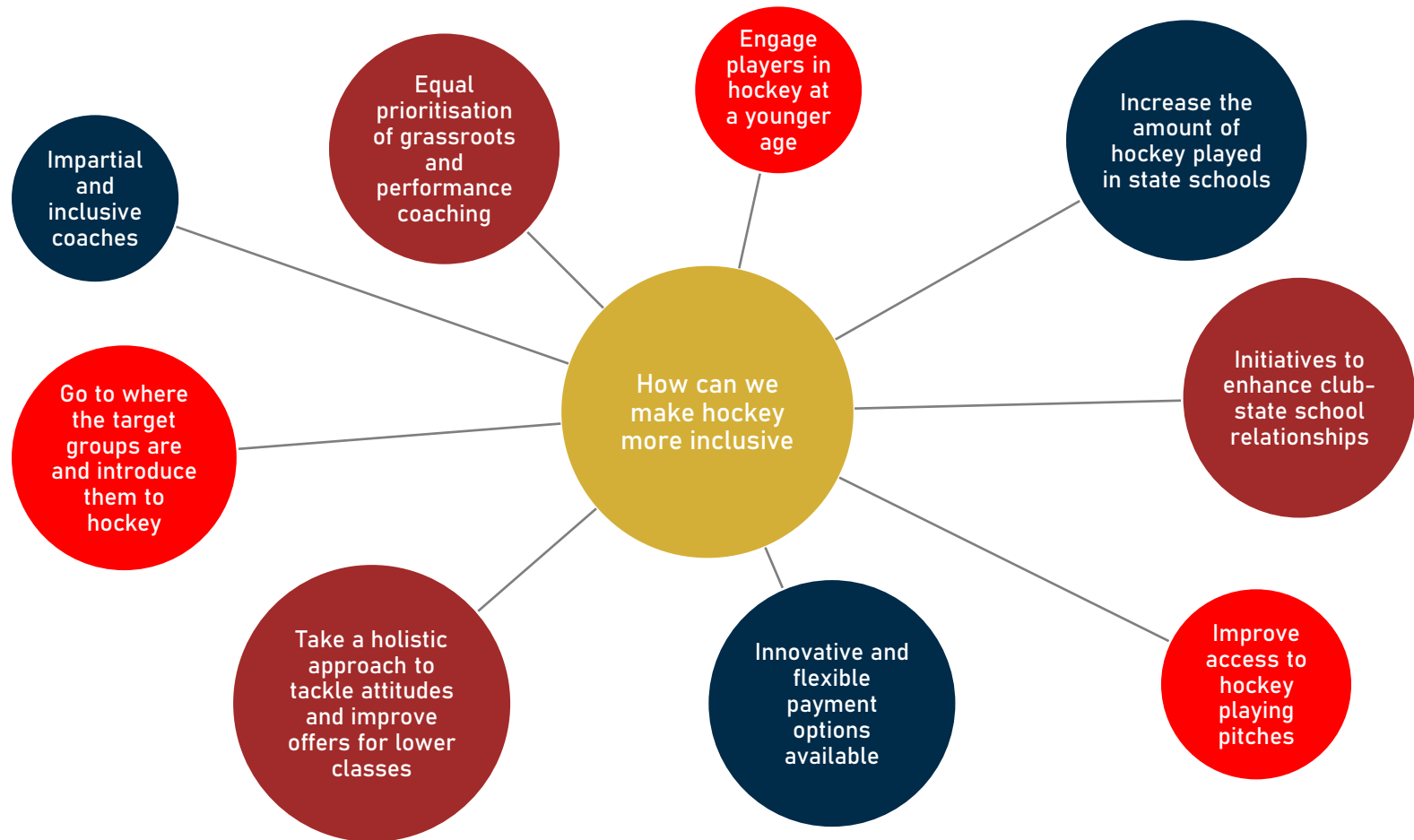
“Do not see each in isolation, but rather interlinked”

“I believe they are all equally as important”

The area that respondents felt was most important to focus on was education and schooling followed by socio-economic.

WHAT PEOPLE WANT TO SEE | SUGGESTIONS

Q. What one specific action do you think could be taken that would make hockey more inclusive?



WHAT PEOPLE WANT TO SEE | KEY FINDINGS

Q. Why did you select this area and how do you think it could be addressed?

There were a number of recommendations for coaches involved in delivery to consciously adopt more impartial and inclusive practices. It was also noted the need to equally prioritise coaching at grass roots as well as performance levels.

There were a wide range of recommendations and comments for England Hockey and regional associations, the overall sentiments were that respondents would like to see them both take fair and purposeful actions to make a difference to ED&I in hockey.

A range of innovative suggestions were made around how the barrier of costs could be tackled to make hockey affordable to more people. Recommendations included flexible payment options, family discounts, reduced fees for new members and bursaries for low income families.

Access to playing pitches was noted as a key area respondents would like to see prioritized. Respondents provided suggestions around EH advocating for less 3G pitch installations, shared facility usage and strategically allocated facility development funding.

There was a strong consensus amongst respondents that children should be given more opportunities to try and participate in hockey from a younger age in order to broaden the long-term participation base of the sport.

There were a range of responses about how clubs can help make hockey more inclusive in their community. In particular improved and more club-state school links in terms of coaching provision, facility access and sign-posting.

Many respondents recommended that the profile and provision of hockey in schools is increased. This could be in PE lessons, after school sessions and even improvements in teacher's awareness of their local hockey clubs so they can actively promote them to children.

Respondents recommended actions that holistically tackled barriers people from lower socio economical backgrounds face when playing hockey. These included going to where they are to promote the sport, incentives for clubs to actively work to improve their membership diversity as well as educational resources to help improve the attitudes and behaviour of those already engaged in hockey.

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