

**EUROPEAN HANDBOOK FOR GENDER
EQUALITY, EQUITY, INCLUSION IN SPORT:
A PERSPECTIVE THROUGH THE ERASMUS
+ WOMEN-UP PROJECT**

Editors:

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EXECUTIVE SUMMARY

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1. INTRODUCTION

The Handbook on Gender Equality, Equity, and Inclusion in Sports is an intellectual output of the Women in Sport: Gender Relations and Future Perspectives (Woman Up) project, co-funded by the European Union. This comprehensive guide aims to raise awareness and inspire action toward creating a network of support for gender equality in the realm of sports. By engaging stakeholders, including sports operators, policymakers, educators, and citizens, the Handbook emphasizes the value of sport and physical activity while highlighting strategies to promote gender equality, equity, and inclusion.

This Handbook is a substantial resource consisting of eight chapters, each led by esteemed organizations in the field. It covers a wide range of topics and provides valuable insights and guidance for advancing gender equality in sports. The first chapter sets the foundation by exploring the importance of physical activity for individuals of all sexes and ages. This highlights the numerous benefits of engaging in sports, including improved physical health, enhanced mental well-being, and stronger social connections. The subsequent chapters delve into the unique challenges and benefits experienced by women in sports. They shed light on significant issues, such as maternity, menstruation, and female trials, offering valuable perspectives and strategies to address them. Additionally, these chapters examine the risks associated with physical inactivity and stress the importance of promoting health equity through inclusive and gender sensitive approaches.

The Handbook also dedicates considerable attention to the governance of sports organizations through gender lenses. It addresses the underrepresentation of women in leadership positions, the critical need for gender equity in sports organizations, and the barriers women face in accessing leadership roles. Moreover, it provides effective strategies and recommendations for promoting gender equality in decision-making processes within sports organizations. Another crucial aspect covered in the Handbook is sports legislation and potential gender discrimination in European countries. It provides an overview of existing legal frameworks and scrutinizes examples of gender disparities in sports legislation and policy. By analyzing the economic aspects of female participation in sports, including pay gaps and financial disparities, the handbook advocates for strategies that promote gender equity in sports legislation and policy through advocacy and reform.

Furthermore, recognizing the dual career challenges faced by female athletes, the Handbook offers insights into the balancing act of athletic pursuits and other responsibilities. It explores the benefits and opportunities that arise from pursuing a dual career and provides practical strategies to support and empower female athletes to achieve their athletic and professional goals. Gender discrimination in the media is another significant concern addressed in handbooks. It critically examines gender stereotypes, biased portrayals of female athletes, and the profound influence of media representation on public perceptions and participation in sports. The Handbook presents strategies to challenge and overcome these biases, advocating for increased representation of women in sports media coverage and the disruption of stereotypes.

Education plays a crucial role in promoting gender equity and social recognition in sports, and Handbook dedicates a chapter to exploring this intersection. This highlights the challenges faced by women and girls in accessing sports education and provides actionable strategies to advance gender equity in educational settings. In addition, the handbook delves into the complex topic of intersectionality in

sports, considering the interplay of race, ethnicity, sexuality, and other social identities. It investigates how these intersecting identities impact participation and experiences in sports, sheds light on gender-based violence, and offers strategies to promote inclusivity and equity for individuals with intersecting marginalized identities. Throughout the Handbook, numerous case studies and scientific, technical, and pedagogical guidance have been presented to showcase practical and evidence-based examples of promoting gender equality in sports.

The Handbook on Gender Equality, Equity, and Inclusion in Sports serves as a comprehensive and invaluable resource for all stakeholders invested in promoting gender equality in sports. This highlights the importance of positive action and the creation of a support network to foster gender equality, equity, and inclusion in sports. By envisioning a future in which individuals of all genders thrive in the world of sports, the Handbook encourages collective efforts toward creating a more inclusive and equitable sporting landscape.

2. BACKGROUND

Gender Equality, Equity, and Inclusion have recently taken center stage in discussions among key policymakers and change-makers working to create a just and equitable society in which everyone, regardless of gender, can thrive and reach their full potential (Quintana and Borghi 2022). In the wake of this, this handbook serves as an unparalleled guide that sparks awareness and fuels decisive action to pave the way for achieving true gender equality within the realm of sports. Crafted as a remarkable intellectual output of the Woman Up project, generously co-funded by the European Union, this handbook amalgamates the profound expertise of esteemed organizations, bringing forth a treasure trove of strategies and insights to propel the march towards gender equality, equity, and inclusion in sports. Building upon the groundbreaking "AGES Project," which meticulously examined gender disparities in adolescent sports engagement and uncovered the persistent presence of gender stereotypes within the sporting domain, this project takes a bold stride forward. It recognizes the pivotal role of coaches and teachers, alongside other stakeholders, in promoting equal practice and comprehensive inclusion of adolescents in sports, aiming to put an end to the gender stereotypes prevalent in the six participating countries. We will navigate the rich tapestry of this handbook, unraveling profound insights and arming ourselves with actionable strategies to champion the cause of gender equality in sports.

There has been an increasing recognition of the significance of gender equality in various spheres of society, including sports. Sports have the potential to have a positive impact on individuals' physical health, mental well-being, and social connections, irrespective of gender or age (Balish et al., 2005; Balish et al., 2016). Engaging in sports and physical activity can contribute to improved cardiovascular fitness, enhanced muscle strength, and improved overall physical well-being in both men and women. It also plays a crucial role in promoting mental health by reducing stress, anxiety, and depression and enhancing self-esteem and body image (Alley & Hicks, 2005; Balish et al., 2016).

However, despite the numerous benefits that sports offer, gender disparities and barriers persist, hindering the full participation and inclusion of women and girls in sports (Fowlie et al., 2021; Hoerber, 2008). Research has shown that women and girls often face unequal opportunities, limited resources, and societal stereotypes, which discourage their involvement and advancement in sports. This can range from disparities in funding and resources allocated to women's sports programs to discriminatory attitudes and practices that limit access to training facilities, competitions, and leadership positions (Fowlie et al., 2021; Hoerber, 2008).

Studies have highlighted the persistent gender gap in sports participation rates, especially at the competitive and elite levels where women and girls are underrepresented (Fowlie et al., 2021; Hoerber, 2008). This underrepresentation can be attributed to a variety of factors, including societal norms and expectations, lack of role models and support systems, limited media coverage and sponsorship opportunities, and inadequate policies and programs that address gender equity in sports (Fowlie et al., 2021).

For example, Fowlie et al. (2021) examined the barriers faced by women and girls in accessing and participating in sports in a particular region. This study found that societal norms and expectations, such as gender stereotypes and cultural beliefs about women's roles and abilities, played a significant role in discouraging girls from engaging in sports. It also identified the lack of appropriate facilities, equipment, and training opportunities as barriers that limit participation and advancement in sports.

In a comprehensive analysis conducted by Hoerber (2008), gender disparities in sports were thoroughly examined, shedding light on the numerous structural and social barriers impeding women's participation and involvement. The study highlights the pressing need for transformative policy changes

and strategic interventions to effectively address these disparities. One key finding of this study was the importance of investing in women's sports programs and initiatives. By allocating resources and support to develop and nurture women's sports, opportunities can be created for female athletes to thrive and showcase their talents on an equal footing with their male counterparts. This investment can range from funding training facilities and equipment to scholarships and sponsorship opportunities, enabling women to access the necessary resources and opportunities to excel in their chosen sports.

Moreover, the study by Hoerber (2008) emphasized the significance of promoting gender equity in leadership positions within sports organizations. Breaking down barriers and biases that limit women's access to decision-making roles makes it possible to create a more inclusive and diverse sporting landscape (Hoerber, 2008). This not only empowers women to contribute their unique perspectives and insights but also serves as a role model for aspiring female athletes, signaling that their ambitions and aspirations are valid and supported. By implementing policy changes, targeted investments, and promoting gender equity in leadership positions, as suggested by Hoerber's analysis, we can foster a more inclusive and equitable sports environment for women to break down barriers and create a level playing field in which women's involvement and achievements in sports are celebrated and valued (Hoerber, 2008).

To address these challenges and promote gender equality in sports, it is essential to raise awareness, challenge societal norms and stereotypes, and implement inclusive policies and programmes. Organizations and stakeholders involved in sports should work together to provide equal opportunities, resources, and support systems for women and girls. This includes initiatives to increase female participation at all levels, create safe and inclusive environments, promote equitable representation in leadership roles, and address the specific needs and challenges faced by female athletes, such as maternity and menstruation issues (Hoerber, 2008; Fowlie et al., 2021). By addressing gender disparities and barriers in sports, we can create a more inclusive and equitable sporting environment in which individuals of all genders can fully participate, benefit, and excel. This not only contributes to individual well-being but also fosters a society that values and promotes gender equality in all aspects of life.

This Handbook addresses these challenges by providing a wealth of knowledge, case studies, and evidence-based strategies for promoting gender equality in sports. It engages a wide range of stakeholders, including sports operators, policymakers, educators, and citizens, emphasizing the value of sports and physical activity in achieving gender equality (Farias et al., 2017). By presenting practical guidance and showcasing successful examples, this handbook aims to inspire action and foster a supportive environment where individuals of all genders can thrive in sports.

The Handbook consists of eight chapters, each led by esteemed organizations with expertise in various aspects of gender equality in sports. The first chapter highlights the positive effects of physical activity on individuals' physical health, mental well-being, and social connections, emphasizing that these benefits should be accessible to individuals of all sexes and ages. Subsequent chapters delve into specific topics, such as women's challenges and benefits in sports, maternity, and menstruation issues, as well as the importance of health equity and inclusivity. The Handbook also examines governance in sports organizations, gender representation in leadership roles, and effective strategies for promoting equality in decision-making processes (Herdt 1996; Hoerber 2008). Additionally, it explores sports legislation, identifies gender disparities, and provides recommendations for reform (International Working Group on Women and Sport, 1994).

Recognizing the unique challenges faced by female athletes, the handbook addresses dual career challenges and offers support strategies to help athletes balance their sporting and academic pursuits (Guerrero & Guerrero Puerta, 2023). It also examines the issue of gender discrimination in media coverage, highlighting the importance of fair and equal representation of athletes of all sexes (Fink, 2008). Furthermore, the Handbook explores the role of education in promoting gender equity, recognizing the impact of intersecting identities on sports experiences (Gil & Etxebeste, 2019).

Throughout the Handbook, numerous case studies, scientific research, technical guidance, and pedagogical approaches have been presented to provide practical and evidence-based examples of promoting gender equality in sports (Casey & Quennerstedt, 2020; Gil-Arias et al., 2021). By highlighting these examples, the handbook aims to inspire stakeholders to implement effective strategies and interventions in their respective contexts.

In light of the above, the Handbook on Gender Equality, Equity, and Inclusion in Sports serves as a valuable resource for individuals and organizations committed to advancing gender equality in sports. By providing comprehensive guidance and practical examples, this handbook aims to inspire action and foster a future wherein individuals of all genders can thrive and excel in sports. The journey toward gender

equality in sports requires a collective effort, and this Handbook aims to be a catalyst for change. Together, we can create a supportive network that champions gender.

3. TARGET GROUP AND CONTENT

The Handbook on Gender Equality, Equity, and Inclusion in Sports caters to diverse target groups, encompassing stakeholders involved in the realm of sports and gender equality. This includes sports operators, policymakers, educators, citizens, athletes, and individuals interested in promoting gender equality in sports activities. The content of the handbook is designed to provide comprehensive insights, practical strategies, and evidence-based guidance to address challenges and promote gender equality in the sports sector. It covers a wide range of topics, including the benefits of physical activity, unique challenges faced by women in sports, the governance of sports organizations, sports legislation, dual-career challenges, media representation, education, intersectionality, and case studies. By tailoring the content to the needs and interests of the target group, the handbook aims to inspire action, raise awareness, and foster a supportive network of gender equality, equity, and inclusion in sports.

4. STRUCTURE OF THE HANDBOOK

The Handbook on Gender Equality, Equity, and Inclusion in Sports is structured in a comprehensive and organized manner and comprises eight informative chapters. Each chapter is led by esteemed organizations in the field, ensuring a diverse range of perspectives and expertise. The handbook begins with a foundational chapter that explores the importance of physical activity for individuals of all genders and ages, highlighting its benefits to physical health, mental well-being, and social connections. Subsequent chapters delve into specific areas, such as the challenges and benefits experienced by women in sports, and address issues such as maternity, menstruation, and female trials. The governance of sports organizations with a gender lens is extensively covered, emphasizing the need for gender equity in leadership positions and providing strategies to overcome barriers. The handbook also examines sports legislation, identifies gender disparities, and advocates for equity through advocacy and reform. Recognizing the dual career challenges faced by female athletes, practical insights are offered to support and empower them to achieve their athletic and professional goals. Additionally, the handbook addresses gender discrimination in the media and explores strategies to challenge bias and increase representation. Education and intersectionality in sports are also examined, along with case studies and practical guidance throughout the handbook, to showcase evidence-based approaches for promoting gender equality in sports. The well-structured and comprehensive nature of the handbook ensures that readers can easily navigate and access valuable information to support their efforts to foster gender equality, equity, and inclusion in the sports domain.

CHAPTER 1: THE SOCIAL, MEDICAL, AND PSYCHOLOGICAL IMPORTANCE OF PERFORMING PHYSICAL ACTIVITY FOR MEN AND WOMEN OF ALL AGES

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1. INTRODUCTION

The social, medical, and psychological importance of engaging in physical activity for men and women of all ages is now demonstrated by best practices, scientific evidence, governmental guidelines, documents, and recommendations certified by the World Health Organization (WHO) worldwide. In this chapter and the following ones, we will try to present some of the most significant and current evidence, which we consider the foundation of the Women Up project. We discuss the state-of-the-art regarding the risks of physical inactivity and the benefits of physical activity, the relationship between physical activity and health equity, and specific aspects related to women, such as pregnancy and menstruation, in relation to performance and participation. We will also explore strategies for promoting physical activity. The WHO Guidelines on Physical Activity and Sedentary Behavior 2020 (Russo, Tursi, Sánchez-Pato & Samantzis, 2020) provides evidence-based public health recommendations for children, adolescents, adults, and older adults regarding the amount of physical activity (frequency, intensity, and duration) required to offer significant health benefits and mitigate health risks. These guidelines also include recommendations on the associations between sedentary behavior and health outcomes, as well as for specific subpopulations, such as pregnant and postpartum women, and people living with chronic conditions or disabilities.

Epidemiological studies have defined the relationships between physical activity and social, medical (American College of Sports Medicine, 1998), and psychological well-being (Blair, 1993; Blair et al., 1995). Sedentary behavior is recognized as "a fundamental public health problem" (European Union, 2014a) owing to its association with a higher risk of overall mortality (European Union, 2014b) and physical disability from concurrent conditions. Unfortunately, physical inactivity is still a widespread issue in EU countries, as represented by Eurobarometer data (UISP, 1984). The data also highlight sex differences, with a clear prevalence of male participation in physical activity and sports compared to females in every European country, age group, and context, except for the 3-10-year-old range. While it is scientifically evident that physical activity and sports are crucial for adopting healthy lifestyles, promoting well-being, reducing inequalities, and preventing diseases at all ages for everyone, it is equally clear that the current cultural model associated with these activities creates unfavorable, if not adverse, conditions for women's participation, compromising women's rights.

The history of women's participation in the modern Olympics serves as an example. In the first edition, held in Athens in 1896, women were absent. Pierre de Coubertin, the "founder" of the modern Olympic Games, stated that "the Olympic Games are not for women." The first Olympic Games open to women was the 1900 Paris Games, with twenty-two female athletes representing only 2% of all competitors. In 1921, Alice Milliat founded the International Women's Sports Federation and organized the first Women's World Games in Paris in 1922, with 77 athletes from different countries and over 15,000 spectators. It was only during the 1936 Olympics that women acquired the role of athletes. In the following years, the number of women gradually increased. In the 2021 Tokyo Olympics, the percentage of female participants reached 48%, while in the Winter Olympics in Beijing, there was a confirmation of change, with a ratio of 45% female to 55% male participants. Currently, there is an official announcement that the 2024 Paris Olympics will achieve full gender parity, with 50% male and 50% female athletes.

However, participation and rights do not progress at the same rate. In 1985, the Italian Sports for All Association (UISP) proposed the first “Charter of Women’s Rights in Sport” to the European Parliament, highlighting gender inequalities in sports and emphasizing the importance of removing cultural, social, and psychological barriers that hinder women’s real involvement. Subsequently, the first World Conference on Women and Sport was held in Brighton in 1994, followed by conferences in Athens (2004) and Berlin (2013) organized by ministers and high-level officials responsible for physical education and sport (MINEPS) of UNESCO. These conferences aimed to promote equal opportunities in the sports sector and were rich in data, study, and research. In the meantime, the European Commission’s 2007 White Paper on Sport confirmed that “Sport is part of the heritage of every man and woman.” (Fagard, 2001). In 2011, a new European Chart of Women’s Rights in Sports (Fox, 1999), also developed by the UISP, demonstrated that the results achieved until that moment were still far from the aspirations of 1985. In 2014, the document “Gender Equality in Sport Proposal for Strategic Actions 2014-2020” (Gender Equality in sSport Group of Experts, 2014) emphasized the need to address gender inequalities in sport, stating, “Although we are witnessing an increasing number of women in Europe participating in sports activities, much remains to be done in the sphere of gender equality. Thus, the importance of sports in daily life cannot be overstated. It contributes significantly to fitness, health, the economy, and self-development by teaching us values and skills, such as discipline, teamwork, respect, and perseverance. It is all the more regrettable, therefore, that the sports world should still be plagued by inequalities between women and men.”.

2. SCIENTIFIC BACKGROUND. RISKS ASSOCIATED WITH PHYSICAL INACTIVITY

Diseases related to sedentary lifestyles are among the top ten causes of death and disability worldwide (Russo, Tursi, Sánchez-Pato & Samantzis, 2020). In Europe, physical inactivity accounts for 6% of deaths and 3.3% of disability-adjusted life years (DALYs) in men, and 6.7% of deaths and 3.2% of DALYs in women. Sedentary behavior doubles the risk of cardiovascular diseases (Sherman, 1999), type 2 diabetes mellitus (Bassuk, 2005), obesity (WHO, 1998), osteoporosis (Pang, 2005), certain forms of cancer (Thune, 2001), and mortality due to cardiovascular diseases and stroke, thereby increasing the risk of hypertension and cancer by 30%. Benefits of physical activity. According to the WHO/OECD document “Step up! Tackling the burden of insufficient physical activity in Europe” 2023 (American College of Sports Medicine, 1998), if the EU population increased physical activity to the recommended minimum levels, over 10,000 premature deaths could be prevented each year, and there would be avoidance of 11.5 million new cases of non-communicable chronic diseases (NCDs) by 2050, including 3.8 million cases of cardiovascular diseases, 3.5 million cases of depression, nearly 1 million cases of type 2 diabetes, and over 400,000 cases of various types of cancer. Achieving the goal of 300 min of physical activity per week would prevent an additional 16 million cases of NCDs. A policy package aimed at increasing physical activity implemented in 36 countries would save around EUR 14 billion in health costs by 2050 and generate a return of EUR 1.7 for every EUR 1.

Furthermore, as suggested by the WHO, regular physical activity combined with a healthy diet has several benefits that contribute to a healthy lifestyle. The benefits of physical activity are related to individuals’ physical, psychological, and social well-being. Physical well-being helps prevent cardiovascular, metabolic, and neoplastic diseases and reduces the risk of heart attacks, hypertension, and stroke. It plays an important role in the prevention of Alzheimer’s disease, a neurodegenerative disease that mainly affects the elderly population. Physical activity helps control body weight, reducing overweight and obesity and their consequences, such as diabetes. It also helps to manage cholesterol levels, contributes to blood glucose control, and reduces blood pressure. The benefits of physical activity extend to muscular and skeletal systems, preventing disorders and discomfort that can affect bones and muscles. It also helps maintain proper posture and reduces musculoskeletal damage caused by a sedentary lifestyle.

Psychological well-being is enhanced by regular physical activity, as it reduces mental distress such as stress, anxiety, and depression. It aids in regulating sleep patterns, increasing concentration during work or study, and improving the overall mood by acting as a natural antidepressant through the release of endorphins. This promotes relaxation, strengthens self-esteem, encourages good habits, and fosters a

positive approach to life. Social well-being is facilitated through physical activity, as it promotes interaction among people, helps individuals feel better about themselves and others, reduces loneliness, and prevents the negative psychological effects caused by isolation. Physical activity and sports help children and adolescents build social relationships, stimulate social interactions, and counteract various psychosomatic disorders that occur during childhood and adolescence. Additionally, physical exercise reinforces important social values by fostering a positive attitude towards life and having positive impacts on peer relationships, as well as relationships with adults.

Despite the health and well-being benefits of physical activity, many people in the European Union do not engage in sufficient physical activity. The prevalence of insufficient physical activity was already high before the COVID-19 pandemic, with more than one in three adults not meeting the WHO physical activity guidelines. Almost half (45%) reported that they had never exercised or played sports. Physical inactivity is also common among adolescents, with less than one in five boys and one in ten girls across 27 EU Member States reporting meeting the WHO recommendation in 2018 (Blair, 1993).

Physical activity and health equity: Women and older adults are less likely to engage in regular sports or exercise. Among 15- to 24-year-olds, 73% of men participate in sports or exercise at least weekly compared to 58% of women. People from lower socioeconomic groups are less likely to exercise regularly, but occupational physical activity is less common in higher socioeconomic groups (Blair et al., 1995).

In this regard, data, graphs, and studies provided by the Eurobarometer are highly useful. To conclude, a brief historical note on the relationship between physical activity and health. This connection seems to have reached its peak in Greece in the last 500 years of BC. The most well-known among the pioneers of this relationship, including Hippocrates, Erodius, and Galen, was Hippocrates, considered the father of preventive medicine. He advocated, "If we could give every individual the right amount of nourishment and exercise, we would have found the way to health." Initially, this statement was supported only by empirical evidence, and has remained so until almost recently. The field of "exercise science in medicine," as it could be defined today, dates back only to the past 50 years, during which scientific evidence has demonstrated how physical activity and exercise are true medicines for the entire population and for many types of diseases.

3. TECHNICAL INFORMATION

In the previous chapter, we examined the benefits of physical activity (A.F.) and the disastrous effects of sedentary behavior on health. As a result, the WHO recommendations (Russo, Tursi, Sánchez-Pato & Samantzis, 2020; American College of Sports Medicine, 1998; Blair, 1993) for promoting health in men and women in Europe all push towards policies capable of generating a significant increase in physical activity, with a focus on women, older people, and people from lower socio-economic groups. There are three basic principles: 1) some physical activity is better than none, 2) increasing the amount of physical activity leads to additional health benefits, and 3) any type of movement count.

We have already seen that all-cause mortality is reduced by 30% in active men and women compared to inactive individuals, and this relationship holds true for individuals over 65 years of age and is similar across different ethnicities (Blair et al., 1995). In the previous chapter, we also analyzed studies and research that, particularly since the 1990s, have provided scientific evidence for many specific situations. For example, regular walking, cycling, or engaging in 4 hours of recreational activity per week reduces the risk of coronary heart disease as well as morbidity and mortality from coronary damage, stroke, dyslipidemia, and blood pressure (UISP, 1984). The latter decreases by 10–20 mmHg and is sustained for 3 h or more, depending on the training, with just 30-45 minutes of moderate physical exercise.

Regarding metabolism, obesity, known as the "epidemic of our century," is largely caused by a decrease in physical activity, while active and healthy lifestyles have benefits in its prevention and control (Fagard, 2001; Fox, 1999). Physical activity also has a strong protective function against type 2 diabetes in individuals with obesity. It improves lipid profile, body composition, insulin sensitivity, and quality of life.

For the musculoskeletal system, physical activity not only helps maintain a good condition, as desired by Hippocrates, but also promotes a reduction in fractures, particularly those of the hip and spine, and

reduces the risk of developing severe or moderate functional limitations in older men and women by approximately 30%. Physical activity is the most practical, cost-effective, and efficient means of combating osteoporosis (Gender Equality in sSport Group of Experts, 2014).

In terms of neuropsychological aspects, physical activity has a strong protective effect on the neural tissues. It improves cognitive activities, has an anti-aging effect, and enhances neurological and motor deficits caused by neurodegenerative diseases, such as Parkinson's disease, Alzheimer's disease, and Multiple Sclerosis. Its action on mood regulation is highly significant; it stimulates the release of endorphins, provides a natural sense of well-being, reduces cortisol levels in the blood (a hormone involved in anxiety and stress), and provides a feeling of satisfaction that boosts self-esteem. Physical activity also increases serotonin levels, another substance that can improve mood (Hakim et al., 1999).

There is a positive association between cancer and breast and colon cancer, and there is increasing evidence of a protective association between cancer and lung and endometrial cancers. In Chapter 2, we also consider disasters related to sedentary behavior. One of the best summaries can be found in an article by Tremblay et al. (Kannus, 1999). Starting from considerations related to sedentary physiology, the authors outline what is known about the changes that sedentary behavior can cause in certain physiological parameters. Specifically, cardiometabolic indicators indicate an increase in blood triglycerides, a decrease in high-density lipoprotein (HDL) cholesterol, and a decrease in insulin sensitivity. Regarding glucose metabolism, even minimal increases in muscle contractile activity can substantially increase the content of glucose transporters (GLUT) in the muscle, particularly the GLUT-4 form, and thus improve sugar tolerance. Another effect is a decrease in bone mineral density, while the links between sedentary behavior, psychological disorders, and social maladjustment are increasingly evident in both children and adults.

The percentage of sedentary individuals increases with age among women and among those with lower education levels and/or low to medium incomes. In particular, for women, there are strong indications of how cultural models and gender stereotypes influence their low levels of physical activity and sedentary behavior. Two examples worth mentioning are: 1) The menstrual cycle, which is still considered a reason for suspending activity despite scientific evidence confirming that it can be a moment for further personalization of training and bring significant advantages to female athletes. The reference principle, even for high-performance athletes, is to train in harmony with their hormone levels, maximizing the utilization of the different phases of the cycle when the athlete has the maximum energy available or when they require necessary recovery. The second example concerns the approach to motherhood. The stereotype of physical inactivity and/or rest as a means of protecting women and their unborn children during pregnancy is difficult to eradicate, despite clear evidence that a healthy and active lifestyle during pregnancy brings significant benefits. A pregnant woman who leads an active lifestyle keeps her metabolism "awake," protects her cardiovascular system, improves mood, and will likely maintain these healthy habits in the future, passing them on to her child (Ortega et al., 2008; Owen et al., 2010). This highlights how gender stereotypes act as significant deterrents for greater female participation in sports activities.

In conclusion, it is important to emphasize that while physical activity is generally beneficial, it should be performed safely, taking into account the limitations related to certain pathologies and/or personal conditions. The Guidelines also state that despite the large amount of data linking physical activity (and increasingly sedentary behavior) to health outcomes across the lifespan, discussions among the Guideline Development Group (GDG) have revealed important evidence gaps that should be prioritized to inform future guidelines.

4. PEDAGOGICAL ORIENTATION

Therefore, there is a European strategy aimed at ensuring that all citizens can live better and longer thanks to a lifestyle that includes regular physical activity and a pedagogical approach that considers all stages of life and reduces all the disparities mentioned in the previous chapters. This is because the current level of "Information and communication on the topic of active lifestyles for a longer and healthier life" is present and of good quality in practically all European countries, but this has not changed the habits of too many

Europeans. Approaches aimed at changing individual behavior yield limited results if not integrated into a context of change in the physical and social environment. If we are convinced of the use of bicycles as a means of daily transportation and a tool for promoting health but there is no network of bicycle lanes to do so safely, it becomes evident that they will not be used. The examples could go on, and Pisa, the walking city, brings many of them along with its activity for over ten years (Russo, Tursi, Sánchez-Pato & Samantzis, 2020). To create favorable conditions for engaging in physical activity, complex interventions are needed, as are interdisciplinary projects involving diverse stakeholders and actions that ensure equal opportunities regardless of gender, age, income and education levels, ethnic background, or disability by removing and facilitating barriers to physical activity. Therefore, significant training intervention is necessary, requiring a multidisciplinary and multisectoral approach. Primarily in the healthcare sector, which must take on this additional commitment with the need for full sharing of principles, objectives, and methods with decision-makers and stakeholders from other sectors, such as education, sports, culture, economy, transportation, and urban planning, following the principles of "Health in All Policies" and throughout the lifespan (American College of Sports Medicine, 1998). In this way, we will have a system of trainers for health promotion consisting of institutional stakeholders (schools, universities, public administrations, etc.), social private entities (associations, sports clubs, etc.), and professionals operating in the field to share, design, implement, document, monitor, and communicate the importance of physical activity in all its forms. It is a matter of building a training system capable of placing the individual at the center and intervening globally in them and their habits. Training programs should be consistent with the reference settings (healthcare, education, work, community, sports, etc.) and with the target audience. In particular, the training intervention should adopt "engaging" methodologies that promote active participation of the target audience, stimulating it with appropriate active learning and feedback techniques, such as exercises, simulations, group work, and "discussion" ("active method"). The strengths of training plans for promoting physical activity will be multisectoral and multidisciplinary approaches, as well as the outcomes of these training plans (Blair, 1993). Trainers should prioritize interactive methodologies to convey appropriate messages based on the objectives, content, and specific characteristics of the target audience. Lessons should always be integrated with feedback and active learning moments and techniques, such as group discussions on topics and cases, small group work, simulations, and role-playing. Strategic, practical, and supportive materials should be produced by and for trainers to be used as tools to facilitate the development of projects and documents aimed at offering sustainable opportunities to adopt an active lifestyle for everyone as well as raising awareness among operators in all sectors (healthcare, transportation, environment, sports and leisure, education and training, urban planning, public administration, civil society, and the private sector). The issue of gender differences should be included in every training program, as it is cross-cutting in every setting and project. Evidence-based techniques must be used. The promotion of movement should be based on techniques that have demonstrated effectiveness through specific evaluation studies. Examples include active breaks (short movement breaks lasting 1-2, 5, or 10 min, carried out in the classroom and/or at work and adaptable to the physical abilities of everyone), playground markings (indoor or adjacent play areas divided into zones and marked with specific activities for groups of varying sizes of students, which can be used during recess, lunch break, and extracurricular time), and "Pedibus" (an organized group of young people who walk to school and sports facilities accompanied by volunteer adults to educate children and parents about ecological and healthy culture, promote physical activity, and reduce environmental pollution). Physical activity should be broadly understood to include exercise, active forms of entertainment, play, walking, active breaks, active transportation, learning while moving, and sports. To promote physical activity, as we have mentioned, we need to develop individual skills, improve the social environment, improve the structural and organizational environment of the community, and strengthen collaboration among different systems within the same community. In schools at all levels, we need to consider the motor area as a fundamental didactic tool to facilitate cognitive development, inclusiveness, improvement of memory and concentration, cooperative learning, assertiveness and empathy, problem-solving and decision-making, self-awareness and self-esteem, and better management of anxiety and anger. This intervention should particularly focus on children and adolescents, adults, their daily lives, the elderly,

and women, as described so far. In addition, we must continue with equally serious work on the monitoring, control, and continuous development of appropriate platforms, evaluation, and research.

5. CONCLUSIONS

We have seen how physical activity (PA), as recommended by the WHO, is important and beneficial for men and women of all ages. However, PA participation is influenced by a complex set of social, economic, and cultural factors. Among the strongest social influences is sedentary lifestyle, resulting from the changing work and lifestyle patterns of large segments of the population. Other significant social factors include educational level, economic factors, and income. Gender differences have emerged as cultural factors linked to the predominantly male model of sports that has prevailed. The condition of the urban environment can positively or negatively influence the practice of PA, and urban planning can promote the adoption of healthy behaviors through investment in active transportation and the design of areas that encourage physical activity or deny them by converting a square into a parking lot. There are many undeniable benefits to leading a physically active life, including being an effective tool for preventing and treating many diseases. Engaging in PA is one of the keys to self-care and a way to immediately improve the quality of one's life. In 2010, WHO defined the recommended levels of physical activity for the three age groups. These recommended levels should be understood as the minimum threshold; those who exceed them obtain additional health benefits; however, too many people are unable to reach them. In particular, certain population subgroups are greatly disadvantaged by this lack of access: the young and elderly, people with disabilities, families facing severe socioeconomic difficulties, migrants, ethnic minorities, and women. This highlights the need for policies that include multisectoral actions aimed primarily at population subgroups that have lower participation in PA, especially women, who constitute the majority within these subgroups and are affected by the broader issue of gender discrimination in our social models. PA is a right for both men and women, and Italy is on the verge of introducing into Article 33 of its constitution that "The Republic recognizes the educational, social, and health-promoting value of sports activities in all their forms." From the previous chapters, it is clear that achieving equitable universal access to PA throughout one's lifespan requires decisive cultural and educational innovation. Women Up is an important part of this cultural and innovative transformation, with a project that ambitiously uses education within sports activities to contribute to the broader fight for true and conscious gender equality, starting with PA in all aspects of life.

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7. ASSESSMENT QUESTIONS

1. According to the World Health Organization (WHO) guidelines, physical activity is important for:

- a) Men only
- b) Women only
- c) Men and women of all ages**
- d) Elderly individuals only

2. Sedentary behavior is associated with a higher risk of:

- a) Diabetes and obesity
- b) Cardiovascular diseases and stroke
- c) Osteoporosis and certain forms of cancer
- d) All of the above**

3. Which of the following is NOT a benefit of regular physical activity?

- a) Improved mental well-being and reduced stress
- b) Prevention of Alzheimer’s disease
- c) Increased risk of cardiovascular diseases**
- d) Strengthening of the muscular and skeletal systems

4. Gender differences in physical activity participation are evident in:

- a) Children and adolescents
- b) Elderly individuals
- c) People with lower education levels
- d) All of the above**

5. The European strategy for promoting physical activity aims to:

- a) Change individual behavior through education
- b) Improve the social and physical environment
- c) Focus on specific population subgroups, including women
- d) All of the above**

CHAPTER 2: GOVERNANCE IN SPORTS ORGANIZATIONS: A GENDER APPROACH

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INTRODUCTION

Organizations, whether national or international, whatever their object and objective, are organized according to legal precepts that generally reflect the community's value frameworks. The empowerment of women in a society, that tends to be patriarchal has been a slow process, despite moving towards the equality advocated by the Universal Declaration of Human Rights.

The world of sports is neither an exception nor an isolated island; it has been and is organized according to the practices of the moment in history in which it takes place. The sporting phenomenon certainly finds its maximum exponent in the Olympic Games, where many of the idiosyncrasies of the modern world are materialized. Table 1 recaps, in leaps and bounds, the course of women's participation in the Olympic Games:

Table 1. *Evolution of women's participation throughout the Olympic Games since 1900*

Year	City	%
1900	Paris	2
1928	Amsterdam	10
1976	Montreal	20
1996	Atlanta	34
2012	London	44
2020	Tokyo	48
2024	Paris	50

Note: Adapted from IOC (2021)

The IOC presents itself as a cornerstone of the promotion and empowerment of women in the sporting world. In fact, it states:

Sport is one of the most powerful platforms for promoting gender equality and empowering women and girls. The International Olympic Committee (IOC), as the leader of the Olympic Movement, bears a significant responsibility to act on gender equality, which is a fundamental human right and a Fundamental Principle of the Olympic Charter (IOC, 1996, p. 1).

Driven by this purpose, the IOC, actively with the National Olympic Committees (NOC) and International Federations (IFs), has promoted the increase of female participation in the Olympic Games, having developed active policies of opening up eligibility in the various sports involved, filling

the quota places set by the IOC and filled by the IFs, and increasing the number of medal events for female athletes. Multiple new mixed-gender events have also been added to further promote gender diversity and equality (IOC, 2023a, para. 8).

Regarding women in sports governance, the IOC sought to mitigate the gap between men and women in decision-making positions as a result of the various conventions, which began in 1979 with the Convention on the Elimination of All Forms of Discrimination against Women. In 1995 the Women and Sport Working Group was created, and in 1996 amendments were introduced to the Olympic Charter, assuming that it is its obligation "to encourage and support the promotion of women in sport at all levels and in all structures, with a view to implementing the principle of equality of men and women" (IOC, 1996, Rule 2, para. 5). This amendment to the Olympic Charter mandated that in 1996 the IOC recommend that the National Olympic Committees (NOCs) and the International Federations (IF's) have a minimum of 10% and 20% decision-making positions held by women by 2000 and 2005, respectively. The development of the process has allowed the target for 2020 to stand at 30%. Also, in 2020, the number of women IOC Executive Board members passed 30% when, in 1990, Flor Isava Fonseca was the first woman elected to the EC. Also, the representation of women in other domains such as "coaches, technical officials, and Games team leadership continues to be a priority for the IOC" (IOC, 2023, p. 4).

In this chapter, we will focus on women in sports governance as a problematic gender approach in sports organizations. We will start with scientific background analysis and empirical data interpretation regarding women in leadership positions on International Federations (IFs) and understanding the barriers that may be found in this process. Following that, on the Technical Information, we will look at case studies and guidelines promoted by International Policy Making Organizations such as the European Council and Sport Organizations such as the IOC. Finally, in the Pedagogical guidance, we will present some strategies to promote gender equity in sport organizations.

SCIENTIFIC BACKGROUND

Several theories have been used to analyze the inequality of women's participation in the performance of sports leadership roles (Fisher et al., 2013). The one that has prevailed is the Feminist Theory, which is a powerful model to help understand this phenomenon and promote the necessary measures so that more women can occupy this type of function. Pretend, therefore, to promote women's rights and empower women. On the other hand, this paradigm makes it possible to understand female points of view in male-dominated environments (Murray, 2022).

There are several barriers and obstacles that women face in accessing leadership positions in sports organizations. Thus, the main reasons for the under-representation of women in coaching and sports management and administration positions include the following (Henry & Robinson, 2010):

- Women are not considered for half of the jobs related to these two areas due to the mistaken belief that women cannot meet expectations in men's sports.

- Men use their existing connections with other men in sports organizations to help them get jobs in women's and men's sports. In turn, compared to men, female job candidates have fewer strategic connections and networks to obtain those jobs.
- Selection committees for job applicants are mainly composed of men who use evaluative criteria based on an orthodox gender ideology, which means that they argue that female applicants are less qualified than male applicants;
- Many women have not had the systems of stimulation, support and career development opportunities that many men have.
- Women may not choose careers in sports coaching and administration, as they know they will face many tough obstacles working in organizations that are male-dominated and may be evaluated and judged more severely than men;
- Women are more likely to experience sexual harassment, which discourages them from performing such roles.

These factors influence who applies for these jobs, how candidates feel during the selection process, and how they are evaluated and selected (Coakley, 2017). On the other hand, when women are hired, they are less likely than men to feel welcome and fully included in sports organizations.

Table 2. *Year and milestone event in gender equity and empowerment of women in sport*

Year	Milestone events
1979	Convention on the Elimination of All Forms of Discrimination against Women
1994	1 st World Conference on Women and Sport, with the participation of 82 countries, leads to the Brighton Declaration, (the Magna Charta, in the subject of women equity) which has been signed by de IOC and reaffirmed in 2014 by the “Brighton Plus Helsinki 2014 Declaration on Women and Sport”.
1995	Organized by the United Nations, the Fourth World Conference on Women: Action for Equality, Development, and Peace with the Beijing Declaration and Platform for Action.
1996	amending the Olympic Charter in order to include the IOC's role in advancing women in sport.
1996	1 st World Conference on Women and Sport, held by IOC, was recommended, as minimum of 10 and 20% of women in decision-making positions, respectively by 2000 and 2005.
2014	The Olympic Agenda 2020 targets 50% female participation of female in the Olympic Games.
2016	The IOC Executive Board approved a minimum of 30% of women in the governing bodies of the Olympic Movement.
2017	The Gender Equality Review Project, integrating the IOC Members and representatives of National Olympic Committees (NOCs) and International Sports Federations (IFs), reached several recommendations approved by the IOC in 2018.
2021	21 Gender Equality and Inclusion Objectives for 2021-2024, which were designed the way to stress the progress of the Agendaic Agend, 2020+5,

Adapted from the IOC (2023). Factsheet: Women in the Olympic Movement

It should also be noted that in sports programs or sports organizations where women are scarce, there is often pressure to recruit and hire women so that possible accusations of discrimination can be avoided. On the real level and structure of the sports organizations, with a forward-looking sense, "the IOC's Gender Equality and Inclusion Objectives 2021–2024 include several actions that involve the IOC, IFs, NOCs, and Olympic Movement Stakeholders jointly working together to improve" (IOC, 2023b, p. 5) gender equality. Table 2 synthesizes the major events that try to lead to gender equity and women's empowerment in sport.

Specifically, as far as stakeholders are concerned, the IOC Portrayal Guidelines: Gender-Equal, Fair, and Inclusive Representation in Sport were published, defining portrayal as "The language (words and expressions), images, and voices used, the quality and quantity of coverage, and the prominence given, when depicting individuals or groups in communications and the media" (IOC, 2021, p. 5) and adding:

Balanced portrayal practices should also ensure that diversity and intersectionality within and among different groups are both considered and reflected. After all, not all sportspeople look or sound the same, nor do they experience life exclusively as "women", "men" or "athletes". (IOC, 2021, p. 5).

Nevertheless, at the IF level, there is some progress, but slow progress, in addressing gender balance asymmetries in the Executive Board, as reported in the Fourth Review of International Federation Governance. Indeed,

A further 15 IFs had women comprising at least 25 percent of their board members with rules and/or policies to encourage gender balance, an increase of 12 previously. At the other end of the spectrum, five IFs had fewer than 15% of their boards made up of women, down from eight the previous year. The remaining 10 IFs had men filling 75–85 percent of their board positions. (ASIOF, 2022, p. 7) and "Only three IFs reached the threshold for at least 40 percent female representation at Executive Board (or equivalent) level..." (ASIOF, 2022, p. 30).

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sports practiced in accordance with Olympism and its values. Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition from the IOC. The International Olympic Committee (IOC), International Sports Federations (IFs), and National Olympic Committees (NOCs) are the three main constituents of the Olympic Movement. In addition to its three main constituents, the Olympic Movement also encompasses the Organising Committees of the Olympic Games (OCOGs), the national associations, clubs, and persons belonging to the IFs and NOCs, particularly the athletes, whose interests constitute a fundamental element of the Olympic Movement's action, as well as the judges, referees, coaches, and other sports officials and technicians. It also includes other organizations and institutions recognized by the IOC.

In order to discuss common problems and decide on their events calendars, the summer federations, the winter federations, and the recognised federations have formed associations: the Association of Summer Olympic International Federations (ASOIF), the Association of International Olympic

Winter Sports Federations (AIOWF), and the Association of IOC Recognised International Sports Federations (ARISF).

The Association of Summer Olympic International Federations (ASOIF) as been founded on 30 May 1983 by the 21 International Federations governing the sports included at the time on the program of the 1984 Summer Olympic Games. It represents the major top institutionalized Sports Organizations regarding international federation institutionalization and today includes 33 International Federations (31 Full Member IFs and two Associate Member IFs).

Because they are the top well-organized International Federations in the world in different sports and disciplines, with the best governance regarding the best values of Sport, it is s good sample we will use to make direct observations regarding Gender Equality policies.

We made a direct observation of all the official websites recorded on ASOIF (<https://www.asoif.com/members>) of all members, and by alphabetic order, from June 8th to June 10th, 2023 we entered each official website and observe:

- i) If the president was a woman or man,
- ii) Number of officials on top of governance bodies
- iii) Number of female officials in top governance bodies
- iv) Achieved the percentage of female officials in top governance bodies;
- v) The existence of a strategic plan regarding Gender Equality policies
- vi) the existence or not of commissions or committees on Gender Equality or Women.

There is a big heterogeneity in the kind and number of officials in the top governance of each International Federation (Tables 3 and 4). Some have a kind of executive board with a minimum number of 7 and others have a board of directors with 38 we did not find the minimum value of an executive board and we found an average number of 18 members on top governance of IF's.

The number of women in the top governance of IF ranges from 1 (two of them as Rugby and Wrestling) to 10 and an average of less than 5 (Table 4). The minimum percentage value of women in top governance of IF's is 9% (Rugby), and even if some IFs achieve 50% (Rowing), the average is still 27% of the top governance of the representative sports in the Summer Olympic Games. Only 2 IFs (Golf and Triathlon) have a woman as President, representing 6% of the 33 IF's of ASOIF.

Table 3. *International Sports Federations of Summer Olympic Games (Paris 2024) data regarding Women on Governance*

International Sport Federation	President	N Top Officials	Woman in top	% Woman	Strategic plan	Woman Commission	Official website
Badminton World Federation	Man	30	10	33.3	No	No	bwfbadminton.org
Fédération Équestre Internationale	Man	21	9	42.8	Yes	No	fei.org

Fédération Internationale de Football Association	Man	38	8	21.05	Yes	No	fifa.com
Fédération Internationale de Gymnastique	Man	25	8	32.00	No	Yes	fig-gymnastics.com
Fédération Internationale de Volleyball	Man	13	4	30.77	No	No	fivb.com
Fédération Internationale d'Esgrime	Man	21	6	28.57	No	No	fie.org
International Basketball Federation	Man	28	6	21.43	Yes	No	fiba.basketball
International Boxing Association	Man	17	5	29.41	No	No	iba.sport
International Canoe Federation	Man	15	3	20.00	No	No	canoeicf.com
International Federation of Sport Climbing	Man	11	3	27.27	No	No	ifsc-climbing.org
International Golf Federation	Woman	11	4	36.36	No	No	igfgolf.org
International Handball Federation	Man	16	2	12.50	No	Yes	ihf.info
International Hockey Federation	Man	16	5	31.25	No	No	fi.h.ch
International Judo Federation	Man	26	5	19.23	Yes	No	ijf.org
International Shooting Sport Federation	Man	18	4	22.22	No	No	issf-sports.org
International Surfing Association	Man	9	3	33.33	No	No	isasurf.org
International Table Tennis Federation	Man	12	2	16.67	No	Yes	ittf.com
International Tennis Federation	Man	17	3	17.65	No	No	itftennis.com
International Weightlifting Federation	Man	27	9	33.33	No	Yes	iwf.net
Union Cycliste Internationale	Man	19	6	31.58	Yes	Yes	uci.ch
Union Internationale de Pentathlon Moderne	Man	21	4	19.05	No	No	pentathlon.org
United World Wrestling	Man	7	1	14.29	Yes	Yes	unitedworldwrestling.org
World Aquatics	Man	8	2	25.00	No	No	worldaquatics.com
World Archery Federation	Man	15	4	26.67	No	No	worldarchery.org
World Athletics	Man	8	2	25.00	Yes	No	iaaf.org
World Baseball Softball Confederation	Man	20	5	25.00	No	No	wbsc.org
World DanceSport Federation	Man	14	3	21.43	No	Yes	worlddancesport.org
World Rowing	Man	8	4	50.00	Yes	No	worldrowing.com
World Rugby	Man	11	1	9.09	No	No	worldrugby.org
World Sailing	Man	11	4	36.36	No	Yes	sailing.org
World Skate	Man	21	5	23.81	No	No	worldskate.org
World Taekwondo	Man	36	9	25.00	No	Yes	worldtaekwondo.org
World Triathlon	Woman	21	8	38.10	No	Yes	triathlon.org

Table 4. *International Sports Federations of Summer Olympic Games (Paris 2024) Summary data regarding the percentage of Women in Governance*

International Sport Federation	N° Top Officials	Women in Top	% Women	Woman President
Average	17.91	4.76	26.65	6.06%
Minimum Value	7	1	9.09	0

Maximum Value	38	10	50.00	1
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These organizations are changing, but the intentionality of change still requires more evidence. We found that some federations with election rules changed to include more women in top governance, while others still did not make this move. Only 24% of IFs have a strategic plan for those changes, and 30% have a women's commission for Gender Equality policies on their sports and disciplines (Table 5).

Table 5. *International Sport Federations of Summer Olympic Games (Paris 2024) Changing Intentionality regarding Women on Governance*

Changing Intentionality	Strategic plan	Woman Commission	Woman President	Woman in Top
Yes	8	10	2	33
Not Found	25	23	31	0
Total	33	33	33	33
Intentionality degree	24.24%	30.30%	6,06%	100,00%

Even in ASOIF, with the policies for changing and with Strategic Plans and Woman Commissions working in changing activities for all levels of Sports Governance, we can observe that the percentage of Women in Top is low, probably because the members have a low percentage of women as Presidents and on Top Governance bodies of IF's as members. We can see that in the following data in Table 6.

Table 6. *ASOIF data regarding Women on Governance in May 2023*

International Sport Federation	President	N° Top Officials	Woman in Top	% Woman	Strategic plan	Woman Commission	Official website
Association of Summer Olympic International Federations	Man	8	1	12.50%	Yes	Yes	asoif.com /about/council

The Council of Europe also mentions that the under-representation of women in leadership roles in sports organizations can be explained by the fact that sports have a male preponderance, by the existence of stereotyped gender roles or partial institutional norms and procedures. However, many executive members are elected by their peers, who often tend to elect new directors with similar attributes (Council of Europe, 2016).

Despite the progress made, sports is a place of materialization and the realization of male dominance (Craig & Hill, 2016). Explanations of gender differences in sports range from those that focus on biology to those that emphasize the social and cultural construction of gender. The persistence of

patriarchal power structures that sustain male hegemony in society and sports continues to be a significant disadvantage for women.

However, it is essential to be aware of the barriers that may be encountered in this process. Among them, Coakley (2017) highlights:

1. Budget cuts often constrain gender equity.

Compared to programs for boys and men, programs for girls and women are more vulnerable to cuts owing to several factors, notably because they have less market presence and generate less potential financial income.

2. Resistance to government regulations.

Those who benefit from the status quo or oppose gender equity often resist government legislation that demands change.

3. The existence of few models of women who occupy positions of leadership and power in sport
4. A cultural emphasis focused on “Cosmetic Fitness” for women.

Girls and women live with confusing cultural messages about their body image and sports participation. Although they see powerful female athletes, they cannot escape images of fashion models whose bodies are shaped by food deprivation, use of pharmaceutical products, or cosmetic surgery.

5. Banalization of Women’s Sports

The most visible and popular sport in society is based on male values and experiences. They often emphasize skills and assessment standards that disadvantaged women, especially in high competition. For example, women play soccer, but do not kick as hard as men. That is, they practice sports, but they do not practice sports like men do.

6. Sports organizations are named/identified/male-centric.

Sports remain closely tied to orthodox forms of masculinity. Men have long used sports to establish their identity as men and to promote and gain status in the community.

Thus, sport is traditionally a male-dominated sector, and progress towards gender equality in this area is hampered by social constructions of femininity and masculinity, which often associate sport with 'masculine' characteristics such as physical strength and resilience, speed, and a highly competitive ability and spirit of confrontation. In this sense, women who practice sports can be seen as “masculine”, while men who are not interested in sports can even be considered “not masculine” (Instituto Europeu para a Igualdade de Género, 2015).

According to some studies, gender inequality in sport has its origin in reasons that involve organizational, sociocultural, interpersonal and personal barriers (Grupo de Trabalho para as Políticas Públicas em Matéria de Igualdade no Desporto, 2023). Organizational, social and cultural barriers include the lack of opportunities for women to train, the perception that these tasks are male dominated and gender stereotypes associated with factors such as lack of exposure and visibility and opportunities for international experience, and lack of interest in these issues on the part of those in the leadership of sports entities. Interpersonal barriers involve a lack of support and negative

interactions with male colleagues, exacerbated by gender stereotypes and a higher risk of exposure to gender violence. Personal barriers include the lack of adequate remuneration, increased difficulties in reconciling personal, family and professional life and practicing full-time sports, the impact of gender stereotypes on self-confidence/self-esteem and the lack of adequate educational programs.

TECHNICAL INFORMATION

Despite all the difficulties experienced in the process of promoting gender equality in sport, some sports organizations have implemented, or have been successfully implementing, various measures or initiatives for this purpose.

Thus, the European Commission's Proposal for Strategic Actions for Gender Equality in Sport (2014-2020) recommended achieving the following targets by 2020 (Council of Europe, 2016):

- A minimum of 40% women and men in the executive boards and governing bodies of national sport commissions and 30% in international sport organizations located in Europe.
- A minimum of 40% women and men in the management of professional sports administrations and government bodies.

The International Olympic and Paralympic Committees were committed to increasing the number of women in leadership positions. Both international committees have set targets (20% and 30% respectively) to increase the number of decision-making positions for women (mainly in executive bodies) in the Olympic and Paralympic Movements. Both international committees undertook complementary initiatives to support the achievement of these goals.

The WoMentoring Project was promoted by the International Paralympic Committee and the Agitos Foundation, lasted 18 months and was implemented between 2014-2016 (Council of Europe, 2016). This project was created to help contribute to the Paralympic Movement's goal of having 30% women in leadership positions. It involved 16 pairs of mentors and disciples in an education and development program, enabling its participants to develop skills to become strong leaders. Several disciples recognized that guidance and support. Several disciples recognized that the guidance and support of their mentors was crucial in gaining the confidence and skills to achieve their goals. The positive impact of the approach was clear, as the pupils were able to be promoted and gain various positions of influence within the National Paralympic Committees and sports organizations.

The Council of Europe proposed a set of measures to integrate a gender perspective into sports decision-making processes (Council of Europe, 2016). Among them we highlight the following:

- Implement transparent and fair procedures to identify and elect candidates that do not benefit either gender and recognize different knowledge and experiences to perform a given role.
- Publicly and widely advertise job vacancies for professional management positions in sport.
- Ensure gender-balanced representation on selection and nomination committees.

- Create gender-sensitive human resources policies that make it possible to reconcile work and private life (that is, that make it possible to reconcile family responsibilities with decision-making positions).
- Amend internal regulations and statutes to promote gender balance as a principle of good governance.
- Develop and fund programs and projects to raise awareness of the benefits of gender diversity in leadership positions and develop leadership skills of the underrepresented sex.

The High Level Group for Gender Equality in Sport, set up by the European Commissioner for Innovation, Research, Culture, Education and Youth, presented, in March 2022, an action plan and recommendations for the European Commission, Member States EU, national and international sports bodies and grassroots organizations to achieve more gender equality in sport (Grupo de Trabalho para as Políticas Públicas em Matéria de Igualdade no Desporto, 2023). In this regard, in terms of leadership, given that women are underrepresented in leadership positions, the following recommendations were made:

- i) commitment to measures to ensure gender equality in places of power and decision-making;
- ii) raise awareness of the value of balanced representation on executive committees;
- iii) establish a 50% representation quota for the underrepresented sex in all decision-making bodies and set term limits;
- iv) establish programs to raise awareness of the prejudices that push women away from positions of power and decision-making;
- v) work with specialized groups to evaluate and implement policies that promote balanced representation in places of power and decision-making.

On the other hand, regarding good practices in terms of gender equality, due to its high multiplier effect, we highlight the Women Lead Sport's programme, promoted by ASIOP's, which in 2023 carried out its third edition, online. 35 women participated, from the most diverse countries and modalities. According to ASIOP (2023, p. 3):

The aim of the course is to empower potential female leaders to serve in elective positions of their respective International Federation (IF), Continental Association or National Federation (NF), thereby increasing systematically the number of women in leadership positions across the Olympic Movement.

So far, 140 women have completed the program, with relevant repercussions within the national and international Federations, in the most diverse positions, namely President and Boards members of NF and even in the IF Executive Boards or Councils.

Also, some IF's made proposals for Gender Equity representations as the World Athletics on the website regarding council election members (<https://worldathletics.org/about-iaaf/structure/council>), made decisions such as:

There is a minimum gender requirement in the composition of Council. Of the total 26 members, there must be a minimum of seven of each gender for the elections in 2019; 10 of each gender for the elections in 2023 (c. 40%); 13 of each gender for the elections in 2027 and thereafter (ie 50%).

PEDAGOGICAL GUIDANCE

In view of the unequal participation of women in leadership positions in sports organizations, we advocate greater and better investment in education and training that could help to improve this situation. This investment should be made to change the policies in sports organizations, at international, national, regional and local levels, emphasizing students in schools, to reach families and all the people connected with sports.

In addition correcting gender inequalities, the presence of women in leadership positions has proven to have positive impacts on an organization's effectiveness. For example, the presence of women in leadership roles correlates with better decision-making processes, a richer pool of ideas, and better financial performance. Furthermore, when women are on boards of directors, they contribute to organizational innovation and better decision-making regarding conflicts (Torchia et al., 2018). On the other hand, thinking about leadership requires advanced communication skills, high levels of emotional intelligence and a greater ability to emotionally relate to one's experiences (Yang, Chawla and Uzzi, 2019). Some researchers confirm that these skills are generally more prevalent in women (Zheng, Surgevil, & Kark, 2018).

The consequences of this reality are negative for everyone. In the first place for women, due to the impossibility of enjoying the same conditions and benefits (namely social, economic and cultural) as men, due to their involvement in sport and the free expression of their potential in multiple dimensions (athletes, referees, coaches, managers). Then for society, because an inexorable human purpose is not fulfilled, which is to create conditions of justice in access opportunities (Silva & Lucas, 2018).

In this sense, it is important to know about strategies that help women to overcome the multiple barriers and obstacles they face in their journey with a view to achieving gender equality in the performance of important functions in sports organizations. Thus, in the study developed by Cosentino et al. (2021), the participants, who held leadership positions in professional sports organizations in Canada, revealed that they overcame many complex constraints in their paths. They also present some suggestions for women who seek to play leadership roles in sports organizations, namely: finding and later becoming role models, mentors and sponsors; create access to networking and opportunities; develop self-promotion strategies; deliberately build a very diversified sports career.

One aspect that is important to highlight and about which there are few studies, and which deserves to be deepened, has to do with the lack of evidence on electoral procedures for choosing women to hold positions in sports organizations (Evans & Pfister, 2021). These authors reveal that researchers

have many difficulties in gaining access to data on the practical aspects of elections, recognizing that records of internal discussions and some organizational statutes are often not available. Thus, the association between the structured practice of elections (or the lack of transparency) and recruitment was considered an area where evidence is needed to know and highlight best practices. This lack of clarity was considered a serious deficit for the ability of sports organizations to promote gender equity policies.

The implementation of quotas for the presence of women in sports organizations has been a measure under debate. However, there is a lack of consensus on this measure (Evans & Pfister, 2021). In this sense, there is a lack of evidence on how governments or sports organizations could apply quotas, if they did. In particular, members of NGOs and sports regulatory bodies did not know exactly why in some circumstances the implementation of some quotas was successful and in others less so. They also reveal uncertainty regarding the need to impose sanctions if the recommended quotas are not implemented. On the other hand, they felt that the selective imposition of rules and regulations on different federations or member organizations could be seen as unethical and/or unfair.

Other authors, not subscribing to the existence of quotas, since it is the most reductive way of affirming the social role that women have in the current context, recognize, however, that the creation of positive discriminative stimuli that promote the involvement of women, must also be valued in sport. (Silva & Lucas, 2018). They also argue that the dissemination and promotion of women who perform leadership roles in sports could generate the stimulus for increasing demand for these positions by women.

It could also be important to organize programs that promote gender equality in sports organizations (Murray, 2022). However, many organizations have not worked as hard to build women's sports programs as men's programs. On the other hand, women's programs are not always encouraged and developed with the same dimension as men's initiatives.

Finally, we also understand that Physical Education classes can make an important contribution to raising awareness and promoting gender equality in sports. However, there are no easy and straightforward answers to the question of how to provide gender equity in physical education and sport for young people (Flintoff, 2011). Some suggestions can be made: i) think about the type of opportunities and activities that are provided to boys and girls - it must be taken into account that providing equal access does not necessarily mean that this results in equal opportunities; ii) adopt an explicit co-educational pedagogy; recognize differences in masculinity and femininity in the learning environments provided; Physical Education teachers in their reflections and daily actions should be concerned with promoting gender equity.

CONCLUSIONS

Gender equality is a fundamental principle of the European Union (EU), enshrined in treaties and other official documents, and it is presented as a major objective that the EU actively seeks to achieve

- more closely through its Strategy for Equality 2021-2025. This strategy aims to give all people, in all their diversity, the freedom to pursue their life projects and equal opportunities to prosper, participate and lead European society.

As we have seen, in the last decade, many instruments have been developed across Europe to understand the participation and impact of women in sports, and initiatives are being developed to contribute to greater integration of women in Sports. Statistical data reveal that women are still a minority in sports leadership and face many obstacles in accessing positions of power and decision-making in sports.

We found that the number of women in the top governance of IFs varies from one to 10 with an average of less than five. Also, the minimum percentage of women in top governance committees of IFs is 9%, and even if some IF's achieved a 50%, the average is still 27% of those top governance of the representative sports on Summer Olympic Games (ASOIF). We found also that only two IFs have a woman as President, representing 6% of the 33 IF of ASOIF. Some of those top IFs have developed election rules to include more women in top governance, and others still do not make these changes. On the other hand, only 24% of IFs have a strategic plan for those changes and 30% have a woman's commission for Gender Equality policies on their Sport and disciplines. We conclude that those organizations are changing but the intentionality of change still needs more evidence based on acceleration to targeting, as possible, the 50%.

The data consulted allows us to conclude that we are at a turning point, since the participation of women in recent years has increased significantly, but still needs continuous stimulation. We believe that this project "Women in Sport: Gender Relations and Future Perspectives", could also contribute to accelerating the change we need.

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ASSESSMENT QUESTIONS

1. What percentage of women's participation in the Olympic Games is projected for the year 2024?

- a. 10%
- b. 20%
- c. 30%
- d. **50%**

2. According to the International Olympic Committee (IOC), sport is a powerful platform for promoting gender equality and empowering women and girls. What is the IOC's responsibility in relation to gender equality?

- a. **Taking action and promoting gender equality in sports governance.**
- b. Setting quotas for female athletes in the Olympic Games.
- c. Advocating for women's rights outside of sports.
- d. Implementing measures to promote gender diversity in mixed-gender events.

Answer: a. Taking action and promoting gender equality in sports governance.

3. What are some of the barriers faced by women in accessing leadership positions in sports organizations?

- a. Lack of opportunities for women to train in sports.
- b. Resistance to government regulations.
- c. Existence of few female role models in sports leadership.
- d. **All of the above.**

4. Which organization implemented the WoMentoring Project to increase the number of women in leadership positions in the Paralympic Movement?

- a. International Olympic Committee (IOC)
- b. European Commission
- c. Agitos Foundation
- d. **International Paralympic Committee (IPC)**

5. What are some strategies suggested to promote gender equity in sports organizations?
- a. Implementing transparent and fair procedures for candidate selection.
 - b. Advertising job vacancies for professional management positions.
 - c. Developing gender-sensitive human resources policies.
 - d. **All of the above.**

CHAPTER 3: SPORT LEGISLATION AND POSSIBLE GENDER DISCRIMINATION IN EUROPEAN COUNTRIES

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1. INTRODUCTION

Gender equality in sports is reasonably expected to be perceived as providing appropriate conditions in training, performance, evaluation and career perspectives so as both genders be able to fully use their physical, emotional and intellectual potential, considering possible gender-related social or biological peculiarities (e.g. family-derived tasks, different physical parameters etc). In other words, gender equality does not mean “same” but “comparable” or “fairly compared” conditions.

Changes in gender roles in response to changing economic, social as well as political circumstances also had an influence on sport, especially in relation to participation. Since the Olympic Games in Paris at the beginning of 20th century, where twenty-two women of about thousand athletes participated in five sports, the involvement of women in the Olympic Movement at all levels has changed gradually. The earlier second decade, there were twenty-four female members out of more than hundred members in IOC. Moreover, at the decision-making level the progress the situation was less impressive: there were no female members of the International Olympic Committee between from the first contemporary Olympic Games to early 80s.

Apart from the importance of sport in daily life, the need of promoting gender equality in sport in its broadest sense has proved also not negligible. The lack of gender equality in sport could also be seen as a missed opportunity for the sport sector. A gender-friendly climate could and should become a standard feature of sport institutions and there has been no doubt that the sport world will be the first to reap the benefits (Andersen & Bakken, 2019; Andersson & Barker-Ruchti, 2019). The aim of this book chapter consists in emphasizing these shortcomings in the gender-specific equality in sport sector and the necessity of relevant strategies. The relevance of the legislation approaches to equality and equity issues in relation to gender position within sport activity is obvious, as the legislator shapes the room of action and implementation capacity of the appropriate strategies and practices. The importance of the legislator’s orientations has proved also undoubtful, as these might be decisive not only for the formulation of the basic policy contents but also for the priority setting.

Instead of considering gender issues to be irrelevant, or even a hindrance to the core policy goals in sport, stakeholders in sport should develop a more comprehensive understanding of the value of gender equality as a condition of social as well as economic progress. Better educated and skilled women and men are expected to be interesting benefits on personal, organisational and societal levels. Knijnik (2023) found a calling “blind spot” within the policies, codes and procedures followed without a focused framework for women and girls regarding sport participation, stating that increased numbers of female athletes in associations does not consist a deterrent against discrimination and harassment for females in the sports field.

It’s worth mentioning that the Commissioners call for more actions and further cooperation which had been based on the persisting gaps at all levels between women as well as men in sport and the lack of implementation of concrete measures. In addition, the number of women in leadership positions in sport governing bodies in Europe still remains very low (average ten percent) with exceptions in some EU Member States as well as at local level. Monitoring tools (such as the Euro-barometer) on Sport and Physical Activity 2014 highlighted that the participation of girls and women in Europe in general might be still not at the same levels of participation as boys as well as men (e.g., Abdelghaffar & Siham, 2019; Council of the European Union, 2014; Jenkin et al., 2017). Furthermore, employed female coaches seem to be the minority of the coaches in Europe while often earn less per month on average than their male colleagues with differences of up to thousand euros reported for the same type of job. Also, despite some positive action substantial changes through legislation as well as policies have rarely taken place, with the

exception of the Nordic countries, UK and France as well as in federations such as the International Triathlon Union. Possession of capital and power demonstrate inequalities in the field of sports with unequal pay for equal work between men and women and a shortage of opportunities for the latter on the issue of participation opportunities including fewer facilities and unequal chances of investment in women sport (Shi, 2023).

The afore-mentioned details make sport not as gender balanced as it should be and highlights the need to improve the gender climate and equality in sport through concrete measures, supported by sustainable policies and, where necessary, legal frameworks. Besides, it remains a general assumption that gender as a cultural product reinforced by the eminence of patriarchal society diffusing different expectations for men and women has restricted female participation in sport regardless of the promotion of woman participation in the Olympic games (Sherry, 2016). In 2010, the results of the Euro-barometer on gender equality indicated that Europeans might be concerned about the sexist stereotypes found in the world of sport. It is considered to be an encouraging sign that many sports organisations have expressed their commitment to gender equality in sport, as by the beginning of 2014 more than four hundred sport organisations worldwide had endorsed the Brighton Declaration on Women and Sport. Almost twenty years after the Brighton Declaration, there might be still the need to 'Lead the Change' as the motto of the next IWG World Conference in Helsinki 2014 hails. So, it cannot be denied that at the same time the implementation of measures and actions have not happened. In any case, there have been many positive activities, projects and actions taken for women in sport by the signatories of the Brighton Declaration. However, it seems that many sports organisations have not been able to institutionalize gender mainstreaming within sport. Thus, it has proved still questionable how sustainable these activities have been and how many mainstream sports organisations were involved.

Equal opportunities could be promoted at different levels as well as by different organisations where they have the competence to handle these (Flake et al., 2013). This support has been needed if there is going to be further progress in implementing gender equality policies in sport. A key to the success of this would be the commitment of stakeholders inside as well as outside the sport sector in order to secure support for political actions or supporting measures (Grima et al., 2017).

Access to clubs, improved access to coaching courses, changing stereotypes as well as safety and security arrangements would enhance gender equality in sport. These measures or actions should be primarily the responsibility of national as well as local stakeholders and efforts should be made at a local level to address the role of women and men in the governing bodies of sport. However, such a schedule should not depend on private local initiatives only and there exists a need for a sustainable approach to the whole sport sector, as part of a policy and/or legal framework. Pavlidis et al. (2023) refer to the logic and desire around which Australian Football League transforms in a process of inclusion of women in a male-dominated professional sport and the need to take precautions so as that this procedure is not disrupted in the future.

It is regarded as a common value of the EU, and as a necessary condition for the achievement of the EU objectives of growth, employment as well as social cohesion. Additionally, to national or local approach, equality between women and men is regarded as a fundamental principle of the EU and enshrined in the Treaties. The huge gender gap existing in the decision-making bodies of European sport (Downward et al., 2014; Eime et al., 2015), the lack of attention for gender equality and the key positions these organisations could play regarding media as well as sponsor contracts, crucial for the right coverage of women in sport, justify a European approach. The necessity of a European approach goes beyond the valuable mutual exchange of learning experiences as well as effective practice and the support for the development of national strategies. Moreover, an international approach could also be helpful in topics, such as sexualized violence in sport, which could be sensitive and delicate at a national level facing cross border challenges.

2. SHAPING SPORTS PARTICIPATION AND GOVERNANCE AT INTERGOVERNMENTAL AND SUPRANATIONAL LEVEL

It has been one of the tasks and objectives of the EU, while mainstreaming the principle of equality between women and men in all its activities represents a specific mission for the Union, as provided by the Ar.2 and 3(3) TEU and Ar.8 TFEU. Equality between women and men is regarded as a fundamental principle of the EU enshrined in the Treaties.

It was noticeable that gender stereotypes as well as traditional gender roles, including the traditional gender models of masculinity and femininity (Culvin, et al., 2023; Bowes, & Culvin, 2021) in the world of sport, affect access to as well as participation in many levels and fields of sport, as well as the organisational

cultures of sport administrations as well as sporting bodies; despite the progress achieved, gender inequalities persist between women and men in sport, in particular concerning: access to and practice of sport, physical education and physical activity; also sport and its coverage by media can contribute to perpetuating and/or challenging gender stereotypes across Europe; media coverage of women athletes as well as of women's sport; reintegration into the labour market after the end of an athletic career; access to responsibilities, participation in sports governing bodies as well as decision-making roles; access to resources, salaries, financial incentives as well as sports facilities; (Portela-Pino et al., 2020), gender-based violence including harassment or abuse (Somerset, & Hoare, 2018). Nevertheless, given the significance of gender gaps in many fields of sport, gender mainstreaming still needs to be complemented by positive measures (European Commission, 2014; 2022). In order to achieve de facto equality between women and men in sport or through sport, the structural character of gender inequality must be addressed by adopting the strategy of gender mainstreaming or involving all the relevant institutions and actors in its implementation. Thus, numerous legal and policy tools have been formulated at intergovernmental level (e.g. Committee of Ministers) as well as supranational level (e.g. European Parliament, Commission), such as:

- The Declaration adopted during the 4th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport;
- The United Nations Convention on the Elimination of All Forms of Discrimination against Women (1979) condemn discrimination against women in all forms, and agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and of achieving substantive gender equality, also in sport and physical education;
- Recommendation Rec(92)13-rev of the Committee of Ministers to member States on the revised European Sports Charter underlines the right for everyone to participate in sport and recommends that sport be kept free of any kind of discrimination, in particular on grounds of sex;
- The Brighton Declaration on Women and Sport (1994), having the aim of developing a sporting culture that enables and values the full involvement of women and girls in every aspect of sport;
- Parliamentary Assembly Resolution 1092 (1996) on “Discrimination against women in the field of sport and more particularly in the Olympic Games”;
- Recommendation Rec(98)14 of the Committee of Ministers to member States on gender mainstreaming, which recommends that the governments of member States encourage decision makers to “create an enabling environment and facilitate conditions for the implementation of gender mainstreaming in the public sector”;
- The Athens Declaration on Women and Sport of 2001;
- Council of Europe Conferences of European Ministers, notably Resolution III adopted by Ministers responsible for Sport (Budapest, October 2004);
- Recommendation Rec(2005)8 of the Committee of Ministers to member States on the principles of good governance in sport, which states that the implementation of the principles of good governance in sport is a key element in the promotion of gender mainstreaming in sport;
- Parliamentary Assembly Recommendation 1701 (2005) on “Discrimination against women and girls in sport”, as well as the reply to it adopted by the Committee of Ministers (cf. CM/AS(2005)Rec1701-final);
- Declaration entitled “Making gender equality a reality” of May 2009, whereby the Committee of Ministers urged member States to commit themselves fully to bridging the gap between equality in fact and equality in law and to accelerate the achievement of this aim by using gender mainstreaming effectively;
- The Strategy for Equality between Women and Men 2010-2015 (Doc. 13767/10), which identified five priority areas for action: equal economic independence; equal pay for equal work or work of equal value; equality in decision-making; dignity, integrity and an end to gender-based violence; and gender equality in external actions, the Commission has undertaken to encourage the mainstreaming of gender issues into all EU policies;
- The Resolution adopted by Ministers responsible for Equality between Women and Men (Baku, May 2010), where it was acknowledged that the gap between de jure and de facto gender equality can only be bridged by the adoption of specific legislation, policies and programmes and their

implementation through the use of positive actions including temporary special measures and gender mainstreaming, including gender budgeting;

- Recommendation CM/Rec(2010)9 of the Committee of Ministers to member States on the revised Code of Sports Ethics demanding the “equal participation of women, girls, men and boys in all individual and/or team sports without gender-based discrimination”;

- The Communication on the development of the EU dimension in sport (Doc. 5597/11) the Commission proposed actions focussing especially on access to sport for immigrant women and women from ethnic minorities, access to decision-making positions and the fight against gender stereotypes.

- Recommendation CM/Rec(2013)1 of the Committee of Ministers to member States on gender equality and media;

- The Berlin Declaration adopted during the 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in May 2013;

- Recommendation CM/Rec(2015)2 of the Committee of Ministers to member States on gender mainstreaming in sport.

3. GENDER DISCRIMINATION IN SPORTS: UNEQUAL PAY, LIMITED OPPORTUNITIES FOR WOMEN'S SPORTS, AND LACK OF SUPPORT FOR FEMALE ATHLETES

Labour market inequalities between women and men might be significantly accentuated in sport (Spiteri et al., 2019; Storr et al., 2022). In the EU labour market as a whole, women occupy only a third of managerial positions. They also account for the majority of part-time work while their pay is considered to be significantly lower. The gender pay gap was significant. Women earn on average fourteen percent less than men, rising to twenty three percent at managerial level. The pay as well as pension gap was linked to cultural, legal, social as well as economic factors which go beyond the issue of equal pay for equal work, including childcare, tax systems, education as well as cultural norms.

Out of fifty two European sports federations twenty do not have a woman on their boards, forty six have less than twenty five percent women on their boards, and only two have a female president. There have been only three female presidents among European National Olympic Committees, whereas the percentage of women on NOC Executive Committees was fourteen percent and only seven of them had a female secretary general. The percentages of women in decision-making positions vary across Europe as well as among different sports: fifteen percent of the executives in German sports federations were women. The equivalent numbers for Finland, Sweden as well as Norway were twenty seven percent, thirty three percent and thirty seven percent, respectively. In another study seven of the eleven football federations did not have a single woman on their boards, whereas three sport federations (two in gymnastics and one in aquatics) had around fifty percent women. Women seem to be also underrepresented in governmental sport bodies. Only six out of twenty-eight ministers responsible for sport were female and twenty eight percent of the national sport directors in the EU Member States were women.

Women seem to be under-represented in many areas of sport. According to the Eurobarometer on Sport and Physical Activity (2013), girls as well as women still participate less than boys and men. Gender equality in sport was expected to be economically beneficial for all stakeholders in sport and related industries, including the media because of higher participation and popularity of sport as well as a growing workforce. Employment in sport was growing faster than total employment (more than eight percent in the last five years before the end of the second decade of 21st century). In 2020, more than one million people worked in sport in the EU (less than one percent of all employment). Young people as well as men seem to be well represented: thirty three percent of employees were fifteen to twenty-nine years old and almost sixty percent were men – a higher share than in total employment. Moreover, a higher percentage of job positions were lost in sport than in the wider economy: four percent as compared with more than one percent. In terms of the impact of corona virus, of the fifty-four thousand job positions lost in sport from at the end of the second decade of 21st century, fifty-two thousand were held by women. Women were even under-represented in leading authorship and editorial board positions in sport sciences indicating that that additional kind of gender inequality may constitute an alert worth investigating further (Rosales et al., 2021)

Many international or national sport organisations reproduce them by favouring men's competitions in their own communication channels. Editorial choices often favour men's sports because most sports

journalists/decision-makers were men. Moreover, biased media coverage has various consequences, two of which have big impacts: firstly, the lack of visibility of women leads to a lack of role models which has direct consequences on young women's participation in sport and their future involvement in other roles such as coaching or board membership; secondly, the lack of media exposure has a direct impact on the economic value of women's sport, making it harder to attract sponsors or guarantee fair wages. These biases were however not limited to media coverage. In so doing, they actively participate in the preservation of male hegemony as well as the spread of negative gender stereotypes. Women seem to have received media coverage only in case of representing their home nation at an Olympic event, proving hegemony of men's Olympic coverage (Antunovic & Bartoluci, 2022). Finally, competition scheduling or commercial investment also impacts on media coverage of women's sport.

4. ECONOMICAL ASPECTS OF FEMALE PARTICIPATION IN SPORT

Issues such as the pay gap between women and men in professional sports as well as the accessibility and the direct promotion of sport participation by specific groups of girls as well as women should also receive attention in national or federations' strategies, depending on the context of the country or sport. The pay and pension gap was linked to cultural, legal, social as well as economic factors which go beyond the issue of equal pay for equal work, as it includes childcare, tax benefits, education or cultural norms (Bachmann & Bechara, 2018). Quality of management processes should be benchmarked against standards set for management design, mapping, implementation, support as well as monitoring. To realise the implementation of strategies a solid management process framework is considered to be inevitably required, transforming the social mission into desired change (Mutter, & Pawlowski, 2014; Hickey, & Mason, 2017). It is, thus, widely acceptable that each Member State should develop, monitor and also review a national action plan on gender equality in sport in close cooperation with the main stakeholders, which could be part of the national gender equality strategy and/or national sport policy. Without these standards, stakeholders' efforts to implement a national plan become superficial.

In 90s, the European Broadcasting Union, together with its member organisations, devised a Charter for Equal Opportunities for Women in Broadcasting to demonstrate the commitment of European Public service media to the rights of women working in the media, including fair and equal treatment at work, equal opportunities, equal pay or benefits etc (Wicker et al., 2021). Economic capital seems to play an important role for women in participation in organized youth sport from an earlier age, providing them with knowledge about the recruiting process as well. Thus, women from lower-income backgrounds had fewer opportunities to develop skill and less assistance with the recruiting process (McGovern, 2018)

It was also worth underlining that the salary gaps in women sports proved to be extremely wide. The Sporting Intelligence Global Sports Salaries Survey compared the wages of women and men as well as calculated an extremely disproportional inequality ratio in payment. Moreover, in the first division of women's football in France, the gap ratio was quite high. The differences were particularly marked in an environment where a very small number of athletes earn very high wages. Popular discourses have presented the professionalisation of some women's sports as evidence of significant progress in gender equality in the sport without however mentioning the inequalities existing in terms of wages (Lloyd & Woodhouse, 2023). However, the increasing interest in women's sport must lead to improvements in the working or social conditions of women in this sector.

5. STRATEGIES FOR PROMOTING GENDER EQUITY IN SPORTS

Literature reinforces that despite growing participation in community sport, this does not constitute reshaping of gender relations. Policies promoting gender equity in sport need to enforce changes in club environments while increasing women's participation (Jeanes et al., 2021). Sport has been included in the EU's social as well as economic goals and equality between men and women includes equality in the labour market which was in general constituted by the Article 2 of the Treaty on European Union. In the European Pillar of Social Rights, the EU pledges to foster equality of treatment and opportunity between women and men in all areas (Mogaji et al., 2021).

Given the number as well as diversity of the stakeholders and the necessity of increased investment to overcome the current chronic underfunding of women's sport – with up to seventy percent of available resources currently spent on boys as well as men – it is considered to be crucial to conceive, plan, approve, execute, monitor, analyse as well as audit budgets in a gender-sensitive way. It has been self-evident that the proper development and sustainability of any policy depends on adequate funding, budgeting and the ability to mobilise resources. As the European Parliament has highlighted a lack of progress in gender budgeting in the second half of the last decade, it was necessary that both public authorities and sports

organisations dedicate budgets to gender equality in sport, regardless of the numbers of women taking part. Ensuring budgeting that boosts the growth, development and sustainability of a project by influencing the main strategic operations should be a core regulatory goal for all stakeholders (Basterfield et al., 2016; Hulteen et al., 2017). All sports organisations (and their stakeholders) should dedicate part of their operational budget to the development and implementation of gender equality policies and actions. Sustainable provision of public funding is considered to be a key to the development (and long-term viability) of such policies. It was also essential to ensure that sport was included in investment programmes under established gender equality policies (e.g., the EU Action Plan on Gender Equality and Women's Empowerment in External Action 2021-2025 or the OECD Gender Equality Framework) and to make its inclusion in future policies mandatory. Use of the EIGE gender budgeting toolkit, which was available in all EU languages, could help to achieve this goal. Allocation of a significant part of any public funds must be conditional on the implementation of concrete actions. Based on an initial cost assessment, a cost-benefit analysis, political judgment and prioritisation of projects, an initial affordability decision can be made. It was recommended that public authorities promote implementation of the OECD gender budgeting programme.

Organisations such as the European Institute for Gender Equality, European Association of Sport Management, European Association for Sport Sociology, the European Women's lobby, as well as other European organisations in this field could also play a useful role and partnerships should be promoted. Women as well as men from sports organisations should be more involved in general equality commissions giving guidance to the implementation of plans or strategies on gender equality at local as well as national level. It should be kept in mind that the topic of gender equality in sport was not an isolated topic that could be addressed exhaustively by networks created for that purpose. A multilevel framework targeting at the individual (micro) level, challenging existing stereotypes, at an organisational level (meso) within the boards, and at the sport level (macro) through the introduction and implementation of strategies and policies in the organisations can encourage women to engage in leadership roles (Sotiriadou & De Haan, 2019).

6. EXAMPLES OF LEGAL AND INSTITUTIONAL INTERVENTIONS AS MEMBER STATES LEVEL PROMOTING GENDER EQUITY IN SPORTS

Regulations can be institutionalized through legislation and/or through decisions of the executive board of the organisation. Gender-related regulations within sports organisations could certainly lead to substantial changes as examples in some countries show. Supporting measures or legislation of national sport governing bodies including governments could progress this process, although a lot of resistance exists in several Member States based on governing principles and/or the relationship with the sport movement.

The Norwegian Olympic and Paralympic Committee and Confederation of Sports have included a paragraph about gender distribution in their law (§2-4). This law adopted in 90s states: "When electing or appointing delegates to general assembly(ies), and members to executive boards, councils and committees in NIF and its organisational units, candidates/delegates of both sexes shall be chosen". Suppliants shall not be taken into account when the gender distribution was calculated. The number of female members in national federations' executive boards has increased from twenty-two in 90s to almost forty percent in second decade of 21st century. This is considered to be almost equivalent to the active female memberships in Norwegian organized sports, namely approx. forty percent. The law also covers committees such as election committees that nominate candidates for executive boards. The composition shall be proportionate to the gender distribution among the members, such, however, that there shall be at least two representatives of each of the sexes in executive boards, councils as well as committees with more than three members. In boards, councils or committees with two or three members, both sexes shall be represented.

In the beginning of the second decade, the German Sports Youth published a qualification module about prevention of sexualized violence in sport to be used in sports clubs. Besides, all member organisations of the German Olympic Sports Confederation signed a declaration in which they committed to implement measures of prevention of sexualized violence in sport. Parallely, the German Olympic Sports Confederation also integrated the prevention of sexualized violence in its statutes.

The helpline in the Netherlands in the late 90s, provides twofold assistance: first, care and relief for victims, alleged perpetrators, parents or bystanders and second, redirection (if wanted by the service user) to a counsellor or other service such as general care organisations, police, lawyers or public prosecutors. In the Netherlands there has been an independent institute for sports justice that handles complaints

(Sports court of arbitration, doping as well as sexual harassment) since the beginning of this century. It also developed tools to facilitate communication about sexual harassment or abuse, hand-outs for different target groups, documentary (story telling), information flyers, a website (like www.nocnsf.nl/seksuele-intimidatie), as well as guided discussion sessions. In France, the Minister of Women's Rights has proposed a framework law on equality between women and men, which contains a provision on extending the 'List of events of major importance for society' to cover more women's sport events (rugby as well as football). In the UK most coaches have to complete the Safeguarding and Protecting Children Workshop to be allowed to coach children. Apart from that, in Finland the report 'Sport and equality 2011, Current stage and changes of gender equality in Finland' was published by the Finnish Ministry of Education and Culture in the early second decade. Furthermore, the Finnish Ministry of Education and Culture has published a report Sport and Equality 2011; Current state and changes of gender equality in Finland which covers systematically the mainstreaming of the gender perspective in sports.

In Sweden a general Gender Mainstreaming Manual has been developed by the Swedish Gender Mainstreaming Support Committee, which could be useful for sport.

7. PEDAGOGICAL GUIDANCE

7.1. Teaching the Topic

When teaching the topic of "Sports Legislation and Possible Gender Discrimination in European Countries," it is important to employ interactive teaching methods that engage learners and foster critical thinking. Consider incorporating the following strategies:

- a) **Interactive Discussions:** Encourage open discussions among learners to explore different perspectives on sports legislation and gender discrimination. Facilitate debates on the challenges and progress observed in specific European countries, encouraging learners to analyze the factors contributing to gender disparities.
- b) **Case Studies:** Utilize real-life case studies that highlight instances of gender discrimination in sports and the legislative measures taken in various European countries. Encourage learners to analyze the outcomes of these cases and propose alternative approaches for addressing gender discrimination.
- c) **Group Activities:** Organize group activities that promote collaboration and problem-solving. Assign learners to research specific European countries and present their legislative frameworks, progress, and challenges regarding gender equality in sports.

7.2. Learning Objectives

Upon studying this topic, learners should:

1. Understand the concept of gender discrimination in sports and its impact on equal participation and opportunities.
2. Identify key aspects of sports legislation and policies related to gender equality in European countries.
3. Analyze the challenges and progress observed in specific European countries in addressing gender discrimination in sports.
4. Evaluate the effectiveness of legislative measures and interventions in promoting gender equality in sports.
5. Apply critical thinking skills to propose strategies and recommendations for addressing gender discrimination in the context of sports legislation.

7.3. Educational Resources

To support teaching or learning this topic, the following educational resources are recommended:

1. Textbooks:

- "Gender and Sport: A Reader" by Laura Hills and Barbara Humberstone.
- "Women, Sport, and Culture" by Susan Birrell and Cheryl L. Cole.

2. Research Papers and Articles:

- Meier, H. E., Konjer, M. V., & Krieger, J. (2021). Women in International Elite Athletics: Gender (in)equality and National Participation. *Frontiers in Sports and Active Living*, 3.
- Burton, L.J., & Leberman, S. (Eds.). (2017). *Women in Sport Leadership: Research and practice for change* (1st ed.). Routledge.

3. Online Courses:

Search;

- "Gender Equality and Sports" on Coursera
- "Women, Sport, and Society" on FutureLearn

7.4. Additional Materials

To enhance the learning experience, partners can consider utilizing the following supplementary materials:

1. Documentary Films:

- "Battle of the Sexes" (2017) directed by Valerie Faris and Jonathan Dayton.
- "Playing Unfair: The Media Image of the Female Athlete" (2014) directed by Lisa Wolfinger.

2. Online Platforms:

- Women's Sports Foundation (<https://www.womenssportsfoundation.org/>): Offers resources, articles, and research on women in sports.
- European Institute for Gender Equality (<https://eige.europa.eu/>): Provides reports, studies, and policy recommendations on gender equality in Europe.

7.5. Assessment and Evaluation

To assess learners' understanding and progress, consider employing the following assessment methods:

1. Quizzes or Knowledge Checks: Create quizzes to test learners' comprehension of key concepts, legislative frameworks, and challenges related to gender discrimination in European sports.
2. Case Study Analysis: Assign learners to analyze a specific case study of gender discrimination in sports and evaluate the legislative responses. Assess their ability to identify relevant issues, propose solutions, and critically analyze the outcomes.
3. Research Projects: Assign learners to conduct independent research on a European country's sport legislation and gender equality initiatives. Evaluate their research findings, analysis, and presentation skills.

7.6. Case Studies or Examples

Include real-life case studies or examples to illustrate the practical application of the topic. Highlight instances where European countries have successfully implemented sports legislation to promote gender equality, such as Norway's funding models prioritizing gender equality in resource allocation.

7.7. Exercises or Activities

Engage learners and reinforce their understanding of the topic through interactive exercises or activities, such as:

1. Role-Playing: Divide learners into groups and assign them different roles, such as policymakers, athletes, or advocates. Conduct a role-playing activity where they negotiate and propose legislative measures to address gender discrimination in sports.
2. Group Discussions: Pose thought-provoking questions and scenarios related to sports legislation and gender discrimination. Encourage learners to discuss and critically analyze the issues, sharing their perspectives and proposing solutions.

7.8. Interactive Tools or Technologies

Utilize interactive tools or technologies to enhance the teaching or learning experience, such as:

1. Online Interactive Maps: Use interactive maps to visually demonstrate the varying progress and challenges of gender equality in different European countries.
2. Multimedia Presentations: Incorporate multimedia presentations, including videos or infographics, to provide visual representations of gender disparities and legislative efforts in European sports.

8. CONCLUSIONS

Various factors, external to sport, can affect women's levels of participation (e.g. home situation, physical education at school). Actually, more and more women in Europe participate in sport activities. However, a lot remains to be done in the sphere of gender equality. Also, many factors at play within the sport sector itself which can hinder the participation of women (e.g. lack of coaches creating a gender-friendly as well as safe sport environment, indifference from decision-making boards). Many women were today still unable to find the right environment in which they could use their full potential.

Gender equality will benefit the position of women, who for a long time did not have the same human rights as men, but at the same time it will improve the diversity of today's sport sector which is considered to be needed to attract potential sport participants as well as clients and keep them as members or participants active in the organisation, ready to fulfil activities or functions. This approach will, in the long term, also influence boys as well as men. It will also contribute positively to the quality of the services delivered, as women will provide different role models for girls as well as boys, and new, relevant educational approaches which encourage girls as well as women to enjoy sport without disregarding to prepare for a lifelong sporting career. It will establish a safe as well as secure sport environment for girls as well as boys, young women and men as it will raise awareness of the topic, educate instructors as well as administrators on how to handle risks in this field and prevent harm to athletes.

Gender-friendly coaching and guidance might decrease the high drop-out rate of girls as well as women, avoid sexist gender stereotypes in sport as well as create a positive and social educational climate for all. Besides, it should be strongly stressed that gender equality in sport will be economically beneficial for all stakeholders in sport or related industries, including the media because of higher participation as well as popularity of sport and a growing workforce. For many women with a disability or migrant background it is considered to be noticeably higher, it was also using sport as a tool to empower their lives, to have a job, to have a family as well as to be accepted as a citizen in their country without being regarded as 'different'. It will result in a positive effect on the health of women as well as girls throughout Europe. It could be expected that as a result of a gender equality approach, the climate of sport will become more attractive or enjoyable to women and girls, which will lead to an increase in their participation.

There is a noticeable chance for alternative measures or actions taking note of their social as well as cultural environments. A successful national strategy on gender equality in sport follows a balanced approach in setting benchmarks which were realistic and achievable. Examples of effective practice offer additional guidance. Rather than presenting single strategic options, for example, the empowerment of individual women or the setting of quotas, a strategy should take note of how women and men could contribute to gender balance, how the diversity of different groups of women should get specific attention or how multiple discrimination/intersectionality should be addressed. Parallely, the Commission follows a dual approach to gender equality, namely specific actions plus gender mainstreaming. Emphasizing the principle of equality between women and men in all its activities represents a specific mission for the Union. With the entry of an EU sport competence in the Lisbon treaty in 2009 there is nowadays considerable possibility to support specific actions as well as to mainstream gender equality in the field of sport. By describing these options or proposing specific measures, the strategy should help governmental as well as non-governmental sports organisations launch concrete actions and make the necessary policy choices. Such a plan of strategic actions, including a roadmap or action plan, should outline priority areas for EU action on gender equality driving the gender equality in sport agenda forward, reinforcing partnership with Member states, and relevant stakeholders. So far, no concrete actions have been taken at the European level. For that reason, a more detailed coherent plan on a European level with concrete measures in a time frame to reach the gender objectives in sport should be developed.

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10. ASSESSMENT QUESTIONS

1. What is the main objective of promoting gender equality in sports?
 - a. To achieve "same" conditions for both genders in all aspects of sports
 - b. To provide comparable or fairly compared conditions for both genders in sports**
 - c. To eliminate gender-related social or biological peculiarities in sports
 - d. To ensure that men and women participate equally in sports activities

2. How has the involvement of women in the Olympic Movement changed over time?
 - a. There were no female members in the International Olympic Committee until the early 80s
 - b. Women's participation in the Olympic Games has decreased since the beginning of the 20th century
 - c. The number of female members in the International Olympic Committee has been consistently high
 - d. Women's participation in the Olympic Games has gradually increased over the years**

3. What is one consequence of gender inequality in sports?

- a. **Limited opportunities for women's sports**
- b. Equal pay for equal work between men and women
- c. Increased media coverage of women athletes
- d. Higher participation levels of women and girls in sports

4. What is the significance of gender mainstreaming in sports?

- a. **It helps challenge and change existing stereotypes in sports**
- b. It ensures that women have more leadership roles in sports organizations
- c. It promotes equal pay and opportunities for men and women in sports
- d. It addresses the economic aspects of female participation in sports

5. What role can legislation and institutional interventions play in promoting gender equity in sports?

- a. They can help close the gender pay gap in professional sports
- b. **They can enforce changes in club environments to increase women's participation**
- c. They can provide financial support for women's sports organizations
- d. They can improve media coverage of women athletes and events

CHAPTER 4: DUAL CAREER OF A SPORTSWOMAN: PROBLEMS AND SUCCESSES

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1. INTRODUCTION

Athletes invest in their athletic careers at different levels depending on their age and at specific periods of their careers. Therefore, they primarily want to maximize their physical, psychological, and social benefits with their participation in sports. In the same approach, they also want to compensate for potential costs such as injury, sacrifices in other areas of life, and one-way development in some areas. However, except for full-time professional athletes, most athletes pursue an education or profession alongside their passion for sports, and young athletes attend compulsory education and often pursue further/higher education or employment in later adolescence (Cartigny et al., 2021). At this stage, a dual career in the form of sport-education or sport-business offers a solution for balancing lives outside of sports and preparing for post-sport life. The athlete career literature suggests that athletes who seek/establish an optimal balance between sport and other areas of life continue to play sports and have less difficulty transitioning to a post-sport career. Talent development research also emphasizes that successful athletic talent development environments and organizational cultures greatly support and facilitate athletes' sport-education balance (Stambulova et al., 2015). In this context, a dual-career athlete is defined as an individual who pursues sports and educational and/or professional endeavors (Cartigny et al., 2021).

Sexist approaches in the Victorian era did not include women in sports due to the damage to their reproductive organs, the fact that men did not find them attractive or they had insufficient energy. Women's first participation in the Olympics was in 1900 (CSP Global), and in athletics competitions, in the 1967 Boston marathon, with Kathrine Switzer. So, it is well-known that gender differences in sports are an essential issue throughout women's sporting careers. For example, women earn less in their clubs and have more difficulty finding sponsors or grants (Morris et al., 2020). Thus, gender discrimination occurs during and after an athletic career and becomes a societal issue (for example, gender stereotypes) rather than a specific sports issue (López de Subijana et al., 2020). Ryba, Ronkainen, et al. (2015) conducted life story interviews with 18 talented Finnish athletes (16-20 years old/10 females, 8 males) followed by an integrative narrative-discourse analysis. As a result of this study, although all adolescent athletes desired to build dual careers, less than half of them were able to pursue dual careers after high school, and it shows that dual career discourse practices are organized according to gender duality and this strengthens the assumed normality of gender-based life choices rather than opening up the space of possibilities. In addition, Ekengren et al., (2018) stated that because of a semi-structured interview in which 18 Swedish professional handball players (9 women and 9 men) at the end of their careers examined both athletic and non-athletic career developments, female athletes chose additional jobs to support themselves financially compared to male athletes. For these reasons, it is essential to promote programs that focus on gender equality in sports throughout the sports career and the employability process (Lopez de Subijana et al., 2020).

In this context, the effects, advantages, and disadvantages of dual careers on the lives of athletes are discussed. In addition, the importance of dual careers for female athletes, what needs to be done to support athletes after retirement from sports, and examples of implementation are given. It is aimed to

draw attention to the difficulties experienced by female athletes in dual careers in sports as in many areas of society. Thus, it is aimed to contribute to sociological and gender studies.

As soon as each woman starts her sports career, the double career process begins as usual. It is important to include the dual career approach in this handbook, as other indispensable elements of life such as family, education, social and business life cannot be ignored while maintaining a sports life, which occupies an important place in terms of time, effort, and resources.

2. SCIENTIFIC BACKGROUND

“I know who I am in the water, but I don't know who I am out of the water” are the words of world-famous swimmer Michael Phelps from the documentary “The Weight of Gold”. As it can be understood from these words, athletes often do not have an idea about what they are outside of the sport they are doing or what they will be after they retired. Many elite athletes fall into emptiness and experience psychological problems when they complete their sports careers. For this reason, for athletes to be mentally healthy throughout their sports career and after retirement, they should be supported to continue their careers with a dual career perspective.

Studies on dual-career athletes have emerged from work that recognizes the importance of a holistic perspective which is a life-span perspective that spans the athletic and post-athletic career and which includes transitions occurring in the athletic career as well as those occurring in other domains of athletes' lives and explores transitions in athletic development rather than focusing solely on athletes as athletes (Wylleman et al., 2004; Wylleman & Lavallee, 2004). The concept of dual careers, which involves simultaneously pursuing sports and education or professional endeavors, has become a particular focus in the sport psychology literature, with the European Union publishing recommended policy actions to support dual careers in high-performance sports (European Union Expert Group: Education and Training in Sport, 2012) and the *Psychology of Sport and Exercise* journal publishing a special issue on dual career development and transitions in 2015 (Stambulova & Wylleman, 2015). While recent research has shown that dual-career athletes are understood as a heterogeneous group, these studies have primarily focused on secondary or school-aged athletes (Cartigny et al., 2021). Cartigny et al. (2021) conducted the life story interviews of 17 dual-career athletes to create an overarching theory of dual career paths in sports. The findings that emerged from this study supported a categorization of dual career experiences into 3 pathways: a sporting pathway, an educational/vocational pathway, and a dual career pathway. Debois et al. (2015) emphasize that dual careers are developmental due to the nature of athletes, encompassing sport and education or career transitions at different stages of life, and the importance of adopting a holistic life course perspective when considering dual career athletes. Similarly, Stambulova and Wylleman (2019) identified a range of benefits of dual careers, including individual development, improved sports performance, and increased life satisfaction in the long term.

However, many studies continue to identify key gender constructs that influence athletes' experiences and decisions about their dual careers. For example, female athletes appear to be more likely to invest in education and dual career goals and identities, even though their motivation toward sports is like men (Aunola et al., 2018; Ekengren et al., 2018; Moazami-Goodarzi et al. 2020). While studies investigating the dual careers of athletes in handball, basketball, and football reported that, unlike their male peers, the majority of elite female players pursue or plan to pursue a dual career at the tertiary level (Ekengren et al., 2018; Tekavc et al., 2015; Harrison et al., 2022) provided further support for the claim that gendering the life careers of athletes is evident from adolescence to adulthood (Ryba, Stambulova, et al., 2015).

In addition to these gender differences, Baron-Thiene and Alfermann (2015) and Ronkainen et al. (2016) reported that female athletes experience more physical complaints and burnout than their male peers, and many women receive little emotional support from coaches and parents and feel lonely (Ryba et al., 2021). Such experiences may lead female athletes to decide to leave the sport and focus on education, work, and family.

The book “Athletes' Careers Across Cultures” is based on research conducted in 19 countries around the world, and the review of international career research from a cultural perspective points to 6 major challenges in athletes' career paradigms. Two of these challenges are particularly highlighted. First, a holistic perspective, the 'beginning-to-end' approach is illustrated with a developmental model on transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational levels, which needs to be developed. This means that an athlete needs to be approached as a whole person, a whole career, and a whole environment. Secondly, projects should be developed in a sociocultural context, avoiding, for example, a perspective that focuses only on the athletic identity of the student-athlete and does not take culture into account (Stambulova et al., 2015).

As an example of a holistic approach to the athlete, the basic idea of the Swedish sport system is that elite athletes should be able to lead an everyday life in society when their sporting career ends. The dual career model, which emphasizes the importance of psychological, psychosocial, and academic development of adolescent athletes in addition to their athletic careers, was created through research conducted in National Elite Sports Schools (RIGs) designed with the win-win principle for these athletes, is as shown in Figure 1 (Stambulova et al., 2015). The model aligns age groups with sportive and professional career stages and indicates possible dual career paths during sport and after leaving the sport, with arrows indicating dual career transitions.

25+	Post-athletic career education	Discontinuation	Vocational post-athletic career
19-24	University	Mastery-2	Sport as work Sport + work
16-18	RIGs (national elite sport school or relevant*)	Mastery-1	
13-15	Upper secondary school	Development	
10-12	Secondary school	Initiation (for delayed specialization sports)	
6-9	Primary school	Initiation (for early specialization sports)	
<i>Ages</i>	<i>Education</i>	<i>Sport</i>	<i>Work</i>

Figure 1 - Indicates age groups as aligned with possible dual career paths.

3. TECHNICAL INFORMATION

One of the main factors affecting athletes' ability to pursue a dual career is the lifestyle conflicts arising from elite-level participation in sports. The career stage that elite athletes are in also affects the opportunity to devote time and energy to non-athletic careers. People with influence and authority in decision-making, such as coaches and managers in the sports environment, are also essential factors for dual careers (Ryan, 2015).

As the number of elite female soccer players in England increases, it is seen that the difficulty in having a dual career increases with the increase in their education level. At this stage, it is seen that appropriate support systems such as family and university play an integrative role in athletes who receive different levels of support from educational institutions and football clubs (Harrison et al., 2022).

The SportSClasses program, which has been implemented in Denmark since 2005, offers extra training to potential elite athletes. In addition, the age of employment in sports has been lowered from 15 to 12 to respond to the increasing competition in the world of elite sports. In Denmark, which ranks high in the United Nations Human Development Report, even in this program where the sport is offered in cooperation with educational institutions, it is seen that there are about twice as many male students as female students and that boys are four times more likely than girls to prioritize sport over education. This indicates a male-dominated structure in sports, which supports the hegemonic construct of masculinity in the media about physicality and competitiveness and does not provide equal opportunities for women (Skrubbeltrang et al., 2020).

Dual careers can offer elite athletes many social, developmental, financial, and health advantages. However, it can also be challenging to establish and maintain a balance between elite sports and academic education because individuals pursuing dual careers have psychological, psychosocial, and financial responsibilities as well as athletic and academic/professional elements (Harrison et al., 2022). In fulfilling these responsibilities, it is crucial to have competencies such as career planning, dual career management, emotional awareness, social intelligence, and adaptability (De Brandt, 2017). However (Karadağ & Aşçı, 2023), research findings on dual careers also reveal that student-athletes often experience negative experiences such as stress, overload and early dropout from sports or school, fatigue, and role conflict due to spending both time and energy to manage social roles.

Numerous studies have referred to the irrationality of pursuing dual careers due to the significant need for time and the intense pressure on physical and mental energy (Singer, 2008; Cosh & Tully, 2014; Tekavc et al., 2015). The ability to manage dual careers has been described as highly dependent on the support of others (Knight et al., 2018). As a result of the challenges experienced, dual career athletes have reported feeling compelled to compromise on one of their pursuits (Ryan, 2015; Ryba, Stambulova, et al., 2015; Tekavc et al., 2015). However, despite these challenges, dual-career athletes report sacrificing their sporting goals in favor of educational or professional goals due to barriers to reaching the highest level of sport, including the ability to sustain themselves financially (Brown et al., 2000).

Although studies have shown the disadvantages of pursuing dual careers, the advantages of pursuing dual careers have also been detailed. Research in the literature has demonstrated many benefits of pursuing educational or professional endeavors alongside sports, including a sense of well-being as a result of developing a multidimensional identity (Ryba, Stambulova, et al., 2015; Pink et al., 2018). The presence of an alternative focus also provides an environment of relaxation, providing an opportunity to unwind from the stresses and pressures of intense sports (Pink et al., 2015). Many higher education institutions encourage high-performing athletes to study at their institution, helping to support their personal and sporting performance (Brown et al., 2015). These benefits can continue in their lives after dual careers with increased life satisfaction (Lavalley & Robinson, 2007). Dual-career athletes have identified high motivation levels to pursue sporting and educational or professional endeavors to achieve these benefits (Cosh & Tully, 2014).

Individual factors at the micro level; parents, peers, and coaches at the medium level; educational institutions, national governing bodies, and government policies at the macro level; and international governing bodies at the global level are influential factors in dual career management. Strong relationships, open communication, and flexibility among these stakeholders, directly and indirectly, affect athletes' dual career experiences (Condello et al., 2019).

In the dual career process, parents are the most significant source of support for students' athletic and academic careers (Capranica et al., 2021). Parental support is primarily psychological, logistical, and financial. Following the stages of the athlete's participation in sport, the role of parents evolves from a leader to a follower/supporter. Parents (Tessitore et al., 2021) provide financial and moral support to their children and have expectations for their children's academic and athletic success. However, their excessive involvement in competitive environments can lead to problems between athletes, parents, and coaches. Suppose parents cannot control their reactions when looking out for their children's multidimensional benefits. In that case, they may cause burnout symptoms, especially in athletes transitioning to high school. Parents who experience stress from academic processes, competition, financial and time-related responsibilities, and time that cannot be allocated to other children can sometimes teach their children how to cope with problems through different strategic approaches.

An example of collaboration between stakeholders involved in the dual career pathway of athletes is the National Collegiate Athletic Association (NCAA) in the USA, which integrates sport with higher education. Another example is in the United Kingdom, where the English Football Association (FA) is providing vital support to the dual careers of female athletes by requiring all Women's Super League (WSL) teams to be full-time professionals in the 2018/19 season. The FA has also developed the Women's Super League Dual Career Academies, where WSL clubs are paired with a further education institution and the local university. The requirement for players in these WSL Academies to undertake an education or career alongside their football commitments is considered a step towards creating a dual career system for women's football (Harrison et al., 2022).

Stambulova et al. (2015), in their study of dual career experiences (including sport, education, and personal life) of school-age student-athletes, provided a basic framework for dual career projects by creating a developmental transition model and an athletic career transition model, ranging from prioritizing sport at one end (higher visibility of athletic identity) to prioritizing studies at the other end (higher visibility of student identity). The critical determinant of the quality of this transition/adaptation is the balance of student and athletic identity. In achieving this balance, career support services become meaningful, especially the empowerment approach, which helps develop female student-athletes' resources.

4. PEDAGOGICAL GUIDANCE

The EU Guidelines on Dual Careers of Athletes (2012) are designed to contribute to the development of sustainable dual career programs for talented and elite student-athlete and employee-athlete. The guide, which includes examples of good practice, states that the design of dual career

programs for athletes should consider their individual needs, taking account characteristics such as age, gender, career stage, sports branch, and financial situation and that the responsibilities of athletes should increase as their careers progress. The guide also covers policy areas ranging from inter-sectoral and inter-institutional relations to sports development, health, education, finances, and employment.

Table 7 presents some projects that emphasize the importance of dual careers and include strategies to help competitive athletes successfully enter the labor market at the end of their sporting careers.

Table 7 - Aims of International Documents.

International documents	Aims	Links
White Paper on Sports (Commission of the European Communities, 2007)	Helping people to be employed in the labor market. Helping people to find a job within an organization (sports club)	https://eur-lex.europa.eu/EN/legal-content/summary/white-paper-on-sport.html
EU Guidelines on Dual Careers of Athletes (European Union, 2012)	Strengthening links between member states, assistance in the field of education	https://pasap.eu/files/dual-career-guidelines.pdf
EASTPORT (2014)	Establishing cooperation, supporting higher education (developing a teaching model)	https://www.jhse.ua.es/article/view/2023-v18-n1-efficacy-european-sport-tutorship-model-estport-dual
AtLETyC program (2016-2018)	Encouraging the acquisition of entrepreneurial qualifications	http://www.wus-austria.org/18/projects/120/atletyc-athletes-learning-entrepreneurship-a-new-type-of-dual-career-approach
DC4AC project (2015)	Highlighting dual career awareness, developing support criteria	https://tf.hu/en/international/international-projects/dual-career-for-athletes-dc4ac
The AMiD Project (2018-2020)	Enhance Dual Career migration across Europe	https://researchfeatures.com/athletic-migration-dual-career-qualification-sports/
DONA Project	Dual Career for Women Athletes (DONA)	https://www.dualcareer.eu/dual-career-for-women-athletes-dona-project-started/
ASAS Awards	Sport Ireland Institute	https://www.sportireland.ie/institute/news/SportASAS

Olah et al. (2022).

There are several projects on dual careers supported by the European Commission. The EMPATIA (Educational Model for Parents of Athletes In Academics) project (www.empatiasport.eu) focuses on strengthening the role of parents as emotional, logistical, and financial supporters of their children's dual careers. The DONA project focused on the tendency of young athletes in adolescence to have difficulties fulfilling their sporting responsibilities due to academic requirements and social life and to drop out of sports. It is important to have a gender-specific approach to dual careers, especially as female athletes experience this situation more often. This project sought collaborations to ensure that female volleyball student-athletes benefit from a coherent environment of well-prepared dual career service providers in terms of sport, education, and the labor market (Capranica et al., 2021).

Almost all the projects focus on improving athletes' social and work-related skills and education. In addition, the issue of retirement from sports, supporting the employment of female athletes from a gender perspective, parental roles, and cooperation between sports clubs and other stakeholders in helping athletes cope with difficulties are among the outstanding topics.

5. GUIDANCE FOR TEACHING OR LEARNING THE TOPIC

5.1. Teaching Methods

The pedagogical guidance presents a teaching method of shared discovery learning using technologies and different groupings. Activities are proposed in which the resources provided must be explored, with a subsequent sharing and final reflection.

5.2. Learning Objectives Guidance for teaching or learning the topic

5.2.1. Learning Objectives

- a) Understand the problems of student/working athletes,
- b) Learn student/working athletes' strategies to overcome career challenges and reflect on their experiences,
- c) Explain tips and tools for improving the careers of female athletes, in particular,
- d) Learn worldwide recommendations for dual careers.

5.2.2. Suggested educational resources or activities

Lack of social skills due to closed training sessions and gender-based public and media pressure (fertility, emotional pressure) makes it difficult for female athletes to retire from sports and transition to employment from their athletic careers shorter than men. Therefore, the careers of female athletes should be analyzed in terms of gender, social role, social status, social power, etc., and the "Dual Career of the Athlete" model should be considered. This model is based on the training of elite athletes in amateur sports schools and is a current model with a comprehensive perspective that advocates cooperation with schools and universities in the education system (Zhu, 2023). Based on social realities, solutions for female athletes are tried to be produced in terms of Political Environment, Social Environment, Social Media, Social Beliefs, and Social Networks are as shown in Figure 2.

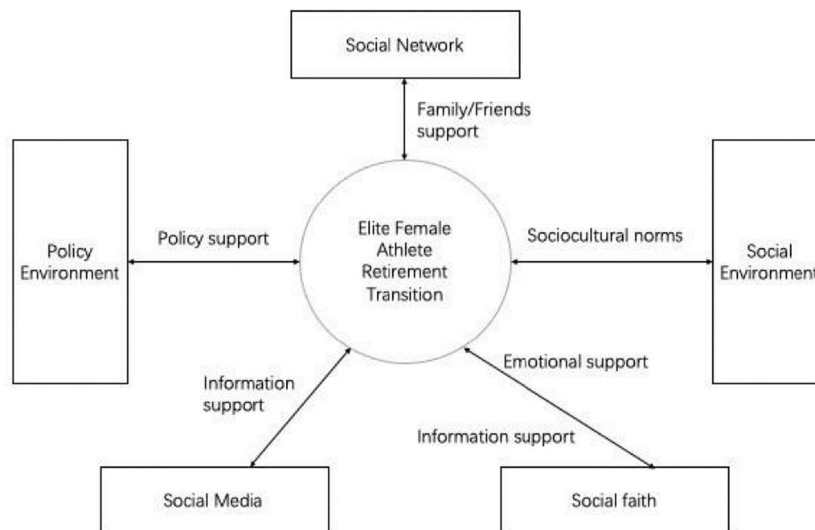


Figure 2 - Political Environment, Social Environment, Social Media, Social Beliefs, and Social Networks.

Source: Zhu (2023).

As the awareness of the importance of career transitions has increased, studies and research on supporting athletes in their career transitions have also increased. Some career development programs developed by governing bodies and sports institutes worldwide to help individuals develop a professional career outside of sport and achieve their sport-related goals are shown in Table 8 (Wylleman et al., 2004).

Table 8 - Selected overview of career transition programs.

Program	Institute	Country
Athlete Career and Education (ACE) Program	Australian Institute of Sport	Australia
Athlete Career and Education (ACE-UK) Program	UK Sports Institute	UK
British Athlete Lifestyle Assessment Needs in Career and Education (BALANCE) Program	University of Strathclyde	Scotland
Career Assistance Program for Athletes	US Olympic Committee	USA
Making the Jump Program	Advisory Resource Centre for Athlete	USA
Olympic Athlete Career Center- National Sports Center	Olympic Athlete Career Centre	Canada
Olympic Job Opportunities Program	Australian Olympic Committee	Australia
Study and Talent Education Program (STEP)	Vrije Universiteit Brussel	Belgium
The Retiring Athlete	Dutch Olympic Committee	Netherlands
Wales Lifestyle Management Program	Sports Council for Wales	Wales
Whole-istic	American College Athletic Association	USA
Women's Sports Foundation Athlete Service	Women's Sports Foundation	USA
Athlete365 Career+	Cooperation between Turkish Olympic Committee Athletes Commission and International Olympic Committee (IOC)	Türkiye

5.3. Educational Resources

This section proposes that learners work in different groupings to try to answer the questions posed. For each question, it is proposed to search in different resources that students can find in Table 9.

Task 1. Work in pairs. Agree with your partner on the problems in the athlete-student or athlete-employee career.

Do the difficulties experienced by female and male athletes-students/athletes-employees differ? Discuss.

Task 2. Work in groups. Create a decalogue for the improvement of dual careers. To do this, you should consult the resources listed, select the ten best tips, advice, or tools and create a visually attractive poster.

Task 3. Exercise to connect and center yourself.

What difficulties did you experience/are you experiencing as an athlete-student/athlete-employee? How do you deal with these challenges?

Task 4. By consulting the resources listed, you should try to answer the following true or false questions. Once you have finished, discuss them with your classmates. At the end of the activity, a debriefing will take place.

1. A dual Career is the successful combination of education, training, or work with sport to enable an individual to reach his / her full potential in life.
2. It is not important to invest in a dual career because only 10% of high-potential athletes develop into an elite athlete.
3. Female athletes appear to be more likely to invest in education and dual career goals and identities, even though their motivation toward sports is like men.
4. Most of the athletes have a low level of education due to the exclusive sports practices.
5. Female and male athletes experience the same problems in their athlete-employee careers.

The solution to questions: 1: True; 2: False; 3: True; 4: True; 5: False.

Task 5. Access articles on numerous athletes and their career stories. Then choose one of the athletes and read his story. Then choose one of the athletes and read their story. Research more about the athlete's story.

Explain to other students what the athlete faced in her/his student/study career with sports, what his successes and failures were, what he went through, and how he overcame them.

Task 6. Once you have read and researched all the documents and resources shared, list three things you can do to improve both your sports and your student/study career.

Table 9 - Resources for the task and more information.

Description	Link	Task
Supporting dual career in Spain: Elite athletes' barriers to study	https://www.sciencedirect.com/science/article/abs/pii/S1469029215000539	1
How Can Sports Clubs Support a Talent's Dual Career?	https://library.olympics.com/Default/digital-viewer/c-206544	1-4
Improving Dual Career	https://euathletes.org/project/pdm-dual-careers/	2
The 2021 FISU World Conference: Dual Career, Digitalisation, and Women in Elite Sport	https://glitzsport.com/the-2021-fisu-world-conference-dual-career-digitalisation-and-women-in-elite-sport/	5-6
Phoebe Snowden: Dual Career Athlete shares her experiences as a woman in STEM	https://www.kcl.ac.uk/news/phoebe-snowden-iwd	3
How my sports psychologist helped after a career-ending injury	https://www.ncaa.org/news/2023/5/15/features-how-my-sports-psychologist-helped-after-a-career-ending-injury.aspx	1-3-5
New dual career guides launched for players in the women's and girls' talent pathway	https://www.vercida.com/uk/articles/the-fa-dual-pathways-gender-balance	5-6
Helping Talent Shine in Education and Sport TASS Dual-Career Accreditation	https://aspire2becoaching.co.uk/tass-dual-career-accreditation/	6
Guidelines to Promote the Dual Career of Athletes-Students	https://morethangold.eu/wp-content/uploads/2021/09/MTG_1-WEB-Def2.pdf	6
Dual-Career Resources	https://development.bwfbadminton.com/player/career-pathway-scholarships-opportunities/dual-career-resources	6
Dual career pathways of transnational athletes	https://www.academia.edu/23778516/Dual_career_pathways_of_transnational_athletes	6
Focus on Female Athletes: Creating Better Options for Second Careers	https://japan-forward.com/focus-on-female-athletes-creating-better-options-for-second-careers/	5

On Best European Practices and Effective Systems in Dual Career of Athletes	https://smartsport.bg/templates/default/pdf/SurveyonbestEUpracticesonDCA.pdf	6
Action plan to develop athletes' Dual Career Program in Estonia	https://library.olympics.com/default/digitalCollection/DigitalCollectionAttachmentDownloadHandler.ashx?parentDocumentId=185091&documentId=185093&skipWatermark=true&skipCopyright=true	6
Sports scholarships	https://www.worcester.ac.uk/about/academic-schools/school-of-sport-and-exercise-science/performance-sport-and-sports-scholarships/sports-scholarships/	1-6
Dual Career For High-Level Sports Students	https://www.sport.polimi.it/en/facilitations-for-students/dual-career	4
RWTH Aachen supports "dual career"	https://hochschulsport.rwth-aachen.de/go/id/mihx?lidx=1	5-6
The FA's New Dual-Career Program	https://www.ourgamemag.com/2018/05/24/the-fas-new-dual-career-program/	6
Awesome Sportswomen Also Holding Down Regular Jobs	https://hochschulsport.rwth-aachen.de/go/id/mihx?lidx=1	1-5-6
Exploring dual career opportunities as a professional athlete	https://www.premiersportsnetwork.com/news/exploring-dual-career-opportunities-as-a-professional-athlete	5-6
Athlete365 Career+	https://olympics.com/athlete365/careerplus/	6

6. CONCLUSIONS

While participation in sports at the elite level brings unique skills and experiences, the need to invest in areas of life outside of sports should not be underestimated. This holistic perspective is supported and defended by the United Nations Declaration on Human Rights Education and Training dated December 19, 2011, which states that “The necessity of making efforts through education and training to improve the human rights and fundamental freedoms of every individual and every segment of the society, and the necessity of approaching athletes with a vision of lifelong learning, especially as individuals who have served and benefited the society through sports”. In addition, gender equality in sports is one of the priorities of the United Nations in the field of society and development (Zhu, 2023).

In addition to their sports careers, female athletes want to continue their education and professional careers. The main reason for these requests is that, despite the increase in the professionalization of women in sports, they still have a lower chance of earning sufficient income from sports and being employed in sports compared to men. For the same reasons, female athletes reduce the priorities they give to sports in the later stages of their education career; that is, they reduce their sports careers from the professional level to the hobby level (Harrison et al., 2022). This financial situation is one of the unique challenges women face in the dual career field.

Stambulova and Wylleman (2019) noted that the dual career literature predominantly focuses on student-athlete populations. However, more research is needed on dual career situations in sport and work, as employment comes to the fore in earning income as a source of livelihood after the student period, especially for female athletes.

Studies show three general overarching factors emerge in athletes' experience and career goals in dual careers. These are individual (i.e., physical conditions, psychological conditions), interpersonal (i.e., social mediators, coping strategies), and external (opportunities, supports, obstacles, financial resources)

(Li & Sum, 2017). While these factors improve and prevent dual careers in sports, they emphasize the importance of both the individual and the environment in facilitating the dual career experience.

Despite the increasing number of women pursuing professional sports careers, there are still important issues regarding dual careers. There is a significant pay gap between male and female players. Fewer women than men can transfer their skills into well-paid coaching and management roles after retirement. Female athletes experience financial difficulties, even when they achieve equivalent success to men. For these reasons, especially for female athletes, it is not enough to focus solely on their sporting careers, and it becomes more important to pursue dual careers (Harrison et al., 2022).

Female athletes need to be analyzed in terms of gender, social role, social status, social power, etc., and more research is needed to develop specific interventions to explore and improve in-depth the career transitions, hopes, and challenges of female athletes around the world to reduce gender differences in career progression.

Finally, there is a need to disseminate good practices of educational programs that aim to improve the educational, social, and work-related skills of athletes and that have been created in various countries to help athletes reach the professional career transition. With these programs' help, athletes' lifestyles should be improved through goal setting, time management, repeated practice, and preparation for professional retirement. Activities involving research, group work, and reflection are recommended for female athlete students.

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8. ASSESSMENT QUESTIONS

1. What is the definition of a dual-career athlete?

- a) **An athlete who pursues sports and educational or professional endeavors simultaneously**
- b) An athlete who focuses solely on their sports career
- c) An athlete who pursues multiple sports simultaneously
- d) An athlete who transitions from sports to a career after retirement

2. Why is the concept of dual careers important for athletes?

- a) It allows athletes to focus solely on their sports career without any distractions
- b) **It helps athletes balance their lives outside of sports and prepare for post-sport life**
- c) It ensures that athletes prioritize education over their sports career
- d) It prevents athletes from experiencing psychological problems after retiring from sports

3. What challenges do female athletes often face in their dual careers?

- a) Difficulty finding sponsors or grants
- b) Physical complaints and burnout
- c) Little emotional support from coaches and parents
- d) **All of the above**

4. How does the gender imbalance manifest in the sport and education system?

- a) Girls receive more support from educational institutions than boys
- b) **Boys are more likely to prioritize sport over education compared to girls**
- c) Girls have equal opportunities as boys in sports and education
- d) Boys face more difficulties in pursuing dual careers than girls

5. According to the EU Guidelines on Dual Careers of Athletes, what should be considered when designing dual career programs for athletes?

- a) Individual needs of athletes, including age, gender, and career stage
- b) Financial situation and sports branch of athletes
- c) Inter-sectoral and inter-institutional relations
- d) All of the above**

CHAPTER 5: GENDER DISCRIMINATION IN THE MEDIA

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1. INTRODUCTION

Gender discrimination in the media is a pervasive and multifaceted issue, characterized by prejudiced treatment or portrayal of individuals based on their gender across various media platforms (Campbell et al., 2020). This discriminatory practice manifests through gendered stereotypes and biases in media content, perpetuating harmful norms about gender roles (Collins, 2011). Particularly in sports media, such stereotypes often take the form of disparate coverage between male and female athletes (Fink, 2015), objectification of female athletes (Daniels & LaVoi, 2013), and stereotypical portrayal of female coaches (Trolan, 2013). Moreover, an unequal representation of genders in media roles and decision-making positions further fuels this issue, with men continuing to dominate influential roles in the media industry (Smith et al., 2020).

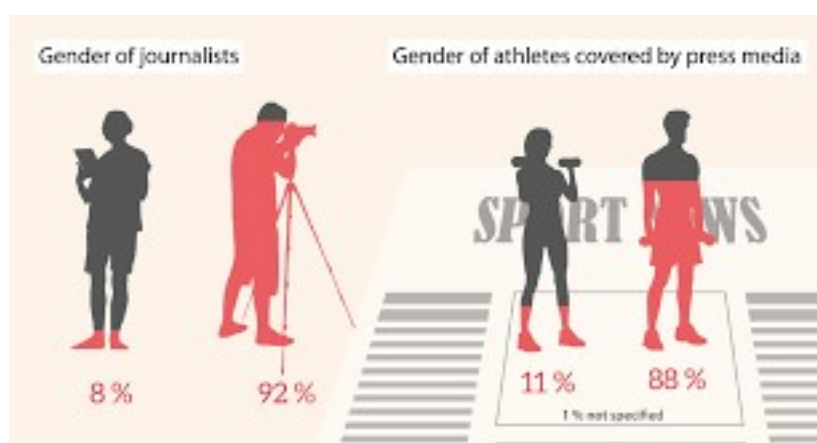


Figure 3 – The European Parliament-European Union position on gender discrimination in the media.

Source: European Parliament-European Union.

The issue of gender discrimination in the media has deep historical roots. In the early years of mass media, women were predominantly portrayed in stereotypical roles tied to domesticity and motherhood, while men were portrayed as leaders and decision-makers, including in sports where they were often depicted as more skilled and competent (Gerbner et al., 1980). These depictions reflected societal norms of the time but also served to reinforce them, creating a feedback loop between media and societal attitudes (Tuchman, 1978). Over time, as gender roles have evolved and women's rights movements have gained traction, media portrayals have also seen changes (Glascock, 2001). However, gender discrimination remains a significant issue, particularly in sports media.

Numerous research has been conducted on gender discrimination in the media. Scholars such as Tuchman (1978) and Collins (2011) have extensively analyzed the gendered stereotypes prevalent in media content. More recent research, such as the Geena Davis Institute's studies on gender disparity in film and television, have illuminated the persistent underrepresentation and sexualization of women in media. In

sports media, studies have highlighted how male athletes receive significantly more coverage than female athletes, and female athletes are often portrayed in stereotyped and sexualized ways. The Global Media Monitoring Project (GMMP), the world's longest-running research on gender in the media, continues to provide valuable insights into gender disparities in global media, including sports.



Figure 4 – At the University of Southern California, Male student-athletes have more coverage in the media than their female counterparts.

Source: USC News - University of Southern California.

Gender discrimination in the media holds significant societal implications. Media shapes societal norms and attitudes, and discriminatory portrayals can perpetuate harmful stereotypes and biases (Gerbner et al., 1980). This is evident in sports media, where representations influence societal norms and expectations about gender roles in sports, often reinforcing the notion that sports are a male domain (Trolan, 2013). Moreover, unequal gender representation in media decision-making roles leads to a lack of diverse perspectives, affecting the quality and inclusivity of media content (Smith et al., 2020). The topic's relevance extends beyond the media industry, influencing societal perceptions of gender roles, and impacting the broader struggle for gender equality (Hobbs, 2011).

One current trend is the increasing scrutiny of gender representation in digital media, particularly on social media platforms and in video games (Fox & Tang, 2017). Emerging issues include the representation and treatment of non-binary and transgender individuals in the media (Hobbs, 2011). The #MeToo movement has also sparked global conversations about sexual harassment and gender inequality in various industries, including media (Jane, 2014).

In sports media, efforts are underway to promote gender equity, such as increasing the representation of women and promoting positive portrayals of female athletes and coaches (Fink, 2015). The inclusion of this topic in the handbook aligns with our goal to promote a comprehensive understanding of media's role in society (Hobbs, 2011). Examining gender discrimination in the media allows us to critically engage with the media we consume, understand its societal implications, and push for more equitable and inclusive media practices (Geena Davis Institute on Gender in Media, n.d.).

Gender discrimination in the media connects to broader social issues such as gender equality, representation, and diversity. It intersects with areas like sociology, psychology, and cultural studies, as media representations can influence societal attitudes, individual self-perceptions, and cultural norms around gender (Bem, 1981). The media's role in constructing and disseminating gender norms is also a central concern in cultural studies (Krippendorff, 2004). From a psychological perspective, media images and narratives about gender can influence individual attitudes, beliefs, and behaviors (Eisend, 2010).

The issue ties into broader discourses on representation and diversity. As societies become increasingly diverse, the need for media that reflects and respects this diversity becomes ever more pressing (Ward, 2016). The topic of gender discrimination in the media is relevant not only to media professionals but to all media consumers, educators, policymakers, specifically in the sporting fraternity, and anyone interested in gender equality and social justice (World Association for Christian Communication, 2020). By critically examining gender discrimination in the media, we can better understand the media's role in perpetuating gender inequalities and the power of media to either uphold or challenge societal norms (Fredrickson & Roberts, 1997). This understanding can, in turn, inform our media consumption habits and our advocacy for more inclusive, equitable media practices (Hardin & Greer, 2009). Moreover, given the pervasiveness and influence of media in our lives, this topic has wide-ranging implications (Women's Media Center, n.d.).

2. SCIENTIFIC BACKGROUND

Gender discrimination in the media, and specifically in sports media, is a complex issue that intersects with numerous academic disciplines, namely sociology, psychology, and media studies (Campbell et al., 2020). These disciplines offer several theories and concepts that provide insight into how media portrayals of gender affect audience perceptions and behaviors, thereby contributing to gender inequality in society, including the realm of sports.

Sociology's 'gender roles theory' elucidates how societal norms of gender behavior are mirrored and reinforced in media, leading to unequal gender representation in sports (Collins, 2011). Concurrently, psychology's 'gender schema theory' and 'social cognitive theory' expound on the cognitive processes shaping audience perceptions and behaviors, suggesting that gender-based categorizations and observational learning can lead to internalizing skewed media portrayals (Bem, 1981). Moreover, media studies concepts such as 'media representation' and 'media effects' underline the significant influence of media content on audience perceptions, with 'cultivation theory' highlighting the potential for distorted realities through prolonged exposure to certain portrayals (Krippendorff, 2004).

In the context of sports media, these theories and concepts provide a holistic understanding of gender discrimination. They demonstrate the interplay between societal norms, cognitive processes, and media influence (Gluscock, 2001). Gender schema theory, cultivation theory, and objectification theory are central to understanding gender discrimination in sports media. These theories explain how media portrayals of male and female athletes and coaches can shape societal norms and expectations about gender roles in sports (Fredrickson & Roberts, 1997). They also highlight how these portrayals can discourage women and girls from participating in sports and limit their interest in sports (LaVoi, 2016; Norman, 2010).

By drawing on these theories and concepts from sociology, psychology, and media studies, we can gain a deeper understanding of the mechanisms behind gender discrimination in sports media. This understanding enables us to critically analyze media content, challenge harmful stereotypes, and advocate for more inclusive and equitable portrayals of gender in sports (Bruce, 2016). It also informs efforts to promote gender equality in sports and create a more inclusive sporting environment for all individuals, regardless of their gender (Daniels & LaVoi, 2013).

2.1. Historical development

Gender discrimination in sports media has historically involved the underrepresentation and stereotyping of female athletes and coaches (Trolan, 2013). Societal norms and expectations have influenced the media landscape, perpetuating gender inequalities and reinforcing traditional gender roles (Gerbner et al., 1980). Despite efforts to promote gender equity, disparities persist, with women athletes receiving less coverage and recognition compared to their male counterparts (Fink, 2015). Female athletes are often objectified, and their athletic achievements are overshadowed by discussions of their appearance (Eisend, 2010). Female coaches also face unique challenges, being underrepresented and subjected to negative stereotypes (Daniels & LaVoi, 2013). Addressing gender discrimination in sports media requires challenging stereotypes, increasing women's representation, promoting equitable portrayals, and fostering media literacy (Hardin & Greer, 2009; Hobbs, 2011). By striving for inclusivity and representation, we can work towards a fairer media landscape that supports gender equality in sports and challenges harmful gender norms in society.

2.2. Fundamental principles

Key principles relevant to gender discrimination in sports media encompass socialization, stereotype formation and reinforcement, and the impact of media consumption on perception and behavior (Hardin & Greer, 2009; Fink, 2015). Socialization refers to how individuals acquire societal norms and values regarding gender and sports, shaping their beliefs and behaviors (Trolan, 2013). Stereotype formation and reinforcement explore how stereotypes about male and female athletes and coaches are established and sustained, influencing perceptions of their abilities and roles (Daniels & LaVoi, 2013). Media consumption plays a pivotal role in shaping individuals' attitudes toward gender and sports, as media portrayals of athletes and coaches can shape viewers' perceptions, beliefs, and behaviors (Eisend, 2010). Understanding these principles provides insight into the complex dynamics of gender discrimination in sports media and highlights the role of socialization, stereotype formation, and media influence in perpetuating or challenging gender biases in sports media.

2.3. Core terminology and definitions

Sexism and misogyny are pervasive forms of gender discrimination observed in sports media (Kian, 2014; Cooky et al., 2013). Female athletes often face biased coverage, receiving less attention and recognition compared to their male counterparts (Cooky et al., 2013; Billings et al., 2015). Objectification of female athletes, focusing on their physical appearance rather than their skills and achievements, further contributes to gender inequality (Dworkin & Messner, 2018; Kane et al., 2013). Representation and diversity are crucial aspects of addressing gender discrimination in sports media, as they involve the fair and accurate portrayal of male and female athletes and the inclusion of diverse genders in sports coverage (Billings et al., 2015; Hargreaves, 2012). Stereotyping, on the other hand, perpetuates biased and generalized perceptions of genders in sports, reinforcing discriminatory practices (Kian, 2014; Messner et al., 1993). Recognizing and challenging these forms of gender discrimination is essential to promote equality and fairness in sports media (Hargreaves, 2012; Kian, 2014).

2.4. Supporting research and studies

Research in sports media has consistently revealed the presence of gender biases and stereotypes (Cooky et al., 2015; Messner et al., 2018). Disparate coverage between male and female athletes, with male athletes receiving more attention, is a common occurrence (Billings et al., 2008; Cooky et al., 2015). Additionally, female athletes are often objectified, with their physical appearance or personal lives receiving more focus than their athletic abilities (Kane et al., 2019; Messner et al., 2018). These biased portrayals have a significant impact on public perception and participation in sports (Billings et al., 2008; Hargreaves, 2012). They reinforce the notion that sports are a male domain, discouraging women and girls from engaging in sports and limiting their interest (Kian, 2019; Messner et al., 2018). Challenging these biases and promoting equitable representation of female athletes is crucial to inspire more women and girls to participate in sports and challenge traditional gender norms in sports media (Kian, 2019; Trolan, 2015).

2.5. Current state of knowledge

Current knowledge recognizes the persistent presence of gender discrimination in sports media and its detrimental effects on gender equality in sports (Billings et al., 2008; Cooky et al., 2015). Efforts are being made to address this issue by promoting gender equity in sports media coverage (Hargreaves, 2012; Trolan, 2015). Strategies include increasing the representation of women in sports media, both in terms of coverage and decision-making roles (Billings et al., 2008; Kian, 2019), and fostering positive and empowering portrayals of female athletes and coaches (Kian, 2019; Messner et al., 2018). By challenging gender biases and stereotypes, the aim is to create a more inclusive and equitable sports media landscape that promotes gender equality and provides opportunities for all athletes and coaches, regardless of their gender (Kian, 2019; Trolan, 2015).

2.6. Interdisciplinary connections

The study of gender discrimination in sports media is a multidisciplinary field that encompasses various disciplines (Billings et al., 2008; Hargreaves, 2012; Trolan, 2015). Sociology contributes to the understanding of gender roles in sports and the socialization processes that shape these roles (Billings et al., 2008; Hargreaves, 2012). Psychology examines the impact of media portrayals on individuals' attitudes and beliefs about sports (Cooky et al., 2015; Kian, 2019), while communication studies explore the effects

of media on perceptions of gender in the context of sports (Trolan, 2015; Messner et al., 2018). By drawing from these disciplines, researchers can gain a comprehensive understanding of the complex dynamics of gender discrimination in sports media and develop strategies to promote gender equity and challenge stereotypes in sports coverage (Billings et al., 2008; Kian, 2019; Trolan, 2015).

2.7. Key assumptions, models and experimental techniques

In the field of gender discrimination in sports media, models and assumptions revolve around the process of media consumption and its impact on audiences (Billings et al., 2008; Messner et al., 2018). The cultivation theory, for example, posits that prolonged exposure to media can shape viewers' perceptions of social reality, including gender norms in sports (Billings et al., 2008). This theory suggests that the consistent portrayal of gender stereotypes and biases in sports media can influence how individuals perceive and understand gender roles within the sports context (Messner et al., 2018). By recognizing the influence of media consumption on audience attitudes and beliefs, researchers and practitioners can better address gender discrimination and work towards promoting more equitable and inclusive sports media representations (Billings et al., 2008; Messner et al., 2018).

Research methods used in this field include content analysis to quantify representation and bias in sports media content, surveys and experiments to investigate the impact of sports media exposure on audiences, and qualitative methods like interviews or focus groups to capture more nuanced experiences and perceptions of gender in sports media (Billings et al., 2008; Kian, 2019; Trolan, 2015). These research methods help shed light on the prevalence and effects of gender discrimination in sports media, allowing for a deeper understanding of its impact and the development of targeted interventions and strategies for change.

3. TECHNICAL INFORMATION

The study of gender discrimination in sports media utilizes various methodologies, including content analysis, experimental and survey research designs, and qualitative methods like interviews and focus groups (Billings et al., 2008; Kian, 2019; Trolan, 2015). Content analysis allows researchers to quantify gender representation and stereotypes in media, providing quantitative data for analysis. Experimental designs establish causal relationships between media exposure and audience responses, while surveys gather self-reported data on media perceptions. Qualitative methods offer in-depth insights into individual experiences and interpretations. By employing these diverse approaches, researchers can gain a comprehensive understanding of gender discrimination in sports media, identify patterns, and develop interventions to promote inclusivity and equity in sports media representations.

3.1. Methodologies and procedures

1. **Content Analysis:** This method is commonly used to systematically analyze and quantify media content, such as television programs, advertisements, or news articles. Researchers can establish coding schemes to categorize and quantify gender representation, stereotypes, and other relevant factors (Krippendorff, 2018).
2. **Experimental and Survey Research:** Researchers employ experimental and survey designs to examine the impact of media exposure on audience attitudes, beliefs, and behaviors. Experimental designs can establish causal relationships, while surveys gather self-reported data to understand the relationship between media exposure and perceptions (Ward, 2016).
3. **Qualitative Methods:** Interviews, focus groups, or ethnographic studies can provide in-depth insights into audience experiences and perceptions. These methods are particularly useful for understanding nuanced and context-specific aspects of media consumption and gender discrimination (Altheide & Schneider, 2013).

3.2. Data analysis and interpretation

Statistical techniques, such as regression analysis, chi-square tests, or t-tests, can be used to analyze quantitative data collected through content analysis or surveys. Qualitative data from interviews or focus groups can be analyzed using thematic analysis, grounded theory, or discourse analysis (Braun & Clarke, 2006).

3.3. Case studies or examples

In a landmark study conducted by the Geena Davis Institute on Gender in Media, researchers used content analysis to examine the representation of gender in top-grossing films. The study revealed significant gender disparities, with male characters outnumbering females nearly two to one. Furthermore, female characters were more likely to be sexualized than their male counterparts, reinforcing gender stereotypes and objectification. This research not only exposes discriminatory portrayals but also highlights the potential for such portrayals to shape societal perceptions of gender roles (Smith et al., 2020).

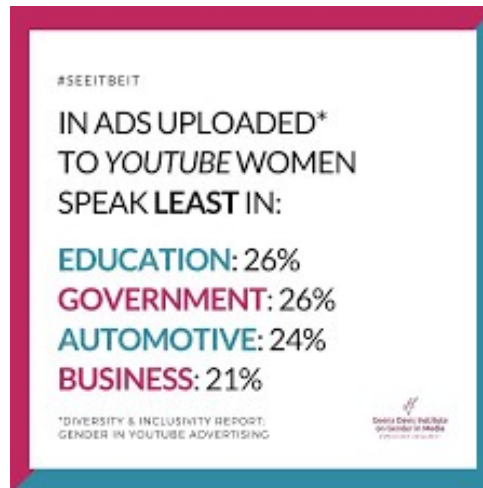


Figure 5 –Gender-related media

discrimination. Source: Geena Davis Institute.

3.4. Terminology and definitions

- Content Analysis: A research method used to identify and quantify patterns in media content.
- Coding Scheme: A set of guidelines for categorizing elements in a content analysis.
- Inter-coder Reliability: A measure of agreement among multiple coders in a content analysis, ensuring consistent application of the coding scheme.
- Chi-square Test: A statistical test used to determine if there is a significant association between two categorical variables.
- Regression Analysis: A statistical method used to examine the relationship between one dependent variable and one or more independent variables.
- Thematic Analysis: A qualitative method used for identifying, analyzing, and reporting patterns (themes) within data.
- Media Literacy: The ability to access, analyze, evaluate, and create media in a variety of forms.

3.5. References to research and studies

The Geena Davis Institute's research and the Women's Media Center's annual reports have significantly contributed to our understanding of gender discrimination in the media. These studies, among others, have documented the prevalence of gender biases and stereotypes, as well as the underrepresentation and marginalization of women and gender-diverse individuals in the media (Smith et al., 2020; Women's Media Center, 2021).

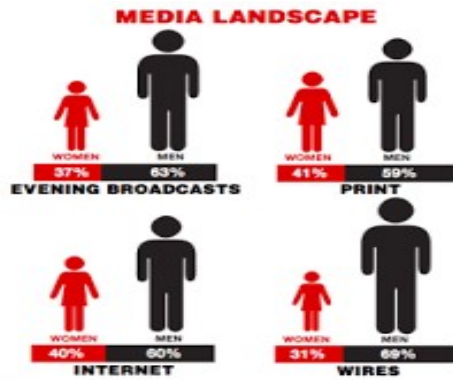


Figure 6 - The Geena Davis Institute's position on gender related media discrimination

Emerging trends include the increasing focus on representation of non-binary and transgender individuals, the use of computational methods for large-scale content analysis, and the development of media literacy interventions that incorporate critical thinking about gender stereotypes.

3.6. Limitations and cross-references

Key challenges include the subjective nature of content analysis, the difficulties in establishing causal relationships between media consumption and audience attitudes, and the complexities in changing deeply entrenched gender biases and stereotypes in the media industry. This technical information ties in with the earlier sections on the definition and scientific background of gender discrimination in the media, and sets the stage for the following section on pedagogical guidance.

4. PEDAGOGICAL GUIDANCE

The topic of gender discrimination in media can be effectively taught using a variety of methods. These can include lectures to provide foundational knowledge, interactive discussions to explore different perspectives, and case studies to examine real-world instances of gender discrimination. Media literacy workshops can be valuable for teaching students to critically analyze media content and understand its societal implications (Hobbs, 2011).

When addressing gender discrimination in sports media, educators can employ various teaching methods to enhance student understanding. Lectures can provide foundational knowledge about the prevalence and manifestations of gender stereotypes in sports media. Interactive discussions can encourage students to explore different perspectives and critically analyze media portrayals of male and female athletes. Case studies can be utilized to examine real-world examples of gender discrimination in sports media and stimulate discussion. Media literacy workshops are valuable for teaching students to critically analyze sports media content and understand its societal implications (Hobbs, 2011).

4.1. Learning objectives

The learning objectives for teaching about gender discrimination in sports media can include:

1. Understanding the concept of gender discrimination and its specific manifestations in sports media.
2. Identifying and analyzing examples of gender bias and stereotypes in sports media coverage.
3. Comprehending the impact of media representation on public perception and participation in sports.
4. Applying media literacy skills to critically evaluate and challenge gender bias and stereotypes in sports media.

4.2. Educational resources

Some valuable resources for teaching this topic include:

1. "Gender in Media: The Myths & Facts" by the Geena Davis Institute on Gender in Media. This resource provides an overview of key statistics on gender representation in media.
2. "Miss Representation" and "The Mask You Live In" are documentaries that explore how gender stereotypes in media affect women and men, respectively.
3. Documentaries or films that explore gender discrimination in sports media, such as "Playing Unfair: The Media Image of the Female Athlete" or "The Mask You Live In" (focused on male athletes).
4. Relevant academic literature and textbooks that address gender discrimination and media representation in sports, such as "Gender and Sport: A Reader" edited by Sheila Scraton and Anne Flintoff.
5. "Media Literacy and Culture" (Campbell, Martin, & Fabos, 2020) is a comprehensive textbook that includes sections on gender and media.

4.3. Additional materials

Access to a range of sports media content, including sports broadcasts, news articles, and social media platforms, is essential for analysis activities. Media literacy resources specific to sports media, such as guidelines for critically evaluating sports coverage, can also be beneficial. Also, critically analyzing diverse media content (films, TV shows, video games, and social media platforms) will be crucial for analysis activities. Media literacy resources, such as the "Media Literacy Educator Certification" by KQED, can also be valuable.

4.4. Case studies or examples

Using real-life case studies, educators can explore specific instances of gender bias and stereotypes in sports media coverage. These case studies can focus on topics like disparate coverage between male and female athletes, objectification of female athletes, or negative portrayals of female coaches. Through analysis and discussion, students can gain a deeper understanding of the impact of gender discrimination in sports media. For instance, Real-life case studies can be drawn from the research by organizations such as the Geena Davis Institute on Gender in Media or the Women's Media Center. These studies provide real-world examples of gender discrimination in the media.

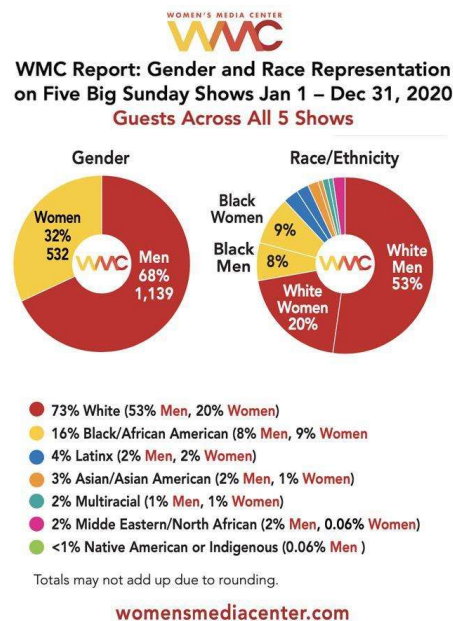


Figure 7: The Women's Media Center's position on gender-related media discrimination

4.5. Assessment and evaluation

To assess student understanding, educators can employ various assessment methods. These may include written assignments, presentations, or debates where students analyze and critique sports media coverage for gender bias and stereotypes. Performance-based assessments, such as creating alternative sports media content that challenges gender discrimination, can provide opportunities for creativity and application of knowledge. In addition, one can assess learners' understanding through written assignments, presentations, and debates where they analyze media content for gender representation. For more comprehensive evaluation, consider a project where students create their own media content that addresses the issues of gender discrimination they've studied.

4.6. Exercises or activities

Consider exercises like group discussions, where students analyze gender representation in selected media content. Hands-on activities could include creating media content that challenges gender stereotypes. students in group discussions where they analyze and compare sports media coverage of male and female athletes, identifying instances of bias and stereotypes. Hands-on activities could involve creating alternative sports media content, such as writing articles or producing videos that promote gender equity and challenge stereotypes in sports media.

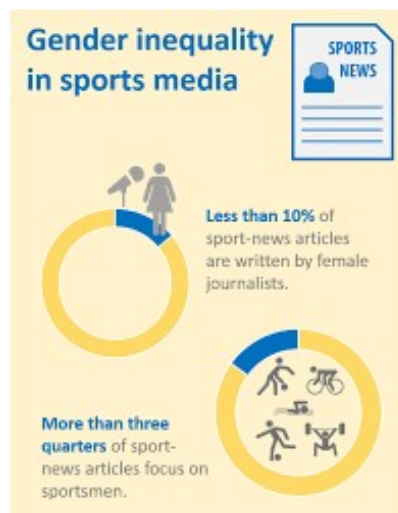


Figure 8: The Council of Europe-European Union: More than three-quarters of sports news articles focus on sportsmen.

4.7. Interactive tools or technologies

Online platforms like Padlet or discussion forums can facilitate interactive discussions and sharing of sports media examples. Multimedia tools like video editing software or graphic design applications can be used by students to create their own sports media content that challenges gender discrimination and promotes gender equity in sports. Moreso, platforms like Kahoot! or Quizlet can be used to create interactive quizzes on the topic. Online forums or social media platforms can be used to facilitate discussions and sharing of media examples. Tools like Canva or Adobe Spark can be used for creating media content that challenges gender stereotypes.

5. CONCLUSIONS

In conclusion, the analysis of gender discrimination in sports media reveals the pervasive nature of gender stereotypes, which manifest in several ways (Billings et al., 2008; Kian, 2019; Trolan, 2015). Disparate coverage between male and female athletes, where male athletes receive more attention and portrayals emphasizing their skill and athleticism, perpetuates the notion of sports as a male domain (Billings et al., 2008; Kian, 2019). Conversely, female athletes often face objectification, with their physical appearance and personal lives taking precedence over their athletic abilities (Billings et al., 2008; Trolan, 2015).

Furthermore, female coaches are consistently underrepresented in sports media, and when portrayed, they are often subjected to negative stereotypes that question their competence and leadership abilities (Trolan, 2015). These stereotypes create barriers for women in coaching positions, limiting their opportunities for career advancement and perpetuating the underrepresentation of women in coaching roles within sports.

The impact of media representation on public perception and participation in sports is significant. Media portrayals shape societal norms and expectations, and the reinforcement of traditional gender roles in sports media can discourage women and girls from participating in sports and limit their interest (Billings et al., 2008; Kian, 2019). Conversely, positive and equitable representation of female athletes can challenge gender norms, inspire participation, and contribute to more inclusive and diverse sports environments (Billings et al., 2008; Kian, 2019).

Promoting gender equity in sports media coverage requires a multifaceted approach. Increasing the representation of women in sports media, both in terms of coverage and decision-making roles, is crucial for fostering greater visibility and diverse perspectives (Billings et al., 2008). Additionally, promoting positive portrayals that highlight the skill and athleticism of female athletes and coaches, rather than focusing on their appearance or personal lives, can help challenge stereotypes and reshape public perceptions (Kian, 2019).

Media literacy programs play a vital role in addressing gender discrimination in sports media. By equipping consumers with the skills to critically analyze media content, challenge gender bias, and recognize stereotypes, individuals can become more informed and discerning media consumers (Kian, 2019; Trolan, 2015). These programs empower individuals to actively engage with media, question societal norms, and contribute to dismantling gender discrimination in sports media.

In conclusion, the analysis of gender discrimination in sports media emphasizes the importance of creating a more equitable and inclusive media landscape (Billings et al., 2008). By challenging gender stereotypes, increasing representation, promoting positive portrayals, and fostering media literacy, we can work towards a society where sports media reflects the diversity and talents of athletes, regardless of their gender, and contributes to gender equality in the realm of sports.

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7. ASSESSMENT QUESTIONS

1. What is one form of gender discrimination in sports media?

- a) **Disparate coverage between male and female athletes**
- b) Equal representation of genders in media roles
- c) Emphasis on female athletes' skill and athleticism
- d) Equal portrayal of male and female coaches

2. How do gender stereotypes manifest in sports media?

- a) Objectification of male athletes' physical appearance
- b) Equal emphasis on male and female athletes' personal lives
- c) **Negative portrayal of female coaches' competence and leadership abilities**
- d) Equal coverage and representation of male and female athletes

3. Which academic disciplines provide insights into the issue of gender discrimination in sports media?

- a) **Sociology, psychology, and media studies**
- b) Anthropology, economics, and political science

- c) Biology, chemistry, and physics
- d) Literature, history, and philosophy

4. What is the role of media literacy workshops in addressing gender discrimination in sports media?

- a) To teach students about the prevalence of gender discrimination in sports media
- b) To provide foundational knowledge about different academic disciplines
- c) To encourage students to critically analyze media content and understand its societal implications**
- d) To promote physical fitness and participation in sports among students

5. What are the consequences of gender discrimination in sports media?

- a) Increased opportunities for women in coaching positions
- b) Equal coverage and representation of male and female athletes
- c) Reinforcement of the notion of sports as a male domain**
- d) Balanced portrayal of male and female athletes' physical appearance

CHAPTER 6: EDUCATION, GENDER, AND SPORTS

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1. INTRODUCTION

Physical activity is beneficial at any age and is especially important at growing ages because it influenced different aspects of a person's development and health promotion from a holistic point of view, addressing mental, social, and physical health (O'Donovan et al., 2010; Peral-Suárez et al., 2020).

However, recent studies indicate that, worldwide, more than 80% of schoolchildren aged 11-17 years do not meet daily physical activity recommendations (Guthold et al., 2020). The causes that could lead to the decrease in sports practice and the decrease in adherence to healthy habits are multifactorial in origin (Mateo-Orcajada et al., 2023). Moreover, exercise and sports practice tends to be different between boys and girls, being less frequent and intense in the case of girls (Peral-Suárez et al., 2020). This could be since females tend to have both internal and external social sources of a lower perception of competence in physical activity, an issue related to the fact that attributes that help to increase competence in sport, such as speed and strength, have been frequently associated with masculine stereotypes (Murillo et al., 2014). In addition, there are personal factors related to gender that determine sport participation (Klomsten et al., 2005). In this sense, there are several studies that highlight the gender stereotypes of adolescents as one of the most influential factors when selecting the sport modality to practice (Plaza et al., 2017). These gender stereotypes are integrated from childhood and result in the conception that there are male and female sports (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

Regarding the differences identified, and to reduce inequalities in sports, it is necessary to analyze their origins. However, as a result of the belief that there are sports disciplines because their characteristics are eminently masculine, male hegemony is still present in sports, albeit in a more subtle way (Fink, 2008). However, in recent years a change in that trend can be observed, as the integration of women in sports has been progressing over the decades. This slow progress in the incorporation of women in the sports environment can be related to the social equality that has been achieved (Mateo-Orcajada, Abenza-Cano, et al., 2021a). Nevertheless, despite the progress identified, women find it more difficult to be accepted in sports, especially in leadership positions (Fowlie et al., 2021). This continues to affect all levels, not only among female athletes but also in the composition of coaching and management bodies (Hoeber, 2008). However, over time and as society has evolved, barriers to women's participation in sports have been overcome (Fowlie et al., 2021) and sports that had classically been considered masculine are now considered neutral (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

In the search for real gender equality in sports, education is one of the most influential tools that can be used, supported by its promotion through educational laws. The EU has created regulations citing the

promotion of gender equality and equity in sports. In different countries there are specific laws that support the promotion of equality and equity from the educational centers, mentioning the importance of education for young people and society, as it allows them to develop their maximum capacities and build their personality. This legislative frame also mentions on numerous occasions the importance of gender equality through coeducation and the promotion of effective equality of women and men at all stages of learning. But gender stereotypes are still present, she points out (Mateo-Orcajada, Abenza-Cano, et al., 2021b). Therefore, barriers to participation in physical activity and sports for adolescents should be addressed (Fowlie et al., 2021) to make sports organizations accessible, comfortable, and beneficial for men and women on an equal and fair basis (Fink, 2008).

For this reason, the Women Up Project has been created to solve the lack of knowledge regarding gender equality of the different social agents to be able to cover the different gender stereotypes that occur in sports.

2. SCIENTIFIC BACKGROUND

Sport has been a widely used tool to try to mitigate inequalities in different spheres of society (Schaillée et al., 2019). In this sense, the relationship with sport, whether through participation in events or physical sports activities, has been used as a transforming element and facilitator of the transmission of values (Bailey, 2005).

However, concerning gender, differences in opportunities and participation rates have traditionally been observed between men and women. It should be noted that the concept of gender, from a sociological approach, refers to the set of behaviors or attitudes developed and attributable to male or female individuals, framed in a given social context, which has been used to classify them, shaping gender stereotypes and being on numerous occasions the origin of differences between men and women (Herdt, 1996). These gender stereotypes are social constructs about the behavioral expectations of men and women in different areas of life. Historically, the socialization framework related to sport, to which values such as success or prominence are attributed, has been eminently androcentric, contributing to the different participants in educational-sports environments perpetuating and justifying stereotypes from an early age (Diez-Mintegui, 2003).

This masculine consideration of sport and the values it conveyed meant that until the beginning and middle of the 20th century, women were not regularly included in sporting activities and competitions. (Pfister, 2010). As an example, although the modern Olympic Games began in 1896, it was not until the 1928 edition that women were allowed to participate in various disciplines. Years later, it is worth highlighting the relevance of the Brighton Declaration, in which, with the support of the International Olympic Committee, an agreement was signed to promote policies to encourage the participation of women in physical and sporting activities and to guarantee equal opportunities (Brighton Declaration, 1994). The declaration, which was taken up by numerous institutions in several countries, laid the foundations for the creation of programs and initiatives that continue to this day.

Despite all that, some studies state that from adolescence onwards, fewer women than men are involved in sporting activities and that women drop out of sports to a greater extent (Isorna-Folgar et al., 2022). Some authors have pointed out that differences in motives for playing sports during adolescence could be one of the factors behind these differences. Thus, previous studies have pointed out that males who play recreational sports show a higher satisfaction with the feeling of competition and relatedness to others than females (Moreno-Murcia et al., 2011). On the other hand, other research has shown that girls' perception of competence in physical education classes may be influenced by gender stereotypes associated with sport, as they showed a lower perception of competence than boys when the content worked on was considered traditionally masculine (Murillo et al., 2008). Recent research shows that physical exercise is associated with less depressive behavior and higher body satisfaction in boys but with significant differences compared to girls, where more depressive behavior and body dissatisfaction were observed despite exercise (Gómez-Baya et al., 2019). However, despite the numerous benefits attributed to the practice of sport and physical exercise, a difference in participation rates between boys and girls has been observed, especially in adolescence and early adulthood. In a study carried out by Macarro-Moreno et al. (2010) in which an adolescent sample of boys and girls was included, it was observed that while in boys the total number of those who do not practice physical activity and sport is 29.2%, in girls it is 67.9%. As for the percentage of dropouts, in girls it is 45.1% compared to 23.6% in boys. When testing the significant differences, the data showed that the dropout rate of girls is considerably higher than that of boys (figure 9).

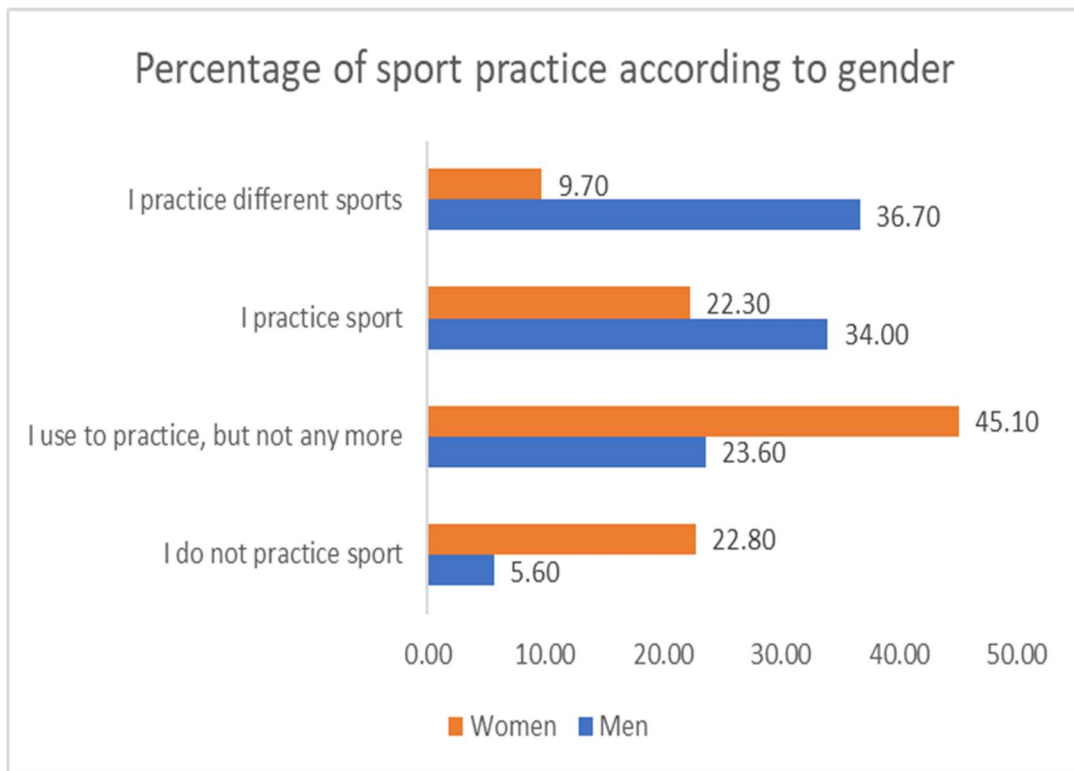


Figure 9 – Differences in sport practice and sport abandonment according to sex in an adolescent sample.

Source: Adapted from Macarro-Moreno et al., 2010.

In the case of the study proposed by Macarro-Moreno et al. (2010), it was also observed that there were also differences in the reasons for dropping out reported by boys and girls. Thus, a higher percentage of girls reported that among the factors that had led them not to practice physical activity or to abandon the practice were the low perception of ability, the feeling of stagnation in progress and, significantly, the stress of competition and parental influence, factors that are highly related to the predominant gender stereotypes in sport. Moreover, through the discussion group, the need to consider the influence of the coach or monitor among the reasons for dropping out, in addition to the teacher that was addressed in the questionnaire, was evident. Likewise, the influence of friends is a factor that should be taken into account for future studies.

The presence and transmission of gender stereotypes in sports have been identified as one of the main reasons for the differences in the participation of men and women, especially those transmitted during childhood and adolescence, and these are one of the main barriers to overcome (Taboas-Pais & Rey-Cao, 2012). In this sense, in the educational environment, a great deal of research has been carried out on the different agents involved to identify the main lines of action.

In recent decades, adolescent and young adult females have been at increased risk for physical inactivity and sedentary behaviors since sports practice during adolescence has been lower in females. Previous research on the reasons for the differences in the sports participation of adolescent males and females has yielded ambiguous and uncertain conclusions since the results are diverse and include personal, family, environmental and motivational factors (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

However, it should be noted that the gender stereotypes of adolescents seem to be one of the most influential factors in the practice of sports and that the environment closest to the adolescents, consisting of fathers, mothers, families, siblings, friends, and teachers/coaches and the media, appear to be related to gender stereotypes (Boiché et al., 2014; Deaner et al., 2016). In adolescents, previous scientific research has suggested that gender stereotypes present in some sports may influence who participates in a sport and how it is viewed by others (Alley et al., 2005). This has led boys to participate in sports traditionally considered masculine, such as those characterized by strength and speed, and girls to participate in

feminine sports, such as those characterized by flexibility and aesthetics (Klomster et al., 2005; Peral-Suárez et al., 2020).. Fear of being judged and the perception of differences in the possibilities of practice between boys and girls are some of the reasons that lead many adolescent girls not to practice physical activity, even though they enjoy it (Cowley et al., 2021). Below is a graph, adapted from the research carried out by Mateo-Orcajada, Abenza-Cano et al. (2021b), showing the effect of gender stereotypes on a sample of boys and girls in a secondary school (Figure 10). This figure shows the different participation rates of boys and girls. While in sports stereotypically considered masculine, such as soccer or basketball, combat sports or fitness, a much higher rate of male participation can be observed, on the other hand, in the case of activities based on musical support, or of an expressive rhythmic nature, such as rhythmic gymnastics or swimming, female participation is predominant.

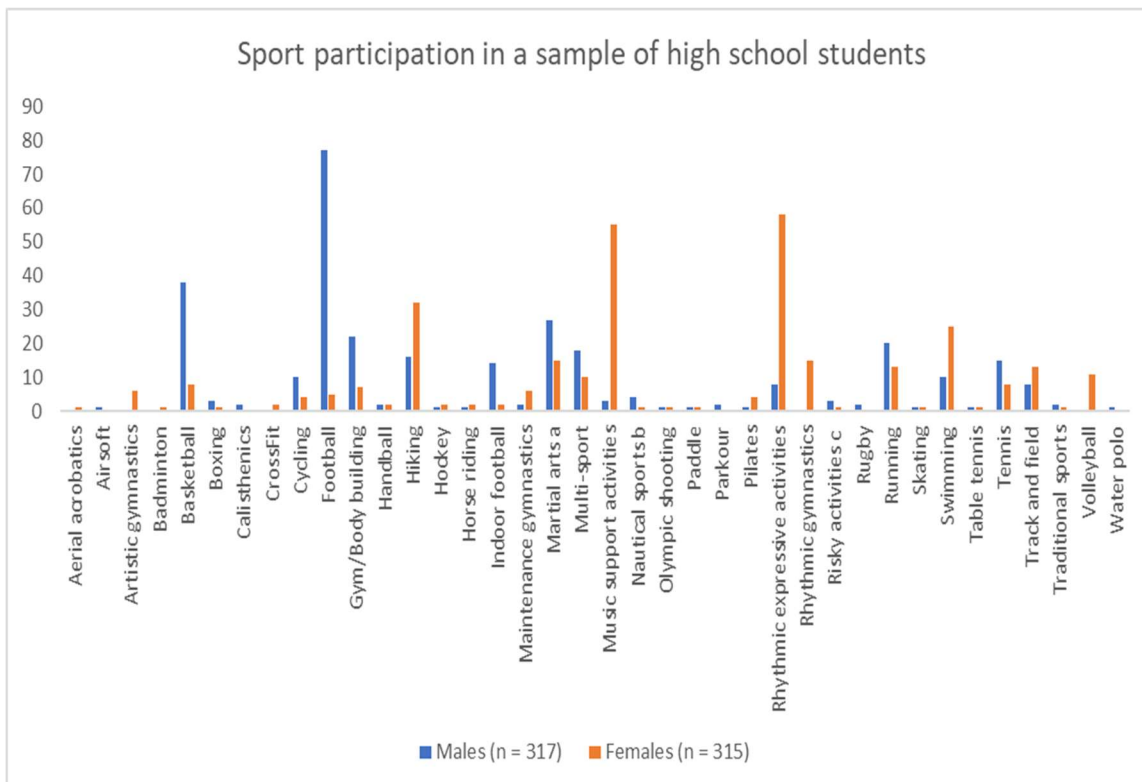


Figure 10 - Different rates of sport participation in an adolescent sample depending on gender.

Source: Adapted from Mateo-Orcajada, Abenza-Cano et al., 2021b.

In some cases, the origin of these stereotypes internalized by students stems from the conceptions that teachers and coaches have of physical exercise and the subject of Physical Education. A recent study analyzed the gender stereotypes present in both coaches and physical education teachers, assessing differences by profession, sex, and age (Mateo-Orcajada, Abenza-Cano, et al., 2021a). It used a questionnaire to assess five dimensions related to gender stereotypes in sports: differences associated with gender and its relationship with physical activity; sport and gender; stereotypes about physical activity associated with gender; beliefs about physical activity and gender; physical education classes and gender. The first dimension refers to differences in the interests and possibilities of participation in physical activities between boys and girls; the second dimension indicates differences in the barriers and difficulties encountered by men and women in sports; the third dimension presents gender stereotypes commonly related to the sports field; the fourth dimension includes statements about the differences present in the possibilities of physical and technical development of boys and girls; and the fifth dimension refers to differences in the participation of boys and girls in physical education classes (Granda-Vera et al., 2018). It was found that female trainers had the perception that physical education classes are still stereotyped; female teachers considered that the sports field has stereotypes that favor the practice of sports by boys and hinder that of girls, while male teachers thought that there are differences in the possibilities of

physical development of boys and girls (Mateo-Orcajada, Abenza-Cano, et al., 2021a). In addition, teachers and trainers who are older and have more years of experience have more gender stereotypes. Therefore, it seems evident that trainers and teachers present gender stereotypes, but they consider that the transmission of these stereotypes to adolescents takes place in other spheres far from their work performance (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

This perception of teachers may be based on previous data, which has shown that parents have a strong influence in the early stages of life and into adolescence on the habits and beliefs of their children (Isorna-Folgar et al., 2022). In relation to this, previous studies have analyzed the influence of gender stereotypes and parents' level of sports practice on their children's sports practice (Mateo-Orcajada, Abenza-Cano, et al., 2021a). The study, carried out by Mateo-Orcajada, Abenza-Cano et al. (2021a), shows that mothers' gender stereotypes influence adolescents' levels of sports practice, but not their gender stereotypes, being the girls more influenced than boys by their parents' stereotypes. This could be attributed to the fact that the awareness-raising proposals on equality in sports that have been developed in recent years are leading to changes in the perception of gender stereotypes in sports (Balish et al., 2016; Norman, 2016), which encourages further research on strategies to reduce the gap between men and women in sport.

However, interventions are currently being carried out in the educational field, specifically in Physical Education, to mitigate the effect of stereotypes on the practice of sports and the attitudes of students. The systematic review carried out by Guerrero & Guerrero-Puerta (2023), in which they included different studies analyzing intervention strategies based on experimental or quasi-experimental designs, as well as different instruments such as rubrics, questionnaires or manual data recording, highlights the new trends to reduce the presence of gender stereotypes in the educational environment. Interventions based on improving the perceived efficacy and benefits of physical activity for girls, non-traditional PE content, and a task-oriented rather than ego-oriented classroom climate have been shown to help promote equity and equality of practice for students (Gerrero & Guerrero-Puerta, 2023).

3. TECHNICAL INFORMATION

In the field of research on the effect of gender stereotypes on parents, coaches, and teachers, and how it affects the sport participation and stereotypes of children and adolescent populations, the questionnaire is generally used as an instrument for collecting information. This tool makes it possible to sample a large population in a relatively short period. Research in the field of gender stereotypes and their relationship with education and the practice of sports is usually approached from the methodologies of the social sciences. In this sense, when analyzing cases quantitatively, the validated questionnaire is one of the tools that has shown the greatest impact in this field of knowledge. However, it is not the only tool used, as the complexity of the topic to be addressed also requires the use of qualitative methodologies for research. Thus, many of the instruments used, such as rubrics, interviews, or field notes, fall within the qualitative paradigm. It should be noted that on many occasions, the tools used in this type of research employ a combination of quantitative and qualitative tools to address the reality they face as completely as possible, sometimes designing these Ad Hoc tools for use in specific cases to be evaluated (Gerrero & Guerrero-Puerta, 2023). This is the case of the aforementioned study by Macarro-Moreno et al. (2010), in which the use of a quantitatively designed questionnaire allowed an analysis of the frequency and percentages of students who practiced one or more sports, did not practice sports or had dropped out, as well as the reasons for dropping out and the differences between genders, while the development of a second part of the study in which discussion groups were conducted with the participants allowed an in-depth analysis of other reasons that were not reflected in a quantitative way and that could favor the abandonment of sports.

In the case of the research presented in the previous section, the tool that was used was the questionnaire "Gender beliefs and stereotypes towards physical activity and sport (CEGAFD)", developed by Granda-Vera et al., (2018). This instrument has five categories, including a) gender and its relationship with physical activity; b) sport and gender; c) stereotypes about physical activity associated with gender; d) beliefs about physical activity and gender; e) physical education classes and gender. Category a) is composed of seven statements, categories b), d), and e) are composed of four statements and category c) is composed of five statements. The answer to this questionnaire is a Likert scale, in which punctuation of 1 means "completely disagree" and 4 "completely agree". Cronbach's α value was 0.899 and the confirmatory factor analysis showed very satisfactory results ($\chi^2/df=4.47$, RMSEA=0.059, CFI=0.95; GFI=0.92; RMR=0.064), making it a potentially useful tool in this type of study.

On the other hand, another of the most widely used instruments has been School Doing Gender/Teachers (SDG/t) (Piedra et al., 2014). It uses a Likert scale from 1 (strongly disagree) to 5 (strongly agree) to assess three dimensions with 10 items each: Sociocultural, Personal, and Relational. This questionnaire has obtained Cronbach's α of 0.92, which gives it good reliability.

However, despite having valid and reliable instruments to analyze the situation regarding gender stereotypes in relation to sport and education to guide educational action, some limitations of the present research and therefore opportunities for future lines of research have been identified. It should be noted that the number of men and women was quite disparate within the sample, which is similar to what was found in previous research, indicating that there are fewer women coaches/teachers than men coaches/teachers, probably due to the reduced number of previous mentors for girls in the field of sport, as well as to the difficulty in reconciling work and family life, generating a work environment with greater masculine participation (Mateo-Orcajada et al., 2022). Therefore, future lines of research should address this issue, using the same questionnaires, to be able to compare the results and further investigate the effect of gender stereotypes in physical education and grassroots sport. Nevertheless, the results obtained so far, show that a stronger commitment to gender equality in physical education is necessary, to ensure that students of all genders can participate and benefit from this critical aspect of education.

However, it is worth highlighting recent studies that have made successful interventions to reduce gender stereotypes in physical education classes. Among the strategies followed by researchers and physical education teachers, it has been observed that adaptations in traditional sports rules are effective in reducing gender stereotypes of students (Rodríguez & Miraflores, 2018). On the other hand, it has also been observed that when teachers propose neutral and mixed activities, they have a greater capacity to transmit values related to cooperation and shared leadership between boys and girls in sports (Gil & Etxebeste, 2019). These types of interventions, together with the strategies and contents included in the scientific background section, constitute some of the current lines of action in the educational-sports environment in terms of education for equality and equity. In addition, the following section will address some of the most relevant pedagogical aspects in relation to the implementation of programs to reduce gender stereotypes in sports and education.

4. PEDAGOGICAL GUIDANCE

All over the world, according to numerous recent studies, action and research are needed with a gender perspective, being a currently leading trend for educational practitioners and researchers (Vergés et al., 2021). Initially, rooted in the ideas of the main theoretical approaches to gender development, Butler (1990) proposed the term "gender flexible pedagogy". The concept that understands gender as a 'free-floating artifice'. That is, if students are provided with rigid options, they are more likely to adopt traditional gender beliefs. While if the choices given to them are varied and flexible, they will be more likely to accept and develop flexible gender roles (Bartini, 2006). Accordingly, aligned with this is the importance of considering a pedagogy that promotes gender equity in education (Warin & Adriana, 2017), being the sport one tool to promote inclusion through the design of active learning environments. When interventions based on "gender flexible pedagogy" are implemented, it is expected that the different contents of sport and physical education will be approached by eliminating the bias of gender stereotypes, thus forming students, both boys, and girls, who see their basic psychological needs satisfied through the practice of sports activities, as well as the formation of a positive self-concept of themselves in relation to their abilities (Gerrero & Gerrero-Puerta, 2023). Therefore, in order to analyse these learning and development objectives of students, measurement instruments such as those described in the section "Technical Information" are generally used, in which some of the quantitative instruments used to ascertain perceptions of gender stereotypes are described, as well as other qualitative instruments that allow the richness of the information collected to be expanded. Nevertheless, it should be emphasised that the assessment of the learning process must be contextualised, so it may be necessary to design instruments that mix previously used items with sections made ad hoc for the group with which you are working.

According to current educational frameworks (Kirk, 2013), there is a lack of research in physical education and sport on pedagogical approaches and strategies for promoting gender equity in sport. Indeed, through pedagogical models, there are expectations for methodological approaches to optimize student learning in schools promoting inclusive and equitable learning environments (González-Víllora et al., 2019). In this line, research reports the benefits that pedagogical models offer on social inclusion and gender equity in sports education (Metzler, 2011). Pedagogical models that, in turn, have key design features that can promote high levels of autonomous motivation for both boys and girls (Farias et al.,

2017; Sevil et al., 2016). For example, Gil-Arias et al. (2021) following the range of pedagogical models as alternatives to the direct instructional model proposed by Metzler (2011), developed an intervention based on Teaching Games for Understanding (TGfU) and Sport Education (SE) models. These non-traditional educational models are based on cooperative teaching and problem solving, and have been shown to improve several psychological variables in the educational environment (Gil-Arias et al., 2021). In the case of the TGfU model, the aim is to develop the teaching-learning process of students through concepts drawn from sport, without necessarily being contextualised in any traditional sport discipline, which opens the door to the use of non-stereotypical materials, organisations and tasks (Gil-Arias et al., 2021). The SE model is based on offering students authentic sport experiences in the Physical Education environment, through the organisation of didactic units and contents in "sport seasons", working cooperatively in small groups in which everyone has a role to play, which fosters autonomy and improves the self-concept of the participants (Siedentop et al., 2011).

The results confirmed that, despite the existence of social stereotypes in terms of physical activity, both models promoted an autonomy-supportive, inclusive, and equitable learning environment where all students, regardless of their gender, have opportunities to increase their engagement, enjoyment, and social interactions within physical education lessons. Also, authors as Casey and Quennerstedt (2020), examined how Cooperative Learning (CL), model based on five elements (Positive interdependence; Promotive face-to-face interaction; Individual accountability; Interpersonal and small-group skills; and Group processing), can enhance the education and social inclusion of young people. To sum up, results that confirmed the use of these models and can bring towards an open-ended process of becoming where a diversity of students transform and are being transformed by one another (Casey & Quennerstedt, 2020; González-Víllora et al., 2019).

In addition to the use of non-traditional and cooperative teaching-learning strategies, including some specific activities that can be used in a cross-cutting manner regardless of the pedagogical model chosen, teachers and trainers can find the encouragement of reflection by learners at the end of sessions or units (Pelegrín et al., 2012), or the inclusion of alternative, non-stereotypical content, in order to promote the development of students (Gerreo & Gerrero-Puerta 2023).

In addition to the models and strategies presented in this section, it has been observed how the training of teachers in charge of implementing these strategies plays a fundamental role in transmitting values of equality and equity to students. By delving deeper into the training needs of future teachers, it has become clear that activities and materials aimed at raising their awareness of the need to actively work on gender inclusiveness, equality and equity in their classes have a transformative capacity for their teaching practice. (Gerrero & Gerrero-Puerta, 2023). Therefore, training courses in this area, textbooks or reading research such as the various ones presented in this chapter can be valuable support materials for the training of teachers and trainers.

The development of this project supports the design and application of learning environments based on pedagogical principles that contributes to the integration of women in sport according to gender relations and future perspectives. Given the growing role of approaches for learning in educational policies and new physical education curricula, we advocate for the design and application of integration pedagogies in physical education and sport programmes.

5. CONCLUSIONS

In conclusion, physical activity plays a fundamental role in promoting health, particularly in childhood. It is beneficial at any age but holds significant importance during growth and development, addressing mental, social, and physical well-being.

Global studies indicate that a large majority of schoolchildren aged 11-17 do not meet the daily physical activity recommendations, highlighting a widespread issue. However, there is a gender disparity in exercise and sport participation, with females being less engaged and participating in less intense activities compared to males. This difference may be influenced by internal and external social factors, gender stereotypes, and perceptions of competence.

Although the integration of women in sports has made progress over the years as it was highlighted in the scientific background, challenges still exist, especially in leadership positions within sports organizations. So gender stereotypes persist in sport, affecting participation in physical activity and creating barriers for adolescents. Coaches, teachers, and parents play a significant role in transmitting these stereotypes, but changes in societal perceptions have been observed. Barriers to women's participation in sports, including gender stereotypes, need to be addressed to achieve true gender equality in sports, and for that, evaluation and assessment is a key factor, being some of the most used instruments analysed in

the Technical Information part of the chapter. In this context, regarding the pedagogical guidance, the education plays a crucial role in promoting gender equality in sports and laws and regulations have been established to support gender equality and equity in sports, emphasizing the importance of education in shaping attitudes and behaviours. Overall, there is a need for a stronger commitment to gender equality in physical education and sports to create inclusive and accessible environments that benefit both men and women, although there is evidence that shows the benefits of the Physical Education interventions based on equity and equality in the practice of the students.

The Women-Up Project aims to address the lack of knowledge regarding gender equality among various social agents involved in sports, with the goal of challenging and overcoming gender stereotypes. More specifically, this project aims to address the gender disparity in sports participation, particularly the underrepresentation of women coaches and teachers. Efforts should be made to promote gender equality in physical education and grassroots sports to ensure equal opportunities for all students.

Overall, promoting gender equity in sports education requires a multi-faceted approach that addresses access, inclusivity, and biases. Specifically, this chapter included a pedagogical guidance with strategies for promoting gender equity in sports education; and case studies of successful gender equity initiatives in sports education.

In conclusion, it should be noted that despite the importance of this issue in different societal settings, in the educational context in relation to sport, much research is still needed on interventions to reduce gender differences. Thus, in future lines of research, projects should be carried out in the different educational stages, with non-traditional teaching methodologies, with the aim of reducing the transmission of stereotyped values in sport and promoting equity and equality of practice and opportunities in the sport-educational context. On the other hand, the use of gender-specific training, course-based and the generation of materials such as handbooks, for educators, teachers and trainers should also be investigated, given their importance in the transmission of knowledge and in the design of teaching and learning contexts.

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7. ASSESSMENT QUESTIONS

1. What percentage of schoolchildren aged 11-17 years worldwide DO NOT meet daily physical activity recommendations?
 - a) Less than 20%
 - b) Approximately 40%
 - c) Approximately 60%
 - d) More than 80%**

2. Why do girls tend to have lower frequency and intensity of exercise and sport practice compared to boys?
 - a) Lack of interest in physical activity
 - b) Cultural norms promoting sedentary behavior in girls

c) Higher perception of competence in physical activity among girls

d) Association of physical attributes like speed and strength with feminine stereotypes

3. What is one factor that contributes to the underrepresentation of women in leadership positions in sports?

a) Progress in achieving social equality

b) Equal opportunities for women in sports

c) Male hegemony and gender stereotypes

d) Decreased interest of women in sports

4. Which concept proposes the idea of "gender flexible pedagogy" to challenge traditional gender beliefs?

a) Gender schema theory

b) Social cognitive theory

c) Cultivation theory

d) Butler's concept of gender as a 'free-floating artifice'

5. Why is it important to consider a gender equity pedagogy in sports and physical education?

a) To reinforce traditional gender stereotypes

b) To promote inclusion and challenge gender biases

c) To discourage students from participating in physical activities

d) To perpetuate gender inequalities in education

CHAPTER 7: INTERSECTIONALITY IN SPORTS: EXPLORING THE IMPACT OF RACE, ETHNICITY, SEXUALITY, AND OTHER SOCIAL IDENTITIES ON PARTICIPATION AND EXPERIENCES IN SPORTS

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1. INTRODUCTION

Human interest in sport and its promotion by media started in Western in the late 1900s, when working men had free time to play sports or watch sports events, and that's when a developing mass press began to report a lot of events (Dorer & Marschik, 2010). So, no non-male or working man could participate in sports events. In the early 1960s, there was increasing interest from the female race to participate in competitions at the national, regional and international levels and that was due to coincide of several global forces. Among the most well-known reason was the influence of the feminist movement in Europe and North America, which countries have stressed the urgent need for the development of women's participation in sports and have marked the gradual development of women's participation both in national and international levels.

In recent decades, however, sport has been characterized by intersectionality: strategies of inclusion (of Blacks and women), and strategies fighting marginalization (of women and certain ethnicities) has started over the past years. Intersectionality postulates that multiple patterns of identity such as racism, homophobia or sexism are mutually composed (Collins, 1993). Therefore, a more interdisciplinary approach will help us to understand why male participation in sports is higher than female participation.

The concept of intersectionality, initially introduced by Kimberlé Crenshaw in the context of feminist theory, has gained significant traction across various disciplines and social justice movements (Davis, 2017). Intersectionality recognizes that social identities are not isolated categories but rather interlocking systems of power and oppression. In the realm of sports, intersectionality highlights the importance of understanding and analyzing how race, ethnicity, sexuality, and other social identities intersect with gender, shaping the experiences, opportunities, and challenges faced by athletes.

To develop a comprehensive understanding of intersectionality in sports, it is essential to establish a clear definition and scope. Intersectionality, in this context, refers to the ways in which multiple social identities, such as race, ethnicity, gender, sexuality, socioeconomic status, and ability, intersect and interact within sporting contexts (Henderson & Gibson, 2013). By exploring these intersections, we can unravel the complex dynamics that influence athletic experiences, outcomes, and access to resources.

Intersectionality in sports has been the subject of extensive scholarly research, theoretical frameworks, and empirical studies. The existing body of knowledge encompasses a wide range of disciplines, including sociology, gender studies, critical race theory, and sport psychology, among others. Significant studies, influential researchers, and key publications have contributed to our understanding of how intersectionality shapes participation, experiences, and outcomes in sports. Summarizing and synthesizing this existing knowledge base provides a solid foundation for comprehending the complexities and implications of intersectionality in sports.

The study of intersectionality in sports is extremely important and relevant in today's society (Cunningham, 2017). Sports, which serve as a microcosm of society, offer a forum for debating social injustices, exposing prejudice, and advancing inclusivity and equity. We can uncover and address systemic prejudices, improve representation, and provide opportunities for athletes with overlapping marginalized identities by understanding how intersectionality functions within sports.

Recognizing the importance of intersectionality in sports also supports broader social movements for inclusivity and social justice. This chapter highlights the linkages between social identities, power structures, and athletic experiences as it examines the practical applications, consequences, and influence of intersectionality in sports. It aspires to add to ongoing debates and projects that support equality, diversity, and social change in the context of sports.

The changing socioeconomic landscape and shifting discourses do not exclude sports. Sports-related trends and problems are frequently reflections of broader social and cultural changes. By examining the current status of intersectionality in sports, we can spot new issues, potential areas for development, and chances for advocacy and change. This chapter offers a modern perspective on the intersectional dynamics at work in sports today by looking at current advancements, conflicts, and innovations.

This chapter lays the groundwork for succeeding sections that delve into the scientific context, technical details, and pedagogical advice around intersectionality in sports by providing a solid foundation of knowledge and expertise in this area. Through this investigation, we hope to encourage critical thinking, advance diversity, and motivate constructive change in the field of sports.

2. SCIENTIFIC BACKGROUND

Participation and opportunities in sport tend to differ between people from different social positions. However, the term intersectionality may help us to understand better the complex interplay of multiple interconnected systems of oppression and privilege shaped by intersections of individuals' social categories.

The participation of people in both sports activities and sports competitions is beneficial for both societies and individuals. Specifically, the regular participation of individuals in sports activities has positive benefits on their physical, mental, psychological and social well-being and also promotes social cohesion (Lim et al., 2021). Taking these benefits as an example, it is imperative that all people participate in quality sporting activity with equal rights. Despite this, for many years there has been observed an unequal participation of male-female individuals in sports with membership in different category-based groups. For example, it is suggested that women and girls, people with disabilities, people with lower income or educational background, older adults, and members of gender and sexual minority communities participate less as athletes than the modal (male, muscly bodies, high-socioeconomic status/degreed, heterosexual and/or cisgender) population in North American and European societies (Hosseinpoor et al., 2012).

Intersectionality as a term was first introduced by Kimberlé Crenshaw (Serrant, 2020), and is known as a very powerful theoretical framework for examining how connected systems of power manifest in people's experiences and studying how these systems produce inequalities based on individuals' social positions (Collins, 2015; Crenshaw, 1991). Crenshaw, a legal scholar and critical race theorist, first introduced the term "intersectionality" in 1989 as a way to examine how multiple dimensions of identity intersect and interact to shape individuals' experiences of oppression and privilege (Crenshaw, 1989). She initially developed the concept within the context of analyzing legal cases involving Black women who faced discrimination and marginalization that could not be adequately addressed by single-axis frameworks, such as those focusing solely on race or gender. Intersectionality proposes that diverse patterns identities-based inequality, such as sexism, discrimination against disabled people and nationalism are mutually formed (Collins, 1993). Because of the involvement of these inequalities, individuals' experience often displays at varying meeting-points of sex/gender, race/ethnicity, socioeconomic status, sexual orientation and other identity-based variables. Given these parameters, intersectionality will help us to understand why taking part in sports in multi-marginalized groups continue to lag compared to their counterparts who are dominantly situated. More specifically, in sports where being white and male are prevalent (Ray 2014), Black women's experience of inequality in sports can be clearly expressed better through an intersectional perspective rather than taking a single-identity approach (Crenshaw, 1989).

Recent advancements in intersectionality in sports include the adoption of inclusive policies and initiatives, the integration of intersectionality in performance analysis, and the examination of representation and media coverage through an intersectional lens. Ongoing research focuses on coaching practices, athlete activism, health and well-being, and the intersectionality of Paralympic and adaptive sports. These developments aim to create more inclusive and equitable environments while addressing the complex interplay of social identities and power dynamics within sports.

The changing socioeconomic landscape and shifting discourses do not exclude sports. Intersectionality provides a perspective through which to evaluate the intertwined systems of privilege and oppression that influence athletic participation and outcomes in the world of sports (McGannon et al.,

2017). It enables us to go beyond crude assessments that concentrate exclusively on gender discrepancies and instead take into account how race, ethnicity, sexual orientation, and other social identities interact with gender to produce specific benefits or drawbacks for athletes.

By examining the scientific background of intersectionality in sports through these specific topics, we gain a deeper understanding of the complexities and interconnections between race, ethnicity, sexuality, gender, socioeconomic status, and ability within sporting contexts. This knowledge lays the groundwork for the subsequent sections of the chapter, which delve into technical information, case studies, and strategies for promoting inclusivity, equality, and positive change in the realm of sports.

3. TECHNICAL BACKGROUND

When examining how race, ethnicity, sexual orientation, and other social identities affect sports participation and experiences, quantitative research methodologies are essential. To gather and examine massive amounts of data, researchers use surveys, questionnaires, and statistical analyses. These techniques make it possible to quantify variables, identify trends, and establish links, enabling the analysis of discrepancies across many social identities in the world of sports.

Little information is known about gender-based violence (GBV) in sports in Europe Union. When we refer to violence we are referring to violence against people because of their gender (including gender identity/expression), or violence that affects people of a particular disadvantaged race (European Commission, 2014). There are also several forms of violence such as verbal, non-verbal, physical and sexual abuse. These forms of violence are not exclusive to each category alone as one form of violence can be found and identified with another.

There are some examples of gender-based violence in sport which unfortunately to this day still affect the sports area. Caster Semenya is an example of intersectionality as a South African track and field athlete. A number of studies have been conducted around this topic, most of them focused on her true sex of Semenya and the medical limitations of biological assignment instead on human rights and nationalism (Cooky et al., 2013). In addition, many studies referring to intersectionality and sports with individual examples, such as Kelly Holmes the Black Olympic champion, whose athletic potential had long been denied. Several articles examine the Black American tennis player Serena Williams. In Particular, Williams repeatedly attacked not only of her race but because of her gender as well. She was also accused of drugs and extremely abused as almost no other Black athlete, and not only being called a man but also a monkey. Unacceptable description in the field of sport, not only for a female athlete but for any human being (Litchfield et al., 2018).

More specifically, William's 2015 Wimbledon performance was examined in a net-nographic analysis (a type of study using ethno-graphic approaches to web communities). This showed the verbal attacks on Williams took place equally on the levels of race, gender and identity. While intersectionality has long since become an important issue in gender research and gaining importance in sports studies, it is rarely considered in studies on sports reporting. The same is also true with regard to a second significant exclusion, religion, which is surprising a serious problem (for example people from Islamic counties have no right to compete in Europe, etc.). Also, it is worth mentioning that most of the studies address individual sports events more often than team sports (Dorer, 2020).

There are strict ethical requirements for any study of intersectionality in sports. The safety and anonymity of participants must be given top priority by researchers because sensitive subjects like discrimination and personal experiences are involved. Obtaining informed consent, guaranteeing participant anonymity, and putting data protection procedures in place are all ethical considerations.

Researchers should communicate with stakeholders like athletes, coaches, administrators, and advocacy groups as well as think about how their study may have an influence outside of the academic setting. This participation verifies research results, increases the relevance of the research, and helps build evidence-based tactics for promoting equality and diversity in sports.

4. PEDAGOGICAL GUIDANCE

Incorporating the subject of intersectionality in sports into curricula requires educators to take an inclusive stance that honors the athletes' various social identities. A curriculum that considers the perspectives of athletes from various racial, ethnic, sexual, and other marginalized backgrounds contributes to the development of an environment in the classroom that encourages empathy, comprehension, and critical thinking.

To get students interested in understanding the complexity of intersectionality in sports, educators can incorporate case studies, real-world examples, and personal narratives. This strategy invites students to investigate how social identities affect participation, encounters, and results in various sporting contexts. Critical discussions on privilege, power relationships, and the structural challenges experienced by athletes with intersecting marginalized identities should all be included in inclusive curriculum design (Ireland et al., 2018).

By offering practical and immersive learning opportunities, collaborative learning and experiential activities can help students comprehend intersectionality in sports more thoroughly. Students have the opportunity to investigate the complexity of social identities and how they affect sports participation and experiences through group projects, simulations, and interactive workshops.

To examine case studies, create inclusive sports programs, or create policies that support equity and inclusion, educators might set up activities that require students to work in diverse groups. These exercises create a respect for the lived experiences of athletes with overlapping marginalized identities while also encouraging cooperation, critical thinking, and problem-solving abilities (Lin, 2014).

Teachers should encourage students to interact with the larger community and promote inclusive sports policies in order to close the gap between theory and practice. This may entail collaborating with regional sports leagues, civic associations, or advocacy groups that promote equity and inclusivity. Students have the option of taking part in volunteer opportunities, campaigns for greater awareness, or programs that encourage acceptance of intersectionality in sports. Students who participate in community activities gain a sense of social responsibility and help to improve the sporting environment (Valdes-Vasquez & Clevenger, 2015).

These pedagogical techniques can be used to teach students about intersectionality in sports and guarantee that they gain a thorough grasp of the difficulties experienced by athletes who identify with many marginalized groups.

5. CONCLUSIONS

In conclusion, the field of sport and in particular the field that represents the sporting ideal has shown to constructed a bulwark to anything modern and innovative. Intersectionality, the concept of Intersectionality has occupied and will occupy this space for many years because of stereotypes that have been established and cannot be changed unless people's ideology changes. According to research that has been done on the concept of intersectionality the field of sport should argue that we are all different but at the same time we are all equal, without taking into account the colour of people, the nationality or race and the gender to which everyone belongs.

So, although there is a proven inequality between the two races in their participation in sport, in recent years' efforts have been made to eliminate it. More and more black athletes are participating in world and Olympic competitions and having equal rights with their fellow athletes. Even socials and media are promoting more women's sports, giving examples to younger female athletes and motivating them to continue taking part in sports. Even though equality between the two races has made tremendous progress in sports, there are still barriers in terms of ethnicity, gender, race and sexuality which affecting the participation in physical activity.

Barriers such as gender, race and sexuality in sports need to be addressed to achieve true equality in sports. In this process, education and training of the younger generation plays an important role in promoting gender equality in sports and regulations which will help in the future change these stereotypes and behaviors of inequity. Generally, there is an urgent need to promote equality within the field of sport as this will open the doors to young athletes and give equal opportunities to new talents in the field of sport science to study new data. Sport is an institution that unites people without judging colour, gender or sexuality.

The Women-Up project has a goal to address the lack of knowledge about intersectionality in sports and how we can overcome gender stereotypes. More specifically, this project aims to eliminate inequality and educate new generations of athletes and coaches on the issue of equality not only between races but also between nationalities. It is time for sports to become a connecting link in the planet without racial discrimination.

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7. ASSESSMENT QUESTIONS

1. Intersectionality, in the context of sports, refers to:
 - a) The intersection of different sports disciplines within an athletic competition
 - b) The inclusion of individuals from diverse social positions in sports activities
 - c) The ways in which multiple social identities intersect and interact within sporting contexts**
 - d) The impact of gender-based violence on sports participation

2. Why is it important to study intersectionality in sports?

- a) To emphasize the dominance of male athletes in sports competitions
- b) To promote inclusive sports programs for marginalized individuals**
- c) To establish statistical trends and links between social identities in sports
- d) To encourage community involvement in sports policies

3. Which research methodology is commonly used to examine the impact of social identities on sports participation?

- a) Case studies and immersive learning activities
- b) Surveys, questionnaires, and statistical analyses**
- c) Collaborative learning and experiential activities
- d) Interactive workshops and simulations

4. What does gender-based violence refer to in the context of sports?

- a) Violence against athletes based on their gender or gender identity/expression**
- b) Violence that affects people of a particular race or ethnicity
- c) Physical abuse within sports competitions
- d) Verbal and non-verbal abuse among athletes

5. How can teachers promote intersectionality in sports education?

- a) Encourage students to engage in immersive learning activities and group projects**
- b) Advocate for stricter regulations in sports competitions to ensure inclusivity
- c) Focus on statistical analyses to identify discrepancies in sports participation
- d) Discourage community involvement and focus solely on theoretical discussions

CHAPTER 8: PHYSICAL ACTIVITY AND MENTAL HEALTH: EXAMINING THE LINKS BETWEEN EXERCISE, PHYSICAL ACTIVITY, AND MENTAL HEALTH OUTCOMES SUCH AS STRESS, ANXIETY, AND DEPRESSION

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1. INTRODUCTION

Psychology has been an area of great relevance in the study of sport and physical activity. So much so that prior to 1900 the mind-body relationship began to be considered as a determining factor in the practice of physical activity, this stage being considered as pre-history. Later, between 1920 and 1930 the term "sport psychology" was developed as a specialty. From 1940 to 1960 there was a change of mentality that led to the preparation of a specific discipline, establishing psychology programs for the practice of physical activity that would allow the education of physical trainers. From 1960 to 1970, sport psychology was established as an academic discipline, which was an event of great relevance for the field. This stage was followed by a practical scientific development of sport psychology from the 1970s to the 1990s, which gave rise, from the 2000s onwards, to a contemporary stage of sport and exercise psychology that extends to the present stage (Gould y Voelker, 2014).

Nowadays, there is growing concern about the deterioration of mental health, especially in countries with a high level of economic development (Hewlett, 2016; Lopez et al., 2006), even more so in view of the vast psychosocial impact of the COVID-19 pandemic on the world population (Santomauro et al, 2021). Evidence from numerous adult population-based studies has shown that physical activity can have a positive impact on mental health and can be used as a therapeutic intervention strategy for the treatment of mental disorders (Dale et al., 2019; Milne-Ives et al., 2020; Pascoe et al., 2020; Violant-Holz et al.,2020).

Increased anxiety is frequently encountered, especially in stressful life situations. However, excessive and persistent levels of anxiety and worriedness that are difficult to control and interfere with daily activities may be a sign of generalized anxiety disorder. It usually begins during adolescence or young adulthood. Symptoms may improve or worsen at different stages and are often aggravated in times of stress. Stubbs et al. (2017) found that the overall global prevalence of anxiety was 11.4% in 47 countries, and that low levels of physical activity are associated with a higher prevalence of anxiety. Likewise, the prevalence of low physical activity in people with anxiety was higher than in people without anxiety. In addition, participation in moderate to vigorous physical activity for prolonged periods (weeks or months of regular physical activity) reduces anxiety symptoms in adults and older people (Department of Health and Human Services, 2018).

Depression is another common mental disorder that can have a significant impact on an individual's well-being and daily functioning (Kessler, 2012). It is estimated that 5% of adults worldwide suffer from

depression. Depression is characterized by persistent low mood, psychological disturbances, motivational problems, and a range of other symptoms, from psychomotor to cognitive alterations (American Psychiatric Association, 2013). It is assumed that 3.8% of the population experiences depression, including 5% of adults (4% of men and 6% of women) and 5.7% of adults over 60 years of age. Around the world, approximately 280 million people suffer from depression. Depression is about 50% more common among women than men. Globally, more than 10% of pregnant women and women who have just given birth experience depression (Woody et al., 2017). There are numerous studies aimed at demonstrating the impact of physical activity on depression (Rodríguez-Romo et al., 2015). While most of these studies have confirmed an overall positive relationship, they have also identified possible moderating variables, such as age, gender, level of physical activity or sport practiced.

Regular physical activity not only prevents these health problems, but also improves quality of life (Department of Health and Human Services, 2018). According to WHO (1994), quality of life is a wide-ranging concept that is complexly interwoven with a person's physical health, physiological state, level of independence, social relations, and relationship with their environment. It is therefore a psychological construct related to an individual's subjective perception of their overall satisfaction with life. There is strong evidence from adults that the perceived quality of life improves with regular physical activity (Department of Health and Human Services, 2018). In addition, positive relationships between physical activity and several indicators of quality of life have been described (Joseph et al., 2014) such as self-efficacy of exercise, physical self-concept, and self-esteem (Elavsky et al., 2005).

In addition to the existing relationship between the practice of physical activity and different variables related to adequate mental health, it is important to highlight the relationship of both with other areas of health. Thus, previous research has shown how a worse psychological state is related to a greater addictive use of new technologies, which in turn is related to less physical activity and a worse nutritional state in females, with problematic use of the mobile phone being especially relevant (Mateo-Orcajada et al., 2023). In this sense, it should also be noted that the practice of physical activity has been shown to be beneficial for social interaction with peers, increasing the feeling of belonging to a group. This is fundamental and becomes relevant when considering that subjects with large amounts of social interaction tend to have less stress (Ono et al., 2011).

The differences found in this area show differences according to gender, which is a relevant issue. Thus, the practice of physical activity is associated with better mental health, but only in non-bullied sexual youth (Kirkewski et al., 2023), which should be considered in programs to promote physical activity in sensitive populations. In addition, females have lower physical activity than males, as well as poorer mental health. However, the strength of the positive relationship between mental health and physical activity practice does not differ by gender (Halliday et al., 2019). Therefore, the practice of physical activity seems to partially explain the gender difference in mental health, which is a relevant issue because of its potential to influence global health, but an in-depth approach to the aspects that may be most relevant is needed.

In this context in which the practice of physical activity and mental health are related, and in which this relationship affects other relevant aspects for the healthy development, but some of the most determining factors are still unknown, this chapter aims to explore the relationship between physical activity and mental health, and to assess whether this relationship varies according to the level of physical activity and the domain in which it is performed.

2. SCIENTIFIC BACKGROUND

The practice of physical activity provides psychological and physiological benefits to its participants, including the synthesis of hormones such as serotonin, which, due to its catalytic anti-stress function (Tajik et al., 2017), favors adequate mental health (Hale et al., 2021). The importance of serotonin lies in the fact that it is a neurotransmitter closely related to the control of emotions and mood, participating in the control of anxiety, fear, anguish, or aggression. This aspect is relevant because the rate of mental disorders such as anxiety, depression or stress has increased exponentially in recent years (Daniali et al., 2023), becoming a real problem for public health.

Comparative studies over the last 20 years justify this evolution of mental disorders by looking at emotional difficulties, behavioral problems, hyperactivity, or problems with peers (Patalay & Gage, 2019). In contrast, behaviors that were previously considered as problematic, such as substance use, sexual activity or antisocial behaviors were less frequent over the years (Patalay & Gage, 2019). In addition, behaviors have worsened over time, with the population's rest time being less, body mass index increasing, and self-perception of oneself being worse, with all these factors being related to worse mental health (Patalay & Gage, 2019). Even aspects of the environment, such as increased urbanization in recent decades

(Srivastava, 2009), or school stress (Högberg et al., 2020), have been shown to be influential on mental health, increasing the number of mental disorders.

Added to these differences, previous research has shown differences in the mental health status of males and females, with females being more affected, reporting higher levels of depression, anxiety and stress compared to males, especially in Europe (Daniali et al., 2023). This becomes even more important if one considers that aspects such as school stress, incidence of depression or level of physical activity practice also differ between males and females at all ages, with females being less active (Emmonds et al., 2023) and more prevalent to suffer from stress and depression, which may explain about half of the growing gender gap in psychosomatic symptoms (Högberg et al., 2020).

This is due to the fact that gender stereotypes are still present in sport, with the vast majority of sports being considered masculine, and the participation of females in them being reduced (Mateo-Orcajada et al., 2021). In this research, adolescents were asked whether they considered certain sports as masculine or feminine, and the results varied according to gender. Therefore, despite the fact that the practice of physical activity is a determinant for mental health, mainly in females, which allows them to reduce psychological differences with respect to males (Mateo-Orcajada et al., 2022), primarily in the satisfaction of basic psychological needs (competence, autonomy, and relatedness), the level of practice is limited, and the benefits are very small.

In addition to the differences in the level of sports participation, and the effects this has on mental health, differences are also found in the psychological state of males and females during sports practice, as well as in the ability to psychologically cope with sporting events. Thus, it has been observed that female athletes, mainly those of individual modalities, present greater competitive anxiety (Correia & Rosado, 2019), understood as the anxiety that arises in the sports context, including training and competition, compared to males and athletes of collective sports. In this study, competitive anxiety before training was assessed in young athletes of different individual and team sports by means of the SAS-2. In the face of an injury process, females show a good balance between internal and external locus of control, the internal locus being understood as the person's belief that she has control over what happens, while the external locus refers to the person's belief that it is elements external to her that determine what happens (Figure 1); value support systems very positively; and control their emotions during the recovery process, but are highly influenced by the fluctuations of the process, compared with males (Lisee et al., 2020). During this investigation, young males and females who had a previous history of anterior cruciate ligament rupture that had undergone surgery with anterior cruciate ligament reconstruction were evaluated. They were interviewed before doctor clearance to return to activity. Similarly, in sports involving weight control, females show a high total mood disturbance score, with significant changes in anger and depression, generating high psychological stress around this event (Yoshioka et al., 2006). This study was carried out with judokas, comparing those who needed to reduce their weight before a competitive period with those who did not, assessing mood and total mood disturbance. An aspect that is also of great relevance is that females during the menstrual cycle present fluctuations in their psychological state, for example, an increase in distractions, fluctuating emotions, and a decrease in motivation during menstruation (Findlay et al., 2020).

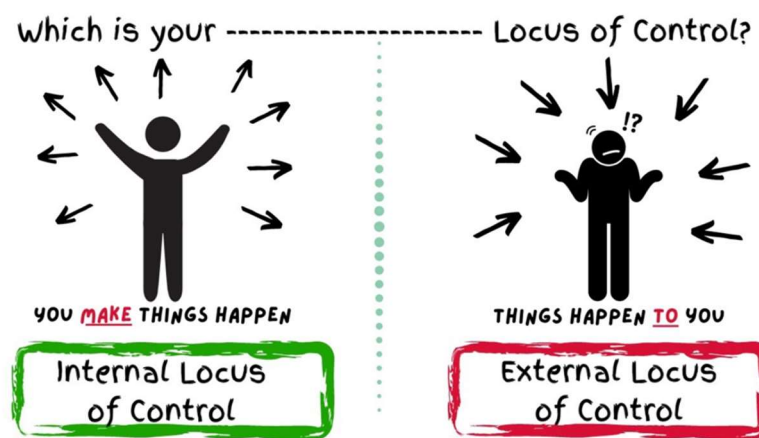


Figure 11 – Differences between internal and external locus of control. Source: Eyal (2022).

Therefore, in the field of physical activity and sport, the psychological response of males and females differs in each of the relevant events, but in addition, females report facing more adverse events related to the sporting environment during their time as athletes (Walton et al., 2020). Thus, females make special mention of interpersonal conflicts, economic difficulties, and discrimination, which, together with the abuse of social networks, are factors that predispose female athletes to more mental health problems compared to males (Walton et al., 2020).

This situation leads to notable differences between males and females in the sports environment, which negatively affects the psychological state of females. This results in negative consequences such as the premature abandonment of sports practice by females (Baron-Thiene & Alfermann, 2015), with the disadvantages this entails for health. The current situation in the sports context calls for future research that continues to examine the differences between males and females, mainly analyzing the psychological response to different events. This would allow the design of specific psychological interventions for females that would be of great relevance to reduce the differences between both genders, decreasing the negative effects and the premature abandonment of females in the sports environment.

3. TECHNICAL INFORMATION

Based on previous research of relevance in the field of sport psychology, the instruments and procedures that may be relevant to assess the psychological state of males and females who practice sport are presented in this section, favoring that the interventions to be carried out include valid and reliable instruments.

Motivation is one of the most determinant variables in this area, since it is related to the abandonment and intention to practice sports (Back et al., 2022), so the instruments available for its evaluation are numerous. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Thus, the critical review by Clancy et al. (2017) shows that the Sport Motivation Scale (SMS), the Intrinsic Motivation Inventory (IMI), the Situational Motivational Scale (SIMS), the Perceptions of Success Questionnaire (POSQ), the Behavioural Regulation in Sport Questionnaire (BRSQ), and the Task and Ego Orientation in Sport Questionnaire (TEOSQ), are six psychometrically strong questionnaires to quantify motivation. However, IMI seems to be the most widely used in previous scientific literature, and SMS is the least used of the six mentioned. The use of these scales is prior to sports practice. Some examples of the use of these scales would be: the SMS is composed of 28 items that measure 7 types of motivation (intrinsic motivation toward knowledge, accomplishment, and stimulation, as well as external, introjected, and identified regulations, and amotivation). Each scale is rated by 4 items assessed on a 7-point scale. The IMI measures 6 subscales (interest/enjoyment, perceived competence, effort, value/utility, felt pressure and strain, and perceived choice in performing a given activity), with the interest/enjoyment subscale being considered the self-report measure of intrinsic motivation. This scale has more items than the other subscales. It is completed on 7-point scale. Or the BRSQ allows the assessment of 9 dimensions (intrinsic motivation towards knowledge, in general, achievement and stimulation, as well as external, introjected, identified, and integrated regulations and motivation) with a 7-point scale.

With the aim of assessing the individual athlete's response to training and competition, there are numerous instruments that can provide valid and reliable data to measure mood states, emotions, perceived stress and recovery, and sleep quality, including the Profile of Mood States (POMS), the Emotional Recovery Questionnaire (EmRecQ), the Total Quality Recovery (TQR) scale, the Daily Analyses of Life Demands for Athletes (DALDA), the Recovery-Stress Questionnaire for Athletes (RESTQ-Sport), the Acute Recovery and Stress Scale (ARSS), the Short Recovery and Stress Scale (SRSS), and the Multi-Component Training Distress Scale (MTDS) (Nässi et al., 2017). The use of these scales is prior to sports practice. Some examples of the use of these scales would be: the POMS questionnaire assesses 6 mood states (anger, depression, tension, fatigue, vigor and confusion) by means of 48 items completed on a scale of 0 to 4 points. All the dimensions have a negative connotation, so the higher the score, the worse the state of the athlete, except for the vigor dimension, which is positive. Or the REST-Q Sport, composed of 76 items (28 sport-specific and 48 non-sport-specific) distributed in 19 scales (7 non-sport-specific stress scales, 5 non-sport-specific recovery scales, 3 sport-specific stress scales, and 4 sport-specific recovery scales). The form of completion is based on a Likert scale from 0 to 6 points.

According to previous research developed, psychological interventions have been shown to be effective in the sport setting to reduce cognitive, somatic, and competitive anxiety, as well as to increase self-confidence and improve stress management in relation to performance evaluation, with effect sizes

from small to medium (Olmedilla et al., 2019; Ong et al., 2021). Another real example of the usefulness of these interventions was the case study conducted with the All Blacks rugby team in which the motivational climate created during a season in which they won the Rugby World Cup was examined. This study identified eight key aspects of motivation and motivational climate between 2004 and 2011 (critical turning point, flexible and evolving, dual-management model, "better people make better all blacks", responsibility, leadership, expectation of excellence, and team cohesion). Recommendations for other coaches of elite teams are derived from this study (Hodge et al., 2013). However, the type of design, the components of the intervention and the duration of the intervention are relevant aspects that should be considered in the approach. These investigations are some examples that through a well-designed psychological intervention and using valid and reliable instruments for its measurement, the psychological response of athletes to the different situations of training and competition can be favored, being this especially relevant for their performance and continuity in practice. Thus, Figure 12 shows some types of intervention and the effects they can produce on certain psychological variables.

Despite the valid and reliable instruments available in previous scientific literature, as well as the intervention protocols developed, it is important to highlight some aspects that may limit the psychological evaluation of male and female athletes. The exclusive use of questionnaires provides limited information on the psychological state of athletes, so it is necessary to complete the evaluation by means of structured or semi-structured interviews. The use of questionnaires cannot be systematic for all athletes, since it will depend on the characteristics of the athlete, as well as the sport context and what is to be analyzed. The completion of questionnaires is always conditioned by the bias of social desirability, an aspect of great relevance in the psychological field by which athletes can answer what is socially well regarded, although it is not really what they think. And, as for the person in charge of providing and evaluating the questionnaires, he/she must avoid influencing the response of the subjects, as well as making a biased evaluation of the results.

Type of psychological intervention	Effect on athletes
Educational intervention	- - resistance to collaborate - anxiety - depression + self-confidence
Goal setting	++ treatment motivation and satisfaction ++ self-confidence - anxiety
Imagery for performance	++ self-confidence ++ sport skills ++ muscular activation (circulation)
Imagery for rehabilitation	- - anxiety ++ coping strategies - stress - - muscular tension
Self talk based intervention	- - negative cognitions - depression - anxiety
Biofeedback	++ self-confidence - - negative cognitions - - anxiety + muscular strength
Social support based intervention	++ coping strategies ++ self-confidence ++ treatment motivation and satisfaction - - depression - - anxiety

++ indicates a strong increase
+ indicates a minor increase
- indicates a minor reduction
-- indicates a strong reduction

Figure 12 - Influence of different types of intervention on psychological variables.

Source: Santi & Pietrantonio (2013).

In addition to the research shown in this section of the chapter, more information on psychological studies conducted in the field of physical activity and sport can be found in the scientific background section. These studies show the differences between individual and team modalities in competitive anxiety

(Correia & Rosado, 2019), the importance of the psychological recovery process in injuries (Lisee et al., 2020), or the influence of the weight loss process in certain modalities that require it and how this influences the psychological domain. In addition, the following sections of this Handbook show some pedagogical aspects that are related to the mentioned interventions and that may be useful for the implementation of certain programs.

4. PEDAGOGICAL GUIDANCE

4.1. Guidance for teaching or learning the topic

4.1.1. *Teaching Methods*

The pedagogical guidance presents a teaching method of shared discovery learning using technologies and different groupings. Activities are proposed in which the resources provided must be explored, with a subsequent sharing and final reflection. This is only a teaching proposal since other methods such as case studies or simulations could be used and will be developed throughout this section.

4.1.2. *Learning Objectives*

a) To investigate the benefits of physical activity on mental health disorder; b) to learn how measuring changes in mental health and wellbeing; c) to describe tips and tools for the improvement of mental health; d) to learn about worldwide recommendations for physical activity; e) to reflect on the different experiences of athletes who have presented mental unhealthy and how they have solved them.

4.2. Suggested educational resources or activities

4.2.1. *Educational Resources*

In this section, first of all, an example is proposed for the method of shared discovery learning using technologies and different groupings. It is proposed that learners work in different groupings to try to answer the questions posed. For each question, it is proposed to search in different resources that students can find in Table 10.

- Task 1. Work in pairs. Consult all the resources listed and agree with your partner on which are the 5 greatest benefits of physical activity on mental health disorder.
- Task 2. Work in groups. Create a decalogue for the improvement of mental health. To do this, you should consult the resources listed, select the 10 best tips, advice, or tools and, using new technologies, create a visually attractive poster.
- Task 3. Exercise to connect and center yourself.

Stress means feeling worried or threatened by life. Sometimes this stress is due to major threats, but sometimes it is due to smaller problems. A high level of stress often has an effect on the body (headache, lack of hunger, lump in the throat, muscle tension, upset stomach, backache...) and is reflected on an emotional level (worry, anger, guilt, sadness...). All of this can lead to becoming "hooked" on difficult thoughts and feelings. For example, one moment a person may be enjoying an everyday situation, and the next moment they may become "hooked" on thoughts and feelings of anger or sadness. These thoughts and feelings cause them to move away from their values, where values are understood as the deepest desires of what kind of person they want to be (caring, sensible, attentive, committed, persevering, responsible, calm, nurturing, protective, courageous...). This detachment can lead to undesirable behaviour. To combat this, it is necessary to refocus on the activity that was being carried out in order to reconnect with the activity. Paying attention to the activity, the environment, the people, or actions present helps to re-engage. Focusing on all the details provided by the five senses is the key. Look, listen, taste, smell, and touch.

Now, think of a time when you got hooked on a thought and feeling and try to answer the following questions: Did you feel any of the following symptoms: headache, rapid heart rate, butterflies or tingling in your stomach, sweating, blushing, rapid breathing...? What was the thought you had? What feeling did it give you? How could you have dealt with it?

- Task 4. By consulting the resources listed, you should try to answer the following true or false questions. Once you have finished, discuss them with your classmates. At the end of the activity, a debriefing will take place.

1. The World Health Organization (WHO) recommends that children and adolescents get at least 60 minutes of vigorous physical activity every week.

2. Older adults should perform at least 2 days of muscle-strengthening activities at moderate or greater intensity that involve all major muscle groups.

3. Adults should engage in a minimum of 150 minutes of moderate physical activity or 75 minutes of vigorous physical activity or an equivalent combination of the two according to the WHO.

4. WHO recommends a minimum of 3 days per week of vigorous physical activity as well as those that strengthen muscle and bone should be incorporated for children and adolescents.

5. Adults should perform at least 3 days of muscle-strengthening activities at moderate or greater intensity that involve all major muscle groups.

Solution to questions: 1: False; 2: True; 3: True; 4: True; 5: False.

○ Task 5. Access the following article published in the global publication Insider which tells the story of numerous athletes and their mental health stories. Then choose one of the athletes and read their story. Research more about the athlete's story.

Explain to the other learners what happened to him/her and how he/she managed to overcome it. Did he/she seek help?

○ Task 6. We all need to take care of our physical and mental health. Once you have read and researched all the documents and resources shared, list three things you can do to take care of your physical health and three things you can do to take care of your mental health.

Table 10 - Resources for the task and more information.

Description	Link	Task
National Health Service (NHS) in England. Self Help Leaflets	https://web.nrw.nhs.uk/selfhelp/	1
NHS. Benefits of exercise	https://www.nhs.uk/live-well/exercise/exercise-health-benefits/	1
Mind Charity. Physical activity and your mental health	https://www.mind.org.uk/media-a/2934/physical-activity-and-your-mental-health-2019.pdf	1-2
WHO. Doing What Matters in Times of Stress	https://www.who.int/publications/i/item/9789240003927?gclid=CjwKCAjwsvujBhAXEiwA_UXnANFquk6lWE-ujVLPPqb1xAeMbdsmuK2hSssEy-8hOse7v3rrL_QMrhoCqKQQAvD_BwE	2
WHO. Teacher's Guide to the Magnificent Mei and Friends Comic Series	https://www.who.int/publications/i/item/9789240026261	2
5 ways to get moving and feel better (video)	https://www.youtube.com/watch?v=M4p6TddpHSg	2
Mental Health Foundation. How to look after your mental health using exercise	https://www.mentalhealth.org.uk/sites/default/files/2022-07/How-to-exercise.pdf	1-2
Mind Charity. Mental Health and Physical Activity Toolkit	https://www.mind.org.uk/about-us/our-policy-work/sport-physical-activity-and-mental-health/resources/mental-health-and-physical-activity-toolkit/	2
Payment course. 2023 Summit – Exercise Prescription for Mental Health	https://members.acsm.org/ItemDetail?iProductCode=IHFS23IV06	1-2
American College of Sport Medicine (ACSM). Mental Health	https://www.acsm.org/education-resources/trending-topics-resources/mental-health	1
World Health Organization (2020). Guidelines on physical activity and sedentary behaviour	https://www.who.int/publications/i/item/9789240015128	4
Insider. Articles on athletes and mental health	https://www.insider.com/olympic-athletes-talk-about-mental-health-2021-7	5

Another possibility for the development of this section would be the work based on case studies. For this purpose, the teacher will provide the students with different case studies, real or fictitious, that present some type of psychological alteration in the sports environment (lack of motivation, difficulty in controlling stress, competitive anxiety, among other possibilities) on which they will have to work. The approach to the cases will be carried out in small groups (3-4 participants), which will try to respond to the proposed aims.

First of all, the teacher will present each group with a video presentation of the subject in question, with which an initial evaluation will be carried out, including the analysis of the athlete's behavior, the antecedent situations that can provoke this behavior, the consequences, and the stable characteristics of the athlete. Among the aspects to be evaluated are situations outside of training and competition that may

be stressful, the demands of training and competition, situations associated with injuries or other stressful aspects such as appearances in public or in front of the media.

In addition, an evaluation of the subject's relevant personal variables should be carried out, considering the resources and abilities to control stressful situations, in order to determine the particular needs of the case under study. For this purpose, different instruments can be used, such as those mentioned in the technical information section, or others such as the resilient personality questionnaire (EPR), the state-trait anxiety questionnaire (STAI-R) or the questionnaire of psychological characteristics related to sports performance (CPRD). Once the instrument for the initial assessment of the subject has been selected, it should be justified why this instrument is used instead of others (it should be justified based on the age, the sport and social context, the variables to be analyzed, among other factors).

Subsequently, the teacher will provide a new video of the athlete, but in this case, it will be in a real game situation in which the athlete is not able to control the situation. From this second video the students must evaluate the manifestations and consequences of stress. For this purpose, an instrument such as the one in Table 11 can be used to record what the athlete does, what situation precedes it and what happens afterwards.

Table 11 - Recording sheet to evaluate the manifestations and consequences of stress.

Nº	What does the athlete do?	What is the preceding situation?	What happens immediately after?
----	---------------------------	----------------------------------	---------------------------------

Subsequently, the resources available to the athlete to face the stressful situations of training and competition should be assessed and based on this evaluation, the necessary modifications and new strategies that should be acquired should be indicated. To do this, it is essential to assess the athlete's willingness, resources, support, and time available to participate in an intervention.

It is essential at this point to assess the feasibility and the procedure for action, indicating the limitations of the evaluation itself. It is not possible to think of an ideal assessment that is not feasible to carry out. It should be concise and not too ambitious. The data must be reliable and for the benefit of the evaluation and subsequent intervention.

Once the intervention has been completed and the athlete's needs have been established, the direction of the psychological intervention should be indicated. For this purpose, there are four main areas that can be addressed and from which the students should choose one according to the evaluation carried out: modification of the athlete's behavior; elimination of potentially stressful situations; control of the negative consequences of the behavior; and modification of the athlete's stable characteristics. For each of these areas a different approach is required, and the instruments to be used in each of them are very different. For example, if the aim is to strengthen control over stressful situations, preventing training and competition difficulties, future performance can be prepared by means of a competition plan (Figure 13) or improving competition conditions by means of a self-recording for relaxation practice (Table 12). All this can be accompanied by different psychological strategies such as cognitive restructuring, self-instruction training or the establishment of aims and time management, among others, which will allow the athlete to cope with different situations.

In this case, the evaluation of the case study and the intervention proposal can be carried out by the teacher who is in charge of providing the material (videos) and guiding the students during the process, or by the rest of the students who present their respective cases. A rubric such as the one in Table 13 can be used for this purpose. This is a simple instrument with which the work done can be elaborated. The presence of each of the items of the rubric during the presentation will award one point, while the absence will contribute none. Thus, the score will be established from 0 to 10 points.

Another possibility would be the use of electronic resources such as Kahoot. Thus, the group in charge of presenting the case study could prepare a series of questions to the rest of the groups through which to evaluate whether they have correctly understood the proposed approach to the specific case.

COMPETITION PLAN			
Sport :	Category:	Date	Player:
Competition:		Importance of competition in the season (0-10):	
How do I want to compete?			
Priority aims		Action plans	
What possible difficulties may I encounter during the competition?			
1.			
2.			
3.			
For each of these difficulties, what alternative plan do I have prepared?			
1.			
2.			
3.			

Figure 13 - Competition plan

Source: Own elaboration.

Table 12 - Self-report for relaxation practice.

1. No tension	2. Some tension	3. Quite tense	4. A lot of tension	5. High tension
			Before relaxation	Score:
			After relaxation	Score:
Positive feelings:				
Negative feelings:				

The importance of this practice with students lies in the fact that they themselves are able to carry out a behavioral assessment of the athlete, establishing the key points that need to be improved, and proposing an intervention according to the athlete's needs.

Table 13 - Rubric for the evaluation of the case study presented.

Item	Yes	No
The initial assessment includes analysis of the athlete's behavior, the antecedent situations that may provoke that behavior, the consequences, and the stable characteristics of the behavior.		
The initial assessment includes non-training and non-competition situations that may be stressful, the demands of training and competition, injury-related situations, or other stressful aspects such as public or media appearances.		
In addition, the relevant personal variables of the subject are analyzed, considering the resources and skills to control stressful situations.		
At least one instrument used is described.		
The choice of the instrument used is justified.		
The consequences and manifestations of stress are evaluated.		
At least one instrument used for the assessment of stress manifestations is indicated.		
The resources available to the athlete to cope with stressful situations are assessed.		
The feasibility of the proposal is assessed, and possible limitations of the proposal are indicated.		
The direction of the psychological intervention is established and is consistent with the initial assessment performed.		
Total score		

Similar to the case studies, simulations could be carried out in which a student acts as an athlete who undergoes the initial assessment. In this case, this student must complete the questionnaires and instruments used according to a previously defined context. Finally, an intervention on this subject will be proposed.

There are numerous possibilities offered to work in the psychological field in relation to physical activity and sports, but an adequate initial evaluation is necessary to establish the path and order of the procedures.

5. CONCLUSIONS

In conclusion, mental disorders such as anxiety, depression, and stress have been increasing exponentially in recent years, posing a significant problem for public health and the practice of physical activity provides psychological and physiological benefits, including the synthesis of hormones like serotonin, which has an anti-stress function, favoring mental health. In addition, the practice of physical activity is related to mental health, since subjects with a higher level of sports participation have lower levels of anxiety and stress, as well as a lower incidence of mental disorders. Depending on gender, females tend to report higher levels of depression, anxiety, and stress compared to males, especially in Europe. This is partly influenced by lower levels of physical activity practiced by females due to gender stereotypes and limited participation in sports. Therefore, the practice of physical activity seems to partially explain the gender difference in mental health, which is a relevant issue because of its potential to influence mental health. This gives rise to a strong relationship between the practice of physical activity and mental health in both males and females.

In the athletes' context, the psychological response of males and females differs in various sporting events, and females often face more challenges that negatively affect their psychological state and may lead to premature abandonment of sports practice. In addition to this, females face more adverse events related to the sporting environment, such as interpersonal conflicts, economic difficulties, discrimination, and abuse on social media, which predispose them to more mental health problems compared to males. Furthermore, female athletes, particularly in individual sports, exhibit greater competitive anxiety, fluctuations in psychological state during the menstrual cycle, and high psychological stress related to sports involving weight control.

Psychological interventions have shown effectiveness in reducing anxiety and improving stress management, self-confidence, and performance evaluation in athletes. Valid and reliable instruments are available to assess motivation, mood states, emotions, perceived stress, and recovery. Questionnaires have limitations in providing a comprehensive evaluation of athletes' psychological state, and additional methods like interviews may be necessary. Social desirability bias should be considered while interpreting

questionnaire responses. There is a need for further research to understand the psychological response of athletes to different situations and develop specific interventions to reduce gender differences and improve mental health outcomes.

Finally, pedagogical guidance is provided for teaching and learning about the benefits of physical activity on mental health, measuring changes in mental health and wellbeing, tips for improvement, and worldwide recommendations for physical activity. Activities involving research, group work, and reflection are suggested for learners.

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7. ASSESSMENT QUESTIONS

1. When did the term "sport psychology" develop as a specialty?
 - a) Pre-1900s
 - b) 1920-1930**
 - c) 1940-1960
 - d) 1960-1970

2. What is the relationship between physical activity and mental health?
 - a) Physical activity has no impact on mental health
 - b) Physical activity can have a negative impact on mental health
 - c) Physical activity can have a positive impact on mental health**
 - d) Physical activity is only beneficial for physical health, not mental health

3. What is the prevalence of anxiety globally?
 - a) 5% of adults worldwide suffer from anxiety
 - b) 11.4% of the global population experiences anxiety**
 - c) Low levels of physical activity are associated with a higher prevalence of anxiety
 - d) The prevalence of low physical activity is higher in people with anxiety

4. What is the estimated global prevalence of depression?
 - a) 3.8% of the population experiences depression
 - b) 5% of adults worldwide suffer from depression
 - c) Depression is about 50% more common among women than men**
 - d) Approximately 280 million people suffer from depression worldwide

5. How does physical activity impact mental health?

a) Physical activity increases the risk of mental disorders

b) Physical activity is unrelated to mental health

c) Physical activity promotes the synthesis of hormones like serotonin, which benefits mental health

d) Physical activity worsens mental health symptom

**APPENDICES: EUROPEAN HANDBOOK FOR GENDER EQUALITY, EQUITY,
INCLUSION IN SPORT: A PERSPECTIVE THROUGH THE ERASMUS +
WOMEN-UP PROJECT: APPENDICES**

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1. RELEVANT RESOURCE LIST

1.1. Research Papers and Books

- Adriaanse, J. A., & Claringbould, I. (2016). Gender equality in sport leadership: From the Brighton Declaration to the Sydney Scoreboard. *International Review for the Sociology of Sport*, 51(5), 547-566.
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1.2. Websites and Online Resources

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- International Olympic Committee - Gender Equality in Sports. (n.d.). *Gender Equality in Sports*. Retrieved from www.olympic.org/gender-equality-in-sports
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2. TOOLKITS AND GUIDELINES

1. Gender Equality in Sport: Toolkit for Transformation (<https://www.unwomen.org/en/news/stories/2020/3/news-sport-for-generation-equality>) - Developed by the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), this toolkit offers practical guidance and resources for promoting gender equality in sports at all levels. It includes sections on policy development, advocacy, organizational change, and inclusive programming.
2. Content Analysis of Gender-Specific Media Coverage of Sport (<https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=3704&context=thesesdissertations>) : This research study conducted NCAA Athletic Department at the University of Nevada, Las Vegas examines gender bias in sports media coverage across different media platforms and regions. The study explores the portrayal of female athletes, the language used to describe their achievements, and the overall representation of women's sports. The findings shed light on the existing gender disparities in media coverage and the need for more equitable and inclusive representations.
3. Sport for Gender Equality (<https://www.sportanddev.org/thematic-areas/policy>) : A Practical Guide - Published by the International Platform on Sport and Development (sportanddev.org),

this guide provides practical tools, case studies, and resources for promoting gender equality in sport for development and peace initiatives. It covers topics such as inclusive programming, gender mainstreaming, and empowerment through sport.

4. Guidelines for Gender Equity in Sports Organizations (<https://www.womenssportsfoundation.org/wp-content/uploads/2016/09/step-by-step-school-sports.pdf>) - Developed by the Women's Sports Foundation, these guidelines offer a framework for creating gender-equitable sports organizations. They provide strategies for increasing the representation of women in leadership roles, addressing gender biases, and promoting equal opportunities for all participants.
5. Creating Safe and Inclusive Sporting Environments for All Genders (<https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-is-it>) : Guidelines for Clubs and Associations - Published by Play by the Rules, an initiative of the Australian Sports Commission, these guidelines provide practical advice for sports clubs and associations on creating safe and inclusive environments for all genders. It covers areas such as policy development, promoting respectful behavior, and addressing discrimination and harassment.
6. Gender Equality in Coaching (https://cdn.dosb.de/SCORE_Gender_Equality_in_Coaching_Interactive_Toolkit.pdf): Guidelines for Coach Education Programs - Developed by the International Council for Coaching Excellence (ICCE) and the Association for Women in Sport and Physical Activity (AWSPE), these guidelines aim to promote gender equality in coaching. They provide recommendations for coach education programs to ensure equal opportunities for women coaches and address gender-based barriers.

3. RELEVANT ORGANIZATIONS

List of relevant organizations actively working towards gender equality in sports:

1. Women in Sport (<https://www.womeninsport.org/>) - Women in Sport is a leading UK charity that advocates for gender equality in sports. They work to empower women and girls through research, campaigns, and programs, aiming to create a more equitable and inclusive sporting landscape.
2. International Working Group on Women and Sport (IWG) (<https://iwgwomenandsport.org/>) - The IWG is a global network committed to promoting gender equality in sports. They collaborate with governments, organizations, and individuals to drive change, share best practices, and advocate for equal opportunities for women and girls in all aspects of sport.
3. Women's Sports Foundation (<https://www.womenssportsfoundation.org/>) - The Women's Sports Foundation is a non-profit organization dedicated to advancing the lives of women and girls through sports and physical activity. They provide resources, scholarships, and research to promote gender equality, foster leadership, and create inclusive sporting environments.
4. International Working Group for Women in Sport (IWG) World Conference (<https://www.iwg-gti.org/>) - The IWG World Conference is a major global event that brings together stakeholders from around the world to address gender equality in sport and physical activity. The conference offers a platform for sharing knowledge, experiences, and strategies to advance gender equity in sports.
5. United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) (<https://www.unwomen.org/>) - UN Women is a United Nations entity focused on gender equality and women's empowerment. They work to promote gender equality in all sectors, including sports, through advocacy, policy development, and partnerships with governments and civil society organizations.
6. International Platform on Sport and Development (www.sportanddev.org) - The International Platform on Sport and Development is a global network that promotes the use of sport as a tool for social change. They provide resources, case studies, and facilitate knowledge sharing on gender equality and inclusion in sports.
7. Women's Sports Empowerment Project (<https://www.womensportempower.org/>) - The Women's Sports Empowerment Project aims to increase opportunities for women and girls in sports through educational initiatives, mentorship programs, and advocacy. They work towards creating a more inclusive and gender-equal sporting environment.

8. Global Sport Institute's Global Women's Sport Initiative (<https://globalsport.asu.edu/gwsi>) - The Global Women's Sport Initiative, led by the Global Sport Institute at Arizona State University, focuses on advancing gender equality in sports through research, education, and collaboration. They support initiatives and provide resources to drive positive change in women's sports.

These organizations have demonstrated their commitment to promoting gender equality in sports and can serve as valuable partners, collaborators, or sources of support for individuals and groups looking to advance gender equality initiatives.

4. GLOSSARY OF TERMS

Allyship: The act of supporting and advocating for individuals or groups who are marginalized or facing discrimination, using one's privilege and influence to challenge and dismantle systemic barriers and promote equality. (Reference: The Anti-Oppression Network - "Allyship").

Dual career: Refers to the simultaneous pursuit of athletic and academic or professional careers. In the context of sportswomen, the dual career concept focuses on the challenges, opportunities, and strategies for balancing sporting commitments with other responsibilities, such as education or work. (Reference: European Athlete as Student Network - "Dual Career").

Empowerment: The process of increasing an individual's capacity, confidence, and agency to make informed decisions, exercise control over their own lives, and advocate for their rights. (Reference: United Nations Development Programme - "Empowerment").

Equity in Representation: Ensuring proportional and fair representation of individuals of all genders in decision-making processes, leadership positions, and other roles within sports organizations. (Reference: Women's Sports Foundation - "Increasing Women and Girls' Participation and Leadership in Sport").

Gender Bias: Prejudice or discrimination based on gender, favoring one gender over another, resulting in unequal treatment or opportunities. (Reference: Catalyst - "Gender Bias").

Gender discrimination: Differential treatment, bias, or prejudice based on an individual's gender, resulting in unfair advantages or disadvantages. Gender discrimination can occur in various contexts, including employment, education, sports, and media. (Reference: United Nations - "Gender Discrimination").

Gender Equality: The principle of treating individuals of all genders fairly and equally, ensuring equal rights, opportunities, and access to resources without discrimination based on gender (United Nations,).

Gender Equity: The concept of providing different levels of support or accommodations based on the specific needs and circumstances of individuals in order to achieve fairness and equal outcomes, acknowledging and addressing historical disadvantages and inequalities faced by certain genders. (Reference: Catalyst - "Gender Equity").

Gender Expression: The outward manifestation of an individual's gender identity through clothing, appearance, behavior, and other forms of self-expression. (Reference: Transgender Law Center - "Understanding Gender Expression").

Gender Identity: An individual's deeply felt sense of their own gender, which may or may not align with the sex assigned at birth. (Reference: Human Rights Campaign - "Understanding Gender Identity").

Gender-Sensitive Policies: Policies that consider the unique needs, experiences, and challenges faced by individuals of different genders, aiming to address gender inequalities and promote equal opportunities. (Reference: UNESCO - "Gender-Sensitive Policies in Sports").

Gender: Socially constructed roles, behaviors, expectations, and identities that society assigns to individuals based on their perceived sex. (Reference: American Psychological Association - "Gender").

Homophobia: Prejudice, discrimination, or hostility directed towards individuals who identify as homosexual or whose behavior or appearance is perceived to be outside traditional gender norms. (Reference: Merriam-Webster Dictionary - "Homophobia").

Inclusion: The practice of creating an environment that embraces and values the diversity of individuals, ensuring that everyone has a sense of belonging, is respected, and has equal access to opportunities and resources. (Reference: The Aspen Institute - "Definition of Inclusion").

Intersectionality: The interconnected nature of social categories, such as race, ethnicity, gender, sexuality, and other identities, which can result in overlapping and compounded forms of discrimination

or privilege. In the context of sports, intersectionality examines how various social identities intersect and impact an individual's experiences and opportunities in sports. (Reference: Kimberlé Crenshaw - "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color").

Media representation: The portrayal and depiction of individuals or groups in media, including newspapers, magazines, television, and online platforms. In the context of gender discrimination in the media, it refers to biased or stereotypical portrayals of individuals based on their gender, which can perpetuate inequalities and reinforce harmful stereotypes. (Reference: Global Media Monitoring Project - "Gender in Media" -).

Mental health: The emotional, psychological, and social well-being of an individual, encompassing their thoughts, feelings, and ability to cope with the daily stresses of life. The links between physical activity and mental health refer to the positive impact of exercise and physical activity on reducing stress, anxiety, and depression and improving overall mental well-being. (Reference: World Health Organization - "Mental Health" -).

Physical activity: Any bodily movement produced by skeletal muscles that requires energy expenditure. It includes exercise, sports, recreational activities, and other forms of movement. (Reference: World Health Organization - "Physical Activity").

Sex: Biological and physical characteristics that distinguish individuals as male, female, or intersex, typically assigned at birth. (Reference: World Health Organization - "Sex").

Sports Governance: The process and structures through which organizations, institutions, or systems are directed, controlled, and regulated. In the context of sports organizations, governance refers to the policies, practices, and decision-making processes that guide their operations. (Reference: International Olympic Committee - "Good Governance in Sport").

Sports legislation: Laws, regulations, and policies that govern the operation, organization, and conduct of sports activities and events. Sport legislation can cover various aspects, such as athlete eligibility, anti-doping regulations, safety measures, and participation requirements. (Reference: Council of Europe - "Sport Law and Legislation").

Stereotype: Widely held but oversimplified and generalized beliefs or ideas about the characteristics, roles, behaviors, and abilities of individuals based on their gender. (Reference: Oxford English Dictionary - "Stereotype").

The Handbook on Gender Equality, Equity, and Inclusion in Sports is an intellectual output of the Women in Sport: Gender Relations and Future Perspectives (Women-Up) project, co-funded by the European Union. This comprehensive guide aims to raise awareness and inspire action for gender equality in sports. It engages stakeholders such as sports operators, policymakers, educators, and citizens to emphasize the value of sport and physical activity while providing strategies for promoting gender equality, equity, and inclusion. With eight chapters led by esteemed organizations, the Handbook covers various topics. The first chapter highlights the positive effects of physical activity on physical health, mental well-being, and social connections for individuals of all genders and ages. Subsequent chapters address women's challenges and benefits in sports, including issues related to maternity, menstruation, and female trials. The Handbook explores the risks of physical inactivity, the importance of health equity, and strategies for fostering inclusivity. It delves into governance in sports organizations, examining the representation of women in leadership roles, gender equity, barriers women face, and effective strategies for promoting equality. Another chapter focuses on sport legislation, uncovering gender disparities and offering reform strategies. The Handbook discusses dual career challenges for female athletes and provides support strategies. It also tackles gender discrimination in media coverage, the role of education in promoting equity, and the impact of intersecting identities on sports experiences. Throughout the Handbook, numerous case studies and scientific, technical, and pedagogical guidance have been presented to showcase practical and evidence-based examples of promoting gender equality in sports. The Handbook concludes by emphasizing the significance of positive action in creating a support network for gender equality, equity, and inclusion in sports, envisioning a future in which individuals of all genders thrive in the world of sports.