

ADDRESSING GENDER EQUALITY IN SPORT

Patrizia Russo · Verter Tursi · Antonio Sánchez-Pato · Charalampos Samantzis

– EDITORS –



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A REPORT ON THE PERCEPTION OF GENDER EQUALITY IN SPORT

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Introduction

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The idea of the A.G.E.S. project - Addressing Gender Equality in Sport - was born in Pisa, in 2016, following the conference “Gender and Wellnes s in Sport” organized by the CO.RI. Institute - Communication & Research - of Livorno, with the patronage of the City of Pisa and Pisa European City of Sport 2016, the participation of the Fondazione Ordine degli Psicologi della Toscana and the Consiglio Cittadino per le Pari Opportunità di Pisa.

The CO.RI. Institute, which has been dealing with gender studies and culture of equality for years, has promoted, in the conference held in Pisa, an opportunity for professionals and institutions to meet on the theme of gender equality in sport according to European guidelines. Professionals and representatives of bodies and institutions have participated in an active and motivated way, allowing a complex and in-depth analysis of the problem analysed.

Due to the interest in the topics covered, expressed by all participants at the Conference, the CO.RI. Institute has agreed to collect the various contributions in a text, published by the P.O. Commission of the Region of Tuscany. As a consequence of the topicality and importance of the topics dealt with, the CO.RI. Institute involved the UISP of Pisa in the presentation of the Erasmus+ Sport “A.G.E.S.” project with the intent to conduct a survey on the perception of gender stereotypes in sport.

The UISP of Pisa has become the proposer of the project, in which two other relevant partners participated together with the CO.RI. Institute: Universidad Católica San Antonio de Murcia- UCAM (Spain) and University of Thessaly - UTH (Greece).

The objective, shared by the partners, was to carry out a survey, through validated questionnaires, among a significant sample of girls and boys, adults and sport operators from the three countries involved, to verify the presence or absence of gender stereotypes and associated factors with respect to sport activity.

The normative premises of reference are those of the European Union and its contrast to any form of discrimination. In particular, article 165 of the Treaty on the Functioning of the European Union states the importance of sport and states that its action is “aimed at developing the European dimension of sport, promoting fairness and openness in sporting

competitions and cooperation between bodies responsible for sport and protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest among them”.

Already in 2003, with the Resolution on “Women Sport”, the Strasbourg Parliament called on the Member States to ensure women equal access to sport; to support women’s sport and called for action to eliminate the distinction between male and female practices in high-level disciplines. It also called on national sports federations to guarantee equal rights to women and men in terms of income, support and training conditions, access to competitions, social protection and vocational training, and active social reintegration at the end of sporting careers. Finally, the Member States and the supervisory authorities were urged to make their authorization and subsidization of sports associations conditional on the implementation of statutory provisions that respect gender equality, in order to ensure a balanced representation of women and men (gender balance) at all levels and for all decision-making positions.

In spite of these precise indications, in Italy, as in many European countries, the Recommendations have not been fully implemented, so the need for new positive actions has arisen.

For this reason, the Council of the Representatives of the Governments of the Member States, meeting on 21 May 2014, on the European Union Work Plan for Sport (2014 - 2017) reiterated with a further Recommendation that “through the use of specific training and tools, it is possible to encourage, empower and support physical education teachers, coaches, trainers and sports instructors in promoting equality between girls and boys in sport and manage problematic situations caused by gender differences and inter-cultural issues related to access to sports practices and physical education”.

With regard to gender equality, the “Preparation of expert group recommendations or guiding principles on gender equality in sport, possibly followed by a list of commitments made” is announced. The need for gender balance in the management roles of sports clubs in line with the Charter for Women of the European Commission and the strategic actions for equality between women and men in the five-year period 2010- 2015 is also stressed. Subsequently, a proposal was approved regarding further strategic actions to be implemented in the period 2014-2020 to promote gender equality in sport.

With the A.G.E.S. project the actors involved, reconnecting to the objectives of the previous European recommendations, wanted to contribute to the promotion of the gender equality process in sport, through a first analysis of the possible presence of gender stereotypes and associated factors in the population samples examined in the three European countries: Italy, Spain and Greece. In particular, the project was aimed at age groups crucial for the development and future of the three countries (young people and adolescents aged 14-16 years) and adults participating in their training (parents, teachers and coaches) to analyse the presence or absence of gender stereotypes and associated factors among the three samples identified.

The priority objective of A.G.E.S. was to experiment and document, through a comparative study, the comparison on the perception of gender stereotypes in sport, not only between the different categories of people, but also between the three different national contexts. A further objective, related to the previous one, was to contribute with the procedure of the project to raise cultural awareness on the theme of gender equality in sport.

The implementation of this project, characterized by a collaboration among different partners, required a methodological and not only projectual sharing and a constructive comparison between professionals and different territorial realities.

The data, which emerged from this study, also have the strategic role of outlining an overall picture that gives a comparative view of the perception of gender stereotypes and associated factors and prejudices in sport in Italy, Spain and Greece.

FIRST PART

CHAPTER 1

Gender equality in sport¹

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1.1. Introduction

For a long time women have been expected to live up to traditional gender roles that are held by both men and women in mainstream society. These gender roles often resulted in women being dissuaded from involvement in sectors of society, including participating and competing in sport.

Since the Olympic Games in Paris in 1900, where 22 women out of 997 athletes participated in five sports, the involvement of women in the Olympic Movement at all levels has changed gradually. Changes in gender roles in response to changing economic, social and political circumstances also had an influence on sport, especially in relation to participation. At the decision making level the progress has been less impressive: there were no women members of the International Olympic Committee between 1896 and 1981. In 2014 there are 24 female IOC members out of 115 Members.

Before the start of the 2012 Olympic Games in London Viviane Reding, Vice-President of the European Commission, and Androulla Vassiliou, European Commissioner responsible for sport, congratulated the presidents of the IOC and IPC on the very first Olympic Games where women were competing in every sport in their respective programmes:

‘It is an important milestone in the long struggle for real gender balance between women and men in sport. Nevertheless, we do firmly believe that more needs to be done to achieve an acceptable representation of women in sport and sport governing bodies and to continue the fight against discrimination and sexual harassment towards women.’

The Commissioners pointed out that they had already taken a first initiative in supporting projects in which European Olympic and Paralympic sport organisations were involved and invited IOC and IPC presidents for further cooperation: ‘We believe that these actions should be part of a common framework developed in close cooperation with you in the

¹ **Gender Equality in Sport Proposal for Strategic Actions 2014-2020** Approved by the Group of Experts ‘Gender Equality in Sport’ at its meeting in Brussels on 18 February 2014

future. We suggest developing a Roadmap on gender equality in sport with smart and realistic objectives for governmental and nongovernmental organisations to be achieved by the year 2020.

1.2. Challenges for Gender Equality in Sport

The Commissioners call for more actions and further cooperation is based on the persisting gaps at all levels between women and men in sport and the lack of implementation of concrete measures.

The Euro barometer on Sport and Physical Activity 2014 highlighted that the participation of girls and women in Europe in general is still not at the same levels of participation as boys and men. In addition, research has shown that the number of women in leadership positions in sport governing bodies in Europe is still very low

(average of 10%) with exceptions in some EU Member States and at local level.

Despite some positive action substantial changes through legislation and policies have rarely taken place, with the exception of the Nordic countries, UK and France and in federations such as the International Triathlon Union. Furthermore, employed female coaches are in the minority of the coaches in Europe and often earn less per month on average than their male colleagues with differences of up to 1000 euros reported for the same type of job.

The EU funded project 'Sexualised violence in sport' proved that sport makes children strong and self-confident, however this also represents an area of significant vulnerability for sexual and gender harassment and abuse. This is as a result of the close relationships and trust developed between individuals when training for success.

The results of the 2010 Euro barometer on gender equality indicated that Europeans are concerned about the sexist stereotypes found in the world of sport. This all makes 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.

It is a good sign that many sports organisations have expressed their commitment to gender equality in sport, as by 1 January 2014 more than 412 sport organisations worldwide had endorsed the Brighton Declaration on Women and Sport. However, it cannot be denied that at the same time the implementation of measures and actions has not happened. Almost 20 years after the Brighton Declaration, there is still the need to 'Lead the Change' as the motto of the next IWG World Conference in Helsinki 2014 hails.

There have been many positive activities, projects and actions taken for women in sport by the signatories of the Brighton Declaration. However, it is still questionable how sustainable these activities have been and how many mainstream sports organisations were involved. It seems that many sports organisations have not been able to institutionalize gender mainstreaming within sport.

1.3. Benefits of Gender Equality in Sport

The lack of gender equality in sport could also be seen as a missed opportunity for the sport sector. Research and developments in sport have shown that better skilled and educated women and men could lead to interesting benefits on personal, organisational and societal levels. 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 and economic progress.

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 needed to attract potential sport participants and clients and keep them as members or participants active in the organisation, ready to fulfil activities or functions.

It will contribute positively to the quality of the services delivered, as women will provide different role models for girls and boys, and new, relevant educational approaches which encourage girls and women to enjoy sport and prepare for a lifelong sporting career. This approach will, in the long term, also influence boys and men. It will establish a safe and secure sport environment for girls and boys, young women and men as it will raise awareness of the topic, educate instructors and administrators on how to handle risks in this field and prevent harm to athletes. Gender friendly guidance and coaching may decrease the high drop-out rate of girls and women, avoid sexist gender stereotypes in sport and create a positive and social educational climate for all.

For many women with a disability or migrant background it is much more, it is also using sport as a tool to empower their lives, to have a job, to have a family and to be accepted as a citizen in their (new) country and not being someone 'different'. It could be expected that as a result of a gender equality approach, the climate of sport will become more attractive and enjoyable to women and girls, which will lead to an increase in their participation. It will result in a positive effect on the health of women and girls throughout Europe.

Finally it should be strongly stressed that gender equality in sport will be economically beneficial for all stakeholders in sport and related industries, including the media because of higher participation and popularity of sport and a growing workforce.

1.4. The Role of the Italian Union of Sport for All (UISP) in Combating Discrimination²

To promote equal opportunities and combat discrimination in sport, it is necessary to start with women. In the early 1980s, the Uisp Women's Coordination was born, with

2 The role of sport in overcoming discrimination and inequalities by Manuela Claysset p. 91-101 in Third Half, fair play: The values of sport for the fight against homophobia and transphobia Proceedings of the Conference (Naples, 22 April 2015) edited by Giuliana Valerio, Manuela Claysset, Paolo Valerio, 2017.

the aim of promoting sporting practice and the rights of women in sport, both amateur and competitive. In those years Uisp promoted women's sports, recognizing the various disciplines, such as women's rugby, which at the time were not yet recognized by the National Federations.

Thanks to the work and interest of many women, sports and not only, Uisp presented in 1985 the "Charter of women's rights in sport", a Charter that was endorsed in 1987 by the European Legislative Assembly. This document reported some important recommendations and principles, highlighting the significant differences between male and female sport, which manifested themselves for example in economic recognition, in access to spaces and sports facilities, in subsidies and sponsorships. Women's sport certainly had fewer spaces and fewer opportunities:

- Remove cultural barriers.
- Right to practice sport in healthy environments that guarantee human dignity.
- Develop sporting opportunities for women who come from a less privileged background
- Same opportunities for participation in decision-making processes at all levels throughout the entire sports system (training and assistance).
- Promote the creation of women's committees with the role of promoting and supporting the participation of women in steering committees.
- Sports education teachers must promote gender equality.

Twenty-five years after the presentation of the "Charter of women's rights", as part of the Olympia project, UISP, together with other European Associations, made changes to the original document, in light of the changes that have occurred and the new European order. Thus was born the "European Charter of Women's Rights in Sport", addressed to sports organizations and federations, to all sportspeople, fan groups, public authorities, European institutions and all those organizations that can have an impact direct or indirect on the promotion of "sport for all". The main purpose is to promote campaigns in favor of equal opportunities between women and men in sport. It also addresses various problems without limiting itself to reporting, but trying to spread and promote good practices, tested and implemented in European countries to reduce discrimination against women in sport.

The areas that are addressed in the Olympia "European Charter of Women's Rights in Sport" are:

- Practice of sport
- Leadership
- Education and sport/physical education
- Research and scientific communities
- Women, sports and media
- Spectators and fans.

Possible proposals are made in the various areas. For example, some suggestions are proposed for the promotion of women's sports:

- Greater flexibility in the hours of activities, also using informal spaces, such as green areas.
- Greater attention to sports facilities, with adequate changing rooms and implementation of initiatives that respect different cultures. For example, the projects of "Women's swimming pool" promote the practice of swimming or water gymnastics even among women of different religions or simply among women who, out of modesty or culture, are not at ease in showing themselves in costume.
- Promotion of sports activities that include the organization of games and sports activities at the same time, in order to involve mothers and children.
- Provide for men and women the same remuneration and awards in activities and events, penalizing the organizers if this is not respected.
- Specific funding and support for activities aimed at women.
- Change of rules to allow a greater number of women to practice sports, even for those less known and widespread sports activities.

CHAPTER 2

The survey design

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2.1. Research Hypothesis

The European strategy is to carry out meaningful actions for a Europe that guarantees gender equality. The goal is a Union in which women and men, girls and boys, in all their diversity, are free to pursue their life choices, have equal opportunities to fulfill themselves and can, in equal measure, participate and lead our European society. Our research is part of this idea of gender equality and aims to investigate the possible persistence and influence of gender stereotypes in sport in the three partner countries: Italy, Spain and Greece.

2.2. Objectives

The research *“A report on the perception of gender equality in sport,”* carried out within the project funded by Erasmus+ Sport **AGES - Addressing Gender Equality in Sport**, collects the main results of the qualitative-quantitative survey. The aim is to carry out an empirical survey on the phenomenon, through a field survey conducted in close contact with managers, experts and practitioners, teachers of motor science, pupils and parents.

The main objectives of the research are:

- Identify attitudes, behaviours, habits and orientations that convey or challenge gender stereotypes in sport in geographical areas of three European countries: Italy, Spain, Greece.
- Understand the role that society, the physical education teacher or coach play in those contexts in transmitting or questioning gender stereotyped behaviour and expectations among boys and girls.
- Verify the impact of gender stereotypes on the behaviour, beliefs, opinions of boys and girls with respect to their choice to attend a given sport

The data collection was carried out with scientific rigor in order to establish a draft strategy to be included and implemented in future project opportunities.

2.3. Materials and Methods

The starting point in setting up the survey work was a reflection on the methodology and possible tools to be used. Each actor brought to the partnership a significant and complementary contribution of experience and knowledge in the construction of the intellectual products proposed. This cross-sector vocation, favoured by the Erasmus+ Programme itself, suggested the adoption of shared survey tools, which would also favour the comparison and aggregation of collected data. The need to collect experiences, opinions and reflections on the elements and mechanisms that produce innovative changes, possibly lasting and transferable, also required the use of qualitative techniques.

The survey was structured in three phases. In the first one, a desk analysis of the reference context was conducted in each country. This part was preparatory to the next phase of the survey, consisting of the administration of questionnaire (second phase) and in-depth interviews (third phase) in which privileged witnesses were called to give their contribution on the topic. Each partner conducted the research actions on its own territory adopting the same methodology.

1st phase: Desk analysis and reference context

First of all, an analysis of the reference context in each territory has been carried out, through the use of databases that the European Commission makes available. At the same time, a collection and study of documents relating to the legislation and literature on the object of analysis was carried out. The purpose of these two actions was, therefore, to tell what has been done in each country and to take a snapshot at the time of writing this report to illustrate some potential developments.

2nd phase: Questionnaire administration

The institutional ethical committee of each country approve the study and all participants signed a consent inform before be involved in the study. The structured questionnaire has been chosen among some already validated and used in previous research on the topic. This choice, on the one hand, allowed the working group to use a complete and correct tool and on the other hand to prevent selection and information bias.

Two different questionnaires were identified: one for the young population (14-16 years) and one for the adult population in order to facilitate the comparison of data. The questionnaire for the young population, called "*Estilo de vida deportiva con perspectiva de género*" (Alvariñas et al., 2009), originally developed in Galician, was translated into English and then each partner translated into their mother tongue for a more widespread dissemination. The questionnaire for adults, titled "*Creencias y estereotipos de género hacia la actividad física y deporte (CEGAFD)*" (Vera et al., 2018)" was translated from Spanish and

English and each mother tongue. This questionnaire comprising in total 24 question was administered. The questions were clustered in 5 sections, described as Section 1: Sport and Physical Activity capabilities and drive - Section 2: Sport and Physical Activity obstacles - Section 3: Stereotypes in Sport and Physical Activity - Section 4: Equal potential of girls and boys - Section 5: Discrimination in Physical Education (PE) - Responses were given on a 4-point likert scale from 1 (totally disagree) to 4 (totally agree.)

Both questionnaires were prepared on a web interface. A part of the population, especially the younger ones, filled it out in self-administration mode by accessing the link directly. Others filled it in paper mode with immediate return to the interviewer.

The research was started in January 2020 and ended in October of the same year. Before proceeding with the processing of the collected data, each partner carried out a data check procedure. This allowed the elimination of any duplication of responses sent and a consistency check of the information.

3rd phase: Interviews with privileged witnesses

As for the qualitative interviews, the sample was composed of privileged witnesses from each country. For the conduct of the in-depth interviews, a semi-structured grid was prepared that presented the list of topics *ad-hoc* to be addressed, leaving freedom of expression during the conversation. The interviews were focused on two main themes: identifying the crucial problems encountered by men and women in sports practice and in the decision-making spaces of sports organizations.

2.4. The Cross-Section

The survey, which involves three European countries: Italy, Spain and Greece, was carried out in the geographical areas where the partners operate most: Pisa/Livorno, Murcia and Thessaloniki.

With regard to the type of sample, it was developed a non probabilistic sample for two reasons: the first considering its practicality and cost-effectiveness in implementation (online administration via web platform) and the second because there was no list from which to extract the names to be interviewed. In order to ensure a certain degree of representativeness of the sample we tried to respect the minimum 50% share of gender equality of the interviewees.

The questionnaires were administered to a non-probabilistic sample divided as follows: 2100 boys and girls (14-16 years), 2100 adults and 600 sports workers (physical education teachers, coaches, technicians and sports managers) recruited in the three countries.

The qualitative interviews were carried out with 30 expert sport directors. All of them were developed by training researchers and following the methodology of previous studies (Dicicco-Bloom & Crabtree, 2006).

SECOND PART

CHAPTER 3

A quanti-qualitative study from a gender perspective

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3.1. Results in Italy: Perception of Young People, Adults and Sports Technicians about Gender Stereotypes

3.1.1. Report for Students' Survey

Participants

Participants are 703 in all, of which 401 are males, 295 females and 7 unidentified by gender. The average age of the participants is 16.95 with standard deviation 1.51.

The statistical differences were detected by the chi-square test and were indicated in the tables with the value of p, marked with * and in bold.

Results

Sport Participation

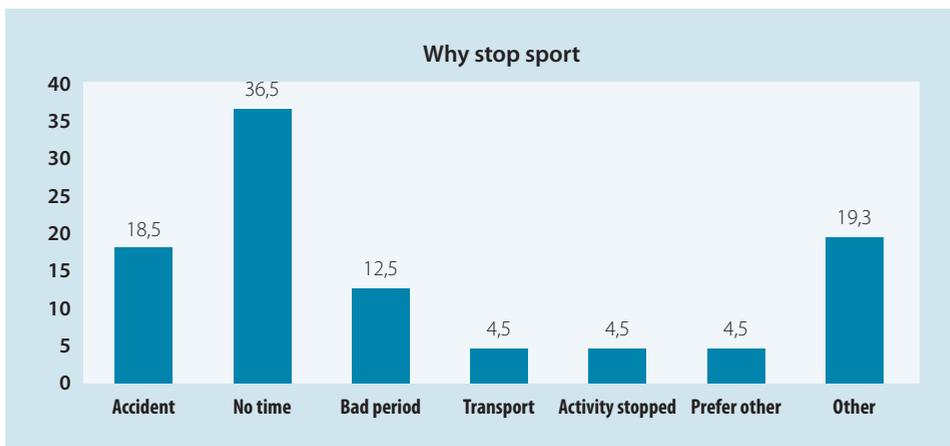
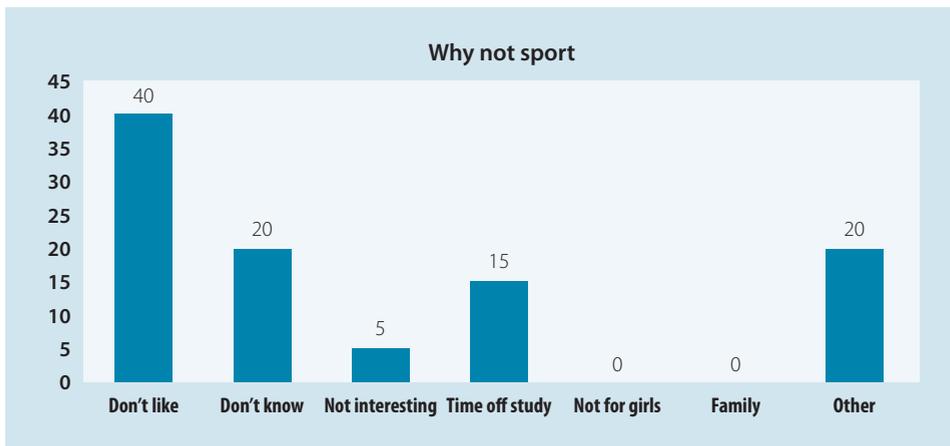
With respect to the practice of sporting activity, it is noted that 588 practice sports at the moment (female = 229; male = 359), 88 have practiced sports in the past but do not practice it now (female = 57; male = 31), 20 they never played sports (female = 9; male = 11). Analyzing the gender differences, it is found that boys are more involved in sports than girls. The reasons given for abandoning sports (see graph) are primarily the lack of time available, having had an injury and difficulty in reconciling the schedules of sporting activities. The reasons, however, reported with respect to never having practiced sports (see graph) are the fact that they do not like sports and that they take time away from studying.

With respect to the frequency and duration of the workouts, it is found that the boys train with several times a week and their workouts last longer.

Physical activity practice: gender differences

	Male	Female	p value
Yes	359 (89.5%)	229 (77.6%)	* p < 0.001
No	42 (10.5%)	66 (22.3%)	

Reasons for not practicing sport



Gender differences in frequency and duration of physical activity practice

	Male	Female	p value
Actives: weekly frequency of practice			
< 1/week	0 (0%)	2 (0.9%)	* p < 0.001
1/week	7 (2%)	8 (3.4%)	
2-3 times/week	149 (41.8%)	127 (54.7%)	
4-5 times/week	200 (56.2%)	95 (41%)	
Actives: duration of each session			
> 90 min	250 (70.8 %)	102 (44.5%)	* p < 0.001
90-60 min	80 (22.7%)	85 (37.2%)	
< 60 min	23 (6.5%)	42 (18.3%)	

Differences in the type of sports practice, club membership and participation in competition

Considering the aspect of the type of activity practiced, if organized (one in which there is a male coach/female coach who directs and the activity has a regular schedule) and unorganized (one in which there is a male coach/female coach who directs and the activity is done alone), it is found that there is a significant difference, i.e. the boys practice more organized activity than the girls, while the girls more the unorganized one.

With regard to participation in a club/sports association or federation, boys participate more than girls. Finally, with regard to participation in competitions, boys participate more than girls, while there are no differences in gender with respect to the level at which they compete.

	Male	Female	p value
Type of physical activity practiced			
Organized	286 (76.3%)	146 (56%)	* p < 0.001
Non-organized	31 (8.3%)	44 (17%)	
Both	58 (15.4%)	70 (27%)	
Membership of a sports club			
Yes	293 (76.5%)	139 (47.8%)	* p < 0.001
No	52 (13.5%)	105 (36.1%)	
Before yes, but abandoned	38 (10%)	47 (16.1%)	
Participation in sports competitions			
Yes	293 (74.5%)	123 (43.3%)	* p < 0.001
No	60 (15.3%)	103 (36.3%)	
Before yes, but abandoned	40 (10.2%)	58 (20.4%)	
Competition level			
Local	58 (24%)	38 (31.2%)	p = 0.372
Regional	169 (70%)	76 (62.3%)	
National	12 (5%)	5 (4.1%)	
International	3 (1%)	3 (2.4%)	

Sport in School

Compared to practicing sports at school, it is found that boys participate more and that they find physical education lessons more preferred than girls.

	Male	Female	p value
Practicing sport in school			
Yes	295 (80%)	166 (62.2%)	* p < 0.001
No	74 (20%)	101 (37.8%)	

	Male	Female	p value
How much do you like PE classes?			
A lot	136 (34.4%)	73 (24.7%)	* p = 0.006
Quite a lot	204 (51.6%)	158 (53.5%)	
Not much	41 (10.4%)	42 (14.3%)	
Not at all	14 (3.6%)	22 (7.5%)	

Influential social agents and with whom participants practice sport

There is a significant difference compared to the people with whom they choose to do physical activity: boys practice it more alone, with male friends and friends, both male and female, while girls participate more alone, with friends of female sex and with friends, both male and female. Analyzing the static significance, it can be concluded that there is a tendency to practice physical activity with friends of their own sex, that girls tend to practice more sports in company and with the women of their family than boys.

We investigated by whom boys were influenced to play sports and found a gender difference in responses because boys report being more influenced by men in their family or male friends, while girls report being more influenced by women in their family or female friends.

	Male	Female	p value
With whom do you practice sports activities?			
Alone	136 (33.7%)	122 (39.9%)	p = 0.174
With female friends/colleagues	10 (2.5%)	70 (22.9%)	* p < 0.001
With male friends/colleagues	148 (36.6%)	14 (4.6%)	* p < 0.001
With males or females' friends/colleagues	64 (15.8%)	74 (24.1%)	* p = 0.012
With women of my family	3 (0.7%)	9 (3%)	* p = 0.025
With men of my family	10 (2.5%)	2 (0.6%)	p = 0.064
Team mates	29 (7.2%)	14 (4.6%)	p = 0.162
Other	4 (1%)	1 (0.3%)	p = 0.296

	Male	Female	p value
With whom do you practice sports activities?			
Women in my family	25 (6.7%)	39 (14%)	* p = 0.003
Men in my family	113 (30.2%)	30 (10.8%)	* p < 0.001
My partner	5 (1.3%)	6 (2.2%)	p = 0.428
Female Friends / Colleagues	6 (1.6%)	45 (16.1%)	* p < 0.001
Males Friends / Colleagues	64 (17.1%)	7 (2.5%)	* p < 0.001
School	4 (1.1%)	4 (1.4%)	p = 0.677
Doctor	11 (3%)	15 (5.3%)	p = 0.082
Myself	101 (27%)	102 (36.6%)	p = 0.122
Whole family	45 (12%)	31 (11.1%)	p = 0.733
To have fun			
Nothing important	274 (70.2%)	152 (53.5%)	
Less important	113 (29%)	203 (46.2%)	
Important	0 (0%)	0 (0%)	* p<0.001
Very important	3 (0.8%)	1 (0.3%)	
To be good at sports			
Nothing important	166 (43%)	68 (24.6%)	
Less important	189 (49%)	140 (50.7%)	
Important	25 (6.5%)	52 (18.9%)	* p<0.001
Very important	6 (1.5%)	16 (5.8%)	
To win			
Nothing important	144 (37.2%)	33 (12.1%)	
Less important	158 (40.8%)	92 (33.7%)	
Important	63 (16.3%)	105 (38.5%)	* p<0.001
Very important	22 (5.7%)	43 (15.8%)	
To make friends			
Nothing important	158 (40.8%)	83 (29.7%)	
Less important	172 (44.4%)	142 (50.9%)	
Important	49 (12.7%)	45 (16.1%)	* p = 0.027
Very important	8 (2.1%)	9 (3.2%)	

Main reasons for the practice of physical activity

Compared to the reasons that push children to play sports, we find that the most suitable reasons are “being more attractive”, “pleasing the family”, “losing weight” and “being with partners”, while “having fun”, “being good at sports” are not important in sport, “making friends”, “improving health” and “staying fit” are less important.

Compared to the reasons that push girls to play sports, we find that the most suitable reasons are “being more attractive”, “pleasing the family” and “being with partners” while “having fun”, “being good at sports” are unimportant “make friends”, “improve health” and “stay fit” are less important.

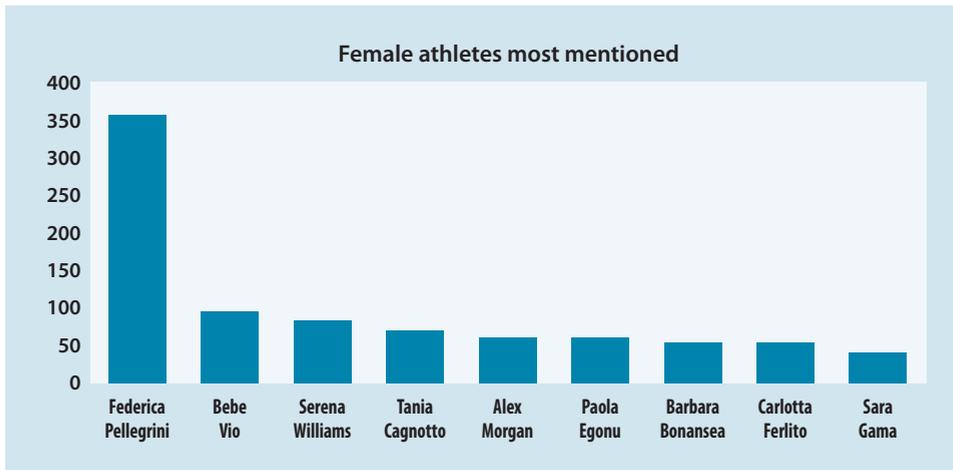
Analyzing the gender differences we find that girls are more attentive to their performance and more competitive, because they are more pushed to play sports by reasons such as “being good at sport” and “winning”, and tend more to play sports to please the family, while boys are pushed to play sports to lose weight more than girls.

	Male	Female	p value
To improve health			
Nothing important	239 (61.9%)	193 (68.7%)	p = 0.284
Less important	131 (33.9%)	81 (28.8%)	
Important	11 (2.8%)	5 (1.8%)	
Very important	5 (1.3%)	2 (0.7%)	
To be with friends			
Nothing important	103 (27%)	46 (16.7%)	* p = 0.007
Less important	179 (46.9%)	133 (48.4%)	
Important	79 (20.7%)	79 (28.7%)	
Very important	21 (5.5%)	17 (6.2%)	
To be fit			
Nothing important	250 (64.1%)	183 (64.9%)	p = 0.910
Less important	125 (32.1%)	90 (31.9%)	
Important	10 (2.6%)	7 (2.5%)	
Very important	5 (1.3%)	2 (0.7%)	
To look good			
Nothing important	54 (14%)	28 (10.2%)	p = 0.344
Less important	101 (26.2%)	65 (23.7%)	
Important	153 (39.6%)	117 (42.7%)	
Very important	78 (20.2%)	64 (23.4%)	
To please my family			
Nothing important	47 (12.2%)	11 (4%)	* p<0.001
Less important	60 (15.6%)	34 (12.4%)	
Important	107 (27.8%)	78 (28.4%)	
Very important	171 (44.4%)	152 (55.3%)	
To lose weight			
Nothing important	50 (13.1%)	56 (19.9%)	* p<0.001
Less important	89 (23.2%)	97 (34.5%)	
Important	127 (33.2%)	79 (28.1%)	
Very important	117 (30.5%)	49 (17.4%)	
To be with my boyfriend/girlfriend			
Nothing important	37 (9.7%)	6 (2.3%)	* p<0.001
Less important	54 (14.1%)	17 (6.4%)	
Important	72 (18.8%)	36 (13.6%)	
Very important	220 (57.4%)	206 (77.7%)	

Follow sports

We were analyzed if there are differences in following the sport and in the type of sport followed. Boys follow sport more than girls. Regarding the type of sport, boys mostly follow men's sports, both live and through the media, while girls follow both men's and women's sports live and also through the media. When asked why women's sport is not followed, both boys and girls replied that women's sport is not routinely broadcast by the media, plus boys replied that they are more interested in men's sport, while girls have replied that they are not interested in general. Finally, we asked the boys to name three sportswomen they know (see graph): Federica Pellegrini was most named and the sports practiced by the nominated athletes are varied and range from swimming, fencing, volleyball, tennis, football and others.

	Male	Female	p value
Follow a sport			
Yes	356 (91.3%)	218 (75.4%)	* p < 0.001
No	34 (8.7%)	71 (24.6%)	
Which sports do you follow?			
Female sport through the media	4 (1%)	49 (19.8%)	* p < 0.001
Male sport through the media	110 (28.6%)	25 (10.1%)	* p < 0.001
Female sport live	0 (0%)	10 (4.0%)	* p < 0.001
Male sport live	95 (24.7%)	20 (8.1%)	* p < 0.001
Both female and male sport through the media	143 (37.2%)	109 (44.1%)	p = 0.064
Both female and male sport live	32 (8.3%)	34 (13.8%)	* p = 0.039
Why don't you follow female sport?			
Usually it isn't broadcasted by media	81 (32.4%)	37 (34.9%)	* p < 0.001
Don't like	73 (29.2%)	52 (49.1%)	
I'm not interested	13 (5.2%)	12 (11.3%)	
I'm not interested as much as in male sport	83 (33.2%)	5 (4.7%)	



Discrimination and gender stereotypes

In this last section we find the questions that refer to discrimination and gender stereotypes in sport.

Discrimination in competition

With respect to discrimination in competitions, most of the boys, both males and females, replied that it is not perceived.

	Male	Female	p value
No	329 (94.8%)	191 (96.5%)	p = 0.725
Yes, award and rewards	6 (1.7%)	3 (1.5%)	
Yes, in order of participation	12 (3.5%)	4 (2%)	

Witness of harassment/treatment/aggression on a female student or athlete

We were asked if they have ever seen any cases of harassment or assault on a woman who played sports, and most said no, although there was a significant difference between boys and girls, who were mostly witnesses. Compared to the agent of these harassments / assaults, there are no significant differences, and they are reported to be more coaches towards athletes and physical education teachers towards female students.

	Male	Female	p value
Witness of harassment/treatment/aggression			
Yes	14 (3.6%)	28 (9.7%)	* p = 0.001
No	373 (96.4%)	262 (90.3%)	

	Male	Female	p value
Have you ever witness a harassment/ treatment/aggression from			
Coach towards female athlete	4 (28.6%)	12 (42.9%)	p = 0.845
Coach towards female student	2 (14.3%)	3 (10.7%)	
PE teacher	5 (35.7%)	8 (28.6%)	
Male classmate	3 (21.4%)	5 (17.9%)	

Victim of harassment/treatment/aggression

We were asked if they were victims of harassment/mistreatment/aggression in connection with or in the context of sporting activity and most of them answered no, with no significant differences between the answers given by boys and girls. Compared to the agent of these harassment/mistreatment/assaults, boys report male companions, male coaches and sports opponents, while girls report schoolmates, both male and female, and male coaches. There is a significant difference: the other schoolmates are reported as agents by the girls, while opponents were reported as agents by the boys.

	Male	Female	p value
Victim of harassment/treatment/ aggression			
Yes	42 (10.9%)	44 (15.1%)	p = 0.098
No	345 (89.1%)	247 (84.9%)	
Have you ever been the victim of a harassment/treatment/assault by			
Female classmate	1 (2.4%)	10 (22.7%)	* p = 0.008
Male classmate	16 (38.1%)	9 (20.5%)	p = 0.129
Male coach	12 (28.6%)	13 (29.5%)	p = 0.933
Female coach	0 (0%)	3 (6.8%)	p = 0.090
Male PE teacher	1 (2.4%)	4 (9.1%)	p = 0.197
Female PE teacher	2 (4.8%)	5 (11.4%)	p = 0.283
Opponent	10 (23.8%)	0 (0%)	* p = 0.001

Reasons of lower sport participation by girls/women

The main reason reported by boys as to why women practice less sport is the fact that girls do not like physical-sporting activity, with no significant differences detected by analyzing by gender.

	Male	Female	p value
Don't like sports	182 (46.4%)	133 (47.2%)	p = 0.095
Don't get same opportunities	148 (37.8%)	120 (42.6%)	
Not encouraged by family	62 (15.8%)	29 (10.3%)	

Gender stereotypes about sport

We asked the young people how much they agreed/disagreed on a number of statements investigating gender stereotypes in sport. It turns out that boys have more gender stereotypes than girls.

It is interesting that there are no differences from the statement “a girl who does a lot of sport is less feminine”, on which both disagree more, while there is a difference compared to the statements “a boy who does dance is less masculine” And “there are sports that are more appropriate for girls and others that are more appropriate for boys” in which boys agree more than girls.

With respect to the topic of menstruation, girls are significantly more in agreement than boys on the fact that these should not be an obstacle to practicing sports.

Finally, regarding the fact that girls are equally capable of practicing sports and that they can be part of a team, we find that boys disagree significantly more than girls.

	Male		Female		p value
	Agree	Disagree	Agree	Disagree	
Females can do any kind of sport	371 (93.9%)	24 (6.1%)	286 (99%)	3 (1%)	*p<0.001
Menstruation is an impediment to carry out physical sports activity	134 (35.5%)	243 (64.5%)	75 (26.2%)	211 (73.8%)	*p=0.01
It is better to be in a mostly male club because that is how they treat you better	39 (10.1%)	346 (89.9%)	31 (10.9%)	254 (89.1%)	p=0.754
A female who does a lot of sports is less feminine	26 (6.6%)	370 (93.4%)	10 (3.5%)	278 (96.5%)	p=0.073
Both males and females can be part of a team and do sports physical activity	367 (93.1%)	27 (6.9%)	282 (98.3%)	5 (1.7%)	*p<0.001
A male who does dance is less masculine	121 (30.7%)	273 (69.3%)	16 (5.6%)	272 (94.4%)	*p<0.001
The type of physical sport that is done does not depend on whether you are a male or a female	330 (84.2%)	62 (15.8%)	276 (96.2%)	11 (3.8%)	*p<0.001
There are some sports that are more appropriate for males and others that are more appropriate for females	270 (68.7%)	123 (31.3%)	107 (37.4%)	179 (62.6%)	*p<0.001
Menstruation does not have to be an impediment to participation in physical sports activities	252 (68.1%)	118 (31.9%)	254 (87.9%)	35 (12.1%)	*p<0.001
Males do not want to do physical sports activities with females because they are afraid of injuring them	74 (19%)	316 (81%)	54 (19%)	230 (81%)	p=0.989
Females do not want to do physical sports activities with males because they are very rough	33 (8.4%)	358 (91.6%)	7 (2.4%)	281 (97.6%)	*p=0.001
A female can be as good as a male playing any sport	293 (75.3%)	96 (24.7%)	270 (93.4%)	19 (6.6%)	*p<0.001

3.1.2. Report for Adults' Survey

Participants

The participants are 901 in all, of which 394 males and 507 females, divided into the following age groups: 18-30, 31-40, 41-50, 51-60 and over 60. Of the total participants, some are coaches, specifically 93, of which 60 males and 33 females.

Gender differences in responses were analyzed on the total sample and for each age group. Gender differences in the coaching group were also analyzed. The statistical differences were detected by the Mann-Whitney Rank Sum test, because the test for normality failed and were indicated in the tables with the value of p, marked with * and in bold.

Differences in responses within gender were detected using the tiered Anova.

Sections	Male (mean ± SD)	Female (mean ± SD)	p value
1. Differences associated with gender and its relationship with physical activity and sport	1.82 ± 0.52	1.63 ± 0.5	* p <0.001
2. Sport and gender	2.3 ± 0.64	2.21 ± 0.65	* p =0.023
3. Stereotypes about physical activity and sport associated with gender	2.2 ± 0.52	2.04 ± 0.5	* p <0.001
4. Beliefs about physical activity and sport and gender	2.63 ± 0.42	2.59 ± 0.4	p =0.1
5. PE classes and gender	1.98 ± 0.59	1.88 ± 0.61	* p = 0.017

Results

Regarding the total sample, statistical differences are found in sections 1, 2, 3 and 5: females have a significantly lower average than males.

Sample analyzed by age group: 18-30 (Man = 87 - Women = 105)

Sections	Male (mean ± SD)	Female (mean ± SD)	p value
1. Differences associated with gender and its relationship with physical activity and sport	1.86 ± 0.59	1.7 ± 0.52	* p = 0.048
2. Sport and gender	2.51 ± 0.56	2.3 ± 0.67	p = 0.219
3. Stereotypes about physical activity and sport associated with gender	2.16 ± 0.61	2.01 ± 0.48	* p = 0.041
4. Beliefs about physical activity and sport and gender	2.62 ± 0.33	2.64 ± 0.41	p = 0.472
5. PE classes and gender	2.14 ± 0.63	2.08 ± 0.74	p = 0.585

Results

There are differences only in section 1 and section 3: females have a significantly lower average than males.

Sample analyzed by age group: 31-40 (Man = 61 - Women = 87)

Sections	Male (mean ± SD)	Female (mean ± SD)	p value
1. Differences associated with gender and its relationship with physical activity and sport	1.83 ± 0.53	1.6 ± 0.45	* p = 0.007
2. Sport and gender	2.29 ± 0.59	2.26 ± 0.58	p = 0.596
3. Stereotypes about physical activity and sport associated with gender	2.12 ± 0.44	2.0 ± 0.48	p = 0.128
4. Beliefs about physical activity and sport and gender	2.66 ± 0.43	2.55 ± 0.35	p = 0.233
5. PE classes and gender	1.99 ± 0.63	1.87 ± 0.49	p = 0.259

Results

There are differences only in section 1: females have a significantly lower average than males.

Sample analyzed by age group: 41-50 (Man = 82 - Women = 144)

Sections	Male (mean ± SD)	Female (mean ± SD)	p value
1. Differences associated with gender and its relationship with physical activity and sport	1.8 ± 0.55	1.52 ± 0.46	* p < 0.001
2. Sport and gender	2.23 ± 0.62	2.12 ± 0.67	* p = 0.038
3. Stereotypes about physical activity and sport associated with gender	2.21 ± 0.47	1.99 ± 0.49	* p = 0.001
4. Beliefs about physical activity and sport and gender	2.58 ± 0.39	2.6 ± 0.4	p = 0.904
5. PE classes and gender	1.9 ± 0.54	1.81 ± 0.59	p = 0.244

Results

There are differences only in sections 1, 2 and 3: females have a significantly lower average than males.

Sample analyzed by age group: 51-60 (Man = 97 - Women = 134)

Sections	Male (mean ± SD)	Female (mean ± SD)	p value
1. Differences associated with gender and its relationship with physical activity and sport	1.75 ± 0.46	1.73 ± 0.51	p = 0.902
2. Sport and gender	2.16 ± 0.62	2.18 ± 0.65	p = 0.944
3. Stereotypes about physical activity and sport associated with gender	2.22 ± 0.53	2.09 ± 0.49	p = 0.152
4. Beliefs about physical activity and sport and gender	2.66 ± 0.42	2.57 ± 0.43	p = 0.079
5. PE classes and gender	1.82 ± 0.59	1.82 ± 0.59	p = 0.966

Results

There were no statistical differences in the responses between males and females in any of the sections of the questionnaire.

Sample analyzed by age group: over 60 (Man = 67 - Women = 37)

Sections	Male (mean ± SD)	Female (mean ± SD)	p value
1. Differences associated with gender and its relationship with physical activity and sport	1.85 ± 0.46	1.6 ± 0.53	* p = 0.009
2. Sport and gender	2.29 ± 0.77	2.23 ± 0.65	p = 0.720
3. Stereotypes about physical activity and sport associated with gender	2.29 ± 0.5	2.26 ± 0.55	p = 0.856
4. Beliefs about physical activity and sport and gender	2.61 ± 0.53	2.574 ± 0.39	p = 0.146
5. PE classes and gender	2.08 ± 0.51	1.83 ± 0.53	* p = 0.023

Results

There are differences only in sections 1 and 5: females have a significantly lower average than males.

SAMPLE ANALYZED BY SECTIONS AND AGE GROUPS WITHIN THE GENDER

Men

Differences are found in section 2 (post hoc analysis Dunn's method; $p = 0.015$) in which group 18-30 has a significantly greater mean than group 51-60 and in section 5 (post hoc analysis Dunn's method; $p = 0.033$) in which the 51-60 group has a significantly lower average than the 18-30 and over 60 groups.

Section 2 Sport and gender

18-30 (mean \pm SD)	31-40 (mean \pm SD)	41-50 (mean \pm SD)	51-60 (mean \pm SD)	over 60 (mean \pm SD)
2.51 \pm 0.56	2.29 \pm 0.59	2.23 \pm 0.62	2.16 \pm 0.62	2.29 \pm 0.77

Section 5 Physical Education in the classroom and gender

18-30 (mean \pm SD)	31-40 (mean \pm SD)	41-50 (mean \pm SD)	51-60 (mean \pm SD)	over 60 (mean \pm SD)
2.14 \pm 0.63	1.99 \pm 0.63	1.9 \pm 0.54	1.82 \pm 0.59	2.08 \pm 0.51

Women

Differences are found in section 1 (post hoc analysis Dunn's method; $p = 0.004$) in which group 51-60 has a significantly higher mean than group 41-50, in section 3 (post hoc analysis Dunn's method; $p = 0.020$) and in section 5 (post hoc analysis Dunn's method; $p = 0.002$) in which the 18-30 group had a significantly higher mean than the 41-50 and 51-30 groups.

Section 1 Differences associated with gender and its relationship with physical activity and sport

18-30 (mean \pm SD)	31-40 (mean \pm SD)	41-50 (mean \pm SD)	51-60 (mean \pm SD)	over 60 (mean \pm SD)
1.7 \pm 0.52	1.6 \pm 0.45	1.52 \pm 0.46	1.73 \pm 0.51	1.6 \pm 0.53

Section 3 Stereotypes on physical activity and sport associated with gender

18-30 (mean \pm SD)	31-40 (mean \pm SD)	41-50 (mean \pm SD)	51-60 (mean \pm SD)	over 60 (mean \pm SD)
2.01 \pm 0.48	2.0 \pm 0.48	1.99 \pm 0.49	2.09 \pm 0.49	2.26 \pm 0.55

Section 5 Physical Education in the classroom and gender

18-30 (mean \pm SD)	31-40 (mean \pm SD)	41-50 (mean \pm SD)	51-60 (mean \pm SD)	over 60 (mean \pm SD)
2.08 \pm 0.74	1.87 \pm 0.49	1.81 \pm 0.59	1.82 \pm 0.59	1.83 \pm 0.53

3.1.3. Report for Technicians' Survey

There were no statistical differences in the responses between males and females in any of the sections of the questionnaire.

Sections	Male (mean ± SD)	Female (mean ± SD)	p value
1. Differences associated with gender and its relationship with physical activity and sport	1.73 ± 0.47	1.64 ± 0.55	p = 0.409
2. Sport and gender	2.03 ± 0.63	2.11 ± 0.78	p = 0.607
3. Stereotypes about physical activity and sport associated with gender	2.14 ± 0.41	2.01 ± 0.45	p = 0.280
4. Beliefs about physical activity and sport and gender	2.74 ± 0.32	2.69 ± 0.36	p = 0.498
5. PE classes and gender	1.89 ± 0.59	2.08 ± 0.76	p = 0.623

3.1.4. Report for Interviews with Sport Directors

Interviews were conducted with 10 people, 7 women and 3 men, in management positions within sports organizations, aged between 24 and 77 years (average age 59.9) and with 36.2 years of experience/media in positions of responsibility.

After an introductory question on the experience they had in sports management and as a member of the Federation, another 10 were asked on various issues related to their perception of any gender differences and/or stereotypes in their sports contexts.

THE DATA THAT EMERGED

1. Sport and gender

All interviewees and interviewees maintain that males and females can practice any sport and that even if *"we find more females or males practicing within the disciplines, the regulations are always for both sexes (F)"*. They add, however, that cultural stereotypes and prejudices can condition the sporting choice and consequently reduce the possibilities.

Three managers (2F and 1M) emphasize the importance of commensurate each sport to the needs and possibilities of each person regardless of gender, putting people at the center, respecting the different physical and psychological characteristics, developing the passion for the discipline that the more it satisfies the athlete, regardless of gender, because *"only in this way can people live in a balanced way"* (F).

2. Any differences

For all the people interviewed, some sports choices may depend not only on their own attitudes but also on external or internal conditioning for cultural models that are still

present in our society. In this regard, a manager tells of his childhood experience in which he did not encounter any form of stereotype in the practice of his sport, athletics, but rather in playful activity: *“the soccer field is forbidden to girls and dance frowned upon for males”*.

A manager specifies that in competitive sport women still have less protection, remuneration and recognition of female professionalism, despite the recent legislative changes underway and the current sport reform. Another emphasizes the difficulty of women in accessing top positions: *“in the communication and management sector there are few women and those who manage to reach high levels do not have access to top positions”*.

3. The presence or absence of gender stereotypes in sport

According to the managers, the world of sport is still characterized by stereotypes. If artistic gymnastics and skating are considered especially suitable for women, others are suitable for men: sport climbing, sailing, rugby, basketball, boxing and above all football. Speaking of football, according to an executive, women encounter a lot of prevention, despite the great growth of practitioners and the important results obtained by the national women's football team. This sport, in his opinion, *“remains a strongly masculine and homophobic sphere, where homosexual athletes hardly feel free to reveal their sexual orientation”*.

For another there is even widespread prevention for women who play sports, because this practice is still considered predominantly male.

The differentiation between sports suitable for women or men is, according to another interviewee, a consequence of the general cultural tendency to conceive virility and femininity with some well-defined and distinct characteristics: *“the woman must be beautiful and graceful and the strong man”*.

For an executive, even the current needs for showmanship penalize girls in some sports, for example in football.

Finally, a manager states that, despite coming from a sports culture, characterized by stereotypes, today there is also *“a real explosion of female presence in all disciplines”*.

4. Sports abandonment

For two managers (F and M) girls and boys drop out mainly due to the difficulty in reconciling sport with school commitments. The manager adds that they are forced to make this choice because, today, in a company or team *“there is no room for those who would like to practice sport in a non-competitive way, on the contrary they make them feel inadequate, negatively affecting their character”*. In his opinion, they are unlikely to find someone who can help them on a psychological level, because society takes into account the *“relationship between competition and result and not the human aspect”*.

For four executives (2F and 2M) boys and girls abandon sport during adolescence, when they become disoriented for various reasons. For example, because *“they have too high expectations”* or because they cannot afford to practice a sport in a competitive way and decide to take care of studying more for a future job. For the two executives the economic

aspect is felt above all by the boys, while for the other three executives (2F and 1M) the emotional aspect, love is prevalent among the girls. *“The female drop-out, more numerous than the male one, also depends on the prevalent female model that asks girls to perform differently or in antagonism with sports ones. (M)”*

According to a sport director, the boys, who decide to quit, *“are more sorry than the girls”*.

For an executive, girls tend to leave certain sports, such as football, *“when they realize that there are fewer career opportunities for them. In other sports, such as athletics, the problem does not arise because men and women are equally represented within the Military Sports Groups”*.

Finally, in the young age, a cause of female abandonment, says a manager, is motherhood. It is not, however, according to a women’s football coach, when the athletes are supported by their mates and husbands and the care of the children and the home is taken care of by both.

5. The differences in sport

In the people interviewed, the need emerges to combat inequalities but also to safeguard differences. Therefore, on the one hand, action must be taken to reduce, in sport as in the rest of society, the inequalities experienced above all by women, when they practice sports that are historically more masculine and still privileged by the media.

However, it is also necessary to take into account some differences linked to individual specificities: different approaches, physical characteristics, reference cultural models, age groups. For an executive, there are psychological aspects prevalent among girls and boys to take into account. For example, in his experience, *“girls are very tenacious, aggressive and resistant to discomfort. The boys a lot less”*.

Then, as one manager says, there are sports in which certain specificities must be considered. *“In the sport that I have practiced women fight with women and in combat sports there are weight categories so every woman and every man faces an opponent of his own characteristics” (F)*.

6. Positive actions in sport

The people interviewed focused on various aspects of inequality, specifying the positive actions to be strengthened or activated.

A manager, according to whom many families do not encourage sport in their daughters because they do not consider it particularly useful for them, sees in the school a great potential for orientation to sports for girls and boys from kindergarten. For another manager, in order to encourage orientation towards sports, *“it is important that sports from 4 to 7 years old are carried out together by males and females and then form groups up to the age of 12”*.

According to various managers (2F and 2M) the necessary *“profound cultural revolution”* requires information and training actions, both by developing, in schools, a critical vision of the male-dominated culture and a sense of the right to gender equality, and media, promoting awareness of stereotypes in television broadcasting and advertising.

One executive, who dwells on the gender gap, on the stereotyped communication of the Mass Media and on the lack of gender balance at the top management, believes that the issue of equal income should be extended to all Federations, actions are taken to counteract stereotyped language in Gender balance has been implemented in the Federations, with at least 30% of women in the management, as approved by the National Council of Coni.

Another executive proposes to continue the projects and actions that UISP carries out in line with the European Charter of Women's Rights in Sport. First of all, training and sensitization of managers, of the technical figures involved in teaching sports, of the various realities and associations involved in the sports world. At the same time, specific positive actions to encourage women's sports practice: reserved hours, gyms and swimming pools for women, flexible and outdoor activities, projects involving mothers and children, promotion of mixed sports. Actions to increase the presence of women in sports management bodies should not be underestimated: anti-discrimination rules and statutory rules for *"equal opportunities, with particular attention to actions in support of women's life times. Protocols and collaborations on the theme of language and media. Alias membership for trans gender athletes"*. All verifiable and measurable.

According to another executive, a strategy for cultural change could be to encourage the use of testimonials. For example *"Roberto Bolle for dance"*.

7. Gender equality in Physical Education

Regarding gender equality in school activities, three managers (2F and 1M) say they have no elements of evaluation on teaching in schools. Three others think there is equality. Two of them specify, however, that their evaluation is based only on their experience as students. According to the other people (2F and 2M), however, we cannot yet speak of equality. For a manager in the current school there are positive changes, but as in other social areas there is still a lot to do for gender equality. For a manager, one should act to *"help young people take note of their physical qualities and guide them to choose a suitable physical activity. In addition, Physical Education in the course of studies from primary to secondary school should have more space, encouraged and supported also in the university course"*.

Another sport director points out that physical activity at school shows little attention to personal orientation, because it takes care of making girls and boys familiar with a few sports - volleyball, basketball or football - and favors traditionally masculine sports attitudes. To overcome this, a solution may be, in his opinion, the strengthening - as already happens in some cases - of various motor activities with external teachers, already in kindergarten and primary school, in such a way as to stimulate interest in various sports and their practice.

According to another manager, the school, to enhance sports motivation and personal orientation, should also deal with *"stereotypes related to body perception and provide more information on the potential of both male and female bodies"*.

8. Experience of equality or not in sports practiced

For two sport directors, there was no discrimination in the sports practiced, while another three encountered it. An executive dwells on the fact that there may be women who, despite being sporty, are not necessarily emancipated.

There are also people who see both criticality and positivity, depending on the context. *"From my experience, in the sport that I practice on a personal and amateur level I do not see discrimination. Different thing in competition, where there are difficulties and discrimination (F)".*

For another manager, *"in athletics there is gender equality at a sporting level. Men and women have the same opportunities, perhaps women have an advantage in finding sponsors. At the executive level, on the other hand, most of the top positions are held by men".*

Another manager, referring to her sport, skating, states that she did not encounter inequalities, but rather masculine specificities, complementarities and positive contaminations: *"in my discipline there are also couples and groups, so we also skate all together males and females during the same program. This helps a lot to unify the way of skating".*

9. The career evolutions of the athletes

For a manager, athletes do not encounter barriers in their career, *"because each person compares himself with other people and arrives where he can go. We improve and therefore everyone can give their best".*

All the other people interviewed, however, identify limitations of various kinds. In particular, the lack of social and economic recognition and the risk of abandoning a career on the occasion of maternity.

For two executives, there are differences from sport to sport. For example, a manager states that: *"in football it is taken for granted that the famous male footballer has a cost and the female, even if good, is evaluated differently, but these are the limitations of sports policy. In sports where there is no money, whoever crosses the finish line first, male or female, is still the champion and this remains in the history of sport".*

And another specifies that: *"if we continue not to pay girls like boys (emblematic case of football), girls can play sports only as a hobby and not as a job. They do not have the same space as men in the media and sports broadcasts, even if conducted by beautiful and attractive girls".*

Four managers (3F and 1M) focus on the limitations a woman can experience with motherhood. For one there are profound differences from sport to sport. In some cases there may be only *"a period of pause"*, in others *"total abandonment of a sports career"*. A manager emphasizes that *"some federations still have release clauses for pregnant athletes"*.

A manager specifies that in some sports such as football, women's careers are lower than men's, also due to the different media space that is given to men's tournaments and which stimulates greater or lesser spectacularization. *"In China, for example, a women's football final is followed by 60,000 people, in Germany by 40,000 and in Italy by 20,000. In Italy there is still little media space for women's sport and football in particular. The only exception is the national team which in this last year has come to the fore thanks to important victories".*

10. Proposals for equality in sport

According to one manager, there are no external problems, but everything depends on the person, on the *“determination of the athlete”*. According to all the other people interviewed, however, there is a lot to do.

According to a manager, in order to break down prejudices, it is necessary to: *“demonstrate that the sporting levels of even the same discipline are necessarily different between male and female”* and that it is therefore a question of diversity and not superiority/inferiority; *“Better codify the technical presentation for each discipline”*; *“To improve the visibility on the media and on social networks of all males and females, mostly to shorten the relationships between those who follow a sport (even from the sofa or from the stands) and those who attend it”*.

Another executive also dwells on the responsibility of the media, both in terms of stereotyped communications and the different visibility. *“Girls should be more visible in the media. Last year the women’s soccer world cup was seen by so many people because they were aired and not just because the women won. The media level makes the difference”*.

An sport manager also places the role of female representation in management.

“A greater representation of women would lead to athletes being represented by other women, being more visible and gaining the trust that men do not give them. If women were able to be more present they would be better accepted”.

Five people re-propose the important role of the school, both to make girls and boys practice various sports by increasing the number of structures, and to promote the culture of equal rights and opportunities for experiences with projects aimed at differences, specificities.

Finally, according to an executive, *“we need to understand that sport can be the main place for the cultural revolution that is needed. To obtain this result, however, it is necessary to leave the male gaze with which one looks at this world and to do this it is necessary to invest more in female executives at all levels in sport and in related agencies including the absolute top places”*.

3.2. Results in Spain: Perception of Young People, Adults and Sports Technicians about Gender Stereotypes

3.2.1. Report for Students' Survey

Participants

A total of 958 adolescents (396 males and 562 females) participated in the current project.

Results

Table 1 shows the values of the descriptive statistics for the physical activity practiced, frequency and duration of male adolescents and female adolescents, as well as the results of the chi-square test to establish differences between sexes. It should be noted that differences were found between the sexes in all the categories referring to adolescents. In this sense, it was found that males are more active than females; that males usually practice between 2 to 5 days, while females do 2 or 3 the majority; Furthermore, the duration of the session is usually shorter in females (45 to 60 minutes), than in males (60 to 90 minutes).

Table 1. Physical activity practice of adolescents and adults: number of cases, percentages and differences between sexes.

	Male adolescents	Female adolescents	Dif. sex (χ^2 ,p)
Physical activity practice			
Yes	291 (73%)	297 (53%)	46.3; p<0.001
No	105 (27%)	265 (47%)	
Actives: weekly frequency of practice			
<1 day	10 (3%)	8 (2%)	74.5; p<0.001
1 day	19 (5%)	35 (8%)	
2-3 days	177 (48%)	308 (67%)	
4-5 days	150 (40%)	100 (22%)	
6 days	4 (2%)	1 (1%)	
7 days	8 (2%)	4 (1%)	
Actives: duration of each session			
< 15	6 (2%)	12 (3%)	42.5; p<0.001
25-35	27 (7%)	48 (11%)	
45-60	89 (24%)	176 (36%)	
60-90	154 (42%)	165 (34%)	
> 90	92 (25%)	80 (16%)	

Table 2 shows the descriptive statistics for the type of practice carried out (organized, not organized, both), belonging to a sports club and participation in competition of adolescents, as well as the results of the chi-square test to establish differences between sexes. It should be noted that significant differences were found in all categories, except in the type of physical activity practiced, where both males and females show that they practice organized activities to a greater extent than non-organized ones or both. Regarding the differences between the sexes, males belong to sports clubs to a greater extent and also participate more in competitions than females; although males compete more frequently at the regional level, while females do so nationally and internationally.

Table 2. Differences in the type of sports practice, club membership and participation in competition among adolescents.

	Male adolescents	Female adolescents	Dif. sex (χ^2 ,p)
Type of physical activity practiced			
Organized	206 (55.4%)	287 (57.1%)	8.7; p=0.192
Non-organized	80 (21.5%)	110 (21.8%)	
Both	86 (23.1%)	106 (21.1%)	
Membership of a sports club			
Yes	171 (43.5%)	101 (18.1%)	82.1; p<0.001
No	153 (38.9%)	364 (65.1%)	
Before yes, but abandoned	69 (17.6%)	94 (16.8%)	
Yes	168 (42.9%)	105 (18.8%)	71.5; p<0.001
No	156 (39.8%)	347 (62.2%)	
Before yes, but abandoned	68 (17.3%)	106 (19.0%)	
Competition level			
Local	35 (17.3%)	44 (23.3%)	52.2; p<0.001
Regional	143 (70.8%)	105 (55.6%)	
National	20 (9.9%)	25 (13.2%)	
International	4 (2.0%)	15 (7.9%)	

Table 3 shows the descriptive statistics of the sports most practiced by adolescents, as well as the chi-square analysis to establish the differences between the sexes. The results show the existence of significant differences between males and females in the school and extracurricular sports practiced. In this sense, males prefer to practice sports such as football, basketball and athletics out of school, while females prefer aerobic, rhythmic expressive activities or walking. Regarding school sports, males prefer basketball, futsal and athletics, while females prefer athletics, basketball and badminton.

Table 3. School and extracurricular sports most practiced by adolescents.

	Male adolescents	Female adolescents	Dif. sex (χ^2 , p)
Sports practiced after school			
Aerobic Activities	3 (1.3%)	53 (21.7%)	
Rhythmic Activities	7 (3.0%)	53 (21.7%)	
Walk	15 (6.5%)	30 (12.3%)	
Athletics	27 (11.6%)	23 (9.4%)	
Martial Arts	23 (9.9%)	14 (5.7%)	
Tennis	15 (6.5%)	8 (3.3%)	
Basketball	36 (15.5%)	8 (3.3%)	362.5; p<0.001
Rhythmic gymnastics	0 (0.0%)	15 (6.2%)	
Football	68 (29.3%)	4 (1.6%)	
Futsal	12 (5.2%)	2 (0.8%)	
Volleyball	0 (0.0%)	10 (4.1%)	
Fitness	22 (9.5%)	6 (2.5%)	
Swimming	4 (1.7%)	18 (7.4%)	
Sports practiced at school			
Cross country	8 (7.6%)	9 (7.8%)	
Athletics	12 (11.4%)	44 (37.9%)	
Basketball	40 (38.1%)	31 (26.7%)	
Futsal	28 (26.7%)	3 (2.6%)	270.3; p<0.001
Badminton	7 (6.7%)	12 (10.3%)	
Handball	1 (0.9%)	6 (5.2%)	
Volleyball	4 (3.8%)	10 (8.6%)	
Table tennis	5 (4.8%)	1 (0.9%)	

Table 4 shows the values of the descriptive statistics regarding the main reasons why adolescents decide to practice physical activity, as well as the results of the chi-square test. It should be noted that the males gave significantly more importance than the females to the items being good at sports, winning, seeing friends, being fit, looking good, pleasing the family, being slim and being with my boyfriend/girlfriend, while the importance females gave to improving health was significantly higher than among males. No differences were found between the sexes in the reasons for having fun and making friends.

Table 4. Main reasons for the practice of physical activity of adolescents.

	Male adolescents	Female adolescents	Dif. sex (χ^2 , p)
To be good at sports			
Nothing important	12 (3.1%)	24 (4.4%)	35.3; p<0.001
Less important	98 (25.3%)	203 (36.8%)	
Important	187 (48.3%)	258 (46.8%)	
Very important	90 (23.3%)	66 (12.0%)	
To win			
Nothing important	61 (16.0%)	177 (32.1%)	96.9; p<0.001
Less important	142 (37.3%)	252 (45.7%)	
Important	122 (32.0%)	96 (17.4%)	
Very important	56 (14.7%)	26 (4.8%)	
To improve health			
Nothing important	4 (1.0%)	1 (0.2%)	35.5; p<0.001
Less important	13 (3.4%)	12 (2.2%)	
Important	80 (20.7%)	132 (23.8%)	
Very important	290 (74.9%)	410 (73.8%)	
To be with friends			
Nothing important	12 (3.1%)	30 (5.4%)	23.8; p=0.002
Less important	70 (18.0%)	145 (26.2%)	
Important	172 (44.3%)	228 (41.2%)	
Very important	134 (34.6%)	151 (27.2%)	
To be fit			
Nothing important	0 (0.0%)	8 (1.4%)	29.1; p<0.001
Less important	36 (9.3%)	80 (14.4%)	
Important	135 (34.9%)	244 (44.0%)	
Very important	216 (55.8%)	223 (40.2%)	
To look good			
Nothing important	24 (6.2%)	54 (9.7%)	31.4; p<0.001
Less important	87 (22.5%)	163 (29.4%)	
Important	131 (33.9%)	212 (38.3%)	
Very important	145 (37.4%)	125 (22.6%)	

	Male adolescents	Female adolescents	Dif. sex (χ^2, p)
To please the family			
Nothing important	81 (20.9%)	167 (30.2%)	39.3; p<0.001
Less important	127 (32.8%)	176 (31.9%)	
Important	99 (25.6%)	124 (22.5%)	
Very important	80 (20.7%)	85 (15.4%)	
To be thin			
Nothing important	90 (23.2%)	182 (32.9%)	27.5; p=0.001
Less important	168 (43.3%)	237 (42.8%)	
Important	86 (22.2%)	96 (17.3%)	
Very important	44 (11.3%)	39 (7.0%)	
To be with my boyfriend/girlfriend			
Nothing important	240 (63.8%)	421 (76.7%)	30.6; p<0.001
Less important	76 (20.2%)	82 (14.9%)	
Important	35 (9.3%)	22 (4.0%)	
Very important	25 (6.6%)	24 (4.4%)	
To be enjoy			
Nothing important	3 (0.8%)	2 (0.4%)	3.2; p=0.918
Less important	7 (1.8%)	16 (2.9%)	
Important	102 (26.1%)	155 (28.0%)	
Very important	279 (71.3%)	381 (68.7%)	
To make friends			
Nothing important	9 (2.3%)	7 (1.3%)	12.9; p=0.117
Less important	36 (9.4%)	64 (11.6%)	
Important	153 (39.7%)	247 (45.1%)	
Very important	187 (48.6%)	230 (42.0%)	

The main reasons why adolescents did not practice or abandoned school and extracurricular physical activities are presented in Tables 5 and 6, together with the results of the chi square test to analyse the differences based on sexes. No differences were found in the reasons for not practicing extracurricular sports, or for not practicing or abandoning school sports.

However, regarding the abandonment of extracurricular sports, it should be noted that females report abandoning more often because they do not have time for it than males.

Table 5. Reasons for not practicing school and extracurricular activities: differences between sexes.

	Male adolescents	Female adolescents	Dif. sex (χ^2 ,p)
Reason for not practicing sports after school			
It takes away my study time	7 (38.9%)	19 (27.5%)	
I am not good	2 (11.1%)	10 (14.5%)	
I do not like	4 (22.2%)	23 (33.3%)	
Not much practice where I live	2 (11.1%)	6 (8.7%)	
My family does not take me to practice	2 (11.1%)	1 (1.4%)	24.2; p=0.336
Medical problems	0 (0.0%)	2 (2.9%)	
I have no time	1 (5.6%)	4 (5.8%)	
I do not want to practice	0 (0.0%)	3 (4.3%)	
I forget to sign up	0 (0.0%)	1 (1.4%)	
Reason for not practicing sports at school			
It takes away my study time	47 (24.2%)	89 (27.8%)	
I am not good	9 (4.6%)	58 (18.1%)	
I do not like	82 (42.3%)	114 (35.6%)	
The school does not participate	19 (9.8%)	19 (5.9%)	
My family does not take me to practice	6 (3.1%)	1 (0.3%)	
Medical problems	0 (0.0%)	2 (0.6%)	
I practice outside of school	19 (9.8%)	15 (4.7%)	
The school is far from home	1 (0.5%)	1 (0.3%)	54.9; p=0.087
Economy	1 (0.5%)	1 (0.3%)	
I have no time	4 (2.1%)	6 (1.9%)	
It is not the sport that I like	4 (2.1%)	4 (1.3%)	
Shame	0 (0.0%)	1 (0.3%)	
The people of the school don't motivate me to practice	1 (0.5%)	0 (0.0%)	
Time incompatibility	0 (0.0%)	2 (0.6%)	
I am not interested	1 (0.5%)	7 (2.2%)	

Table 6. Reasons for abandoning school and extracurricular activities: differences between sexes.

	Male adolescents	Female adolescents	Dif. sex (χ^2 ,p)	
Reason for abandoning extracurricular sport				
I have no time	38 (46.3%)	102 (54.0%)	209.5; p<0.001	
Injury	10 (12.2%)	18 (9.5%)		
Time incompatibility	10 (12.2%)	25 (13.2%)		
Difficulty getting around	3 (3.7%)	6 (3.2%)		
Activity disappeared	6 (7.3%)	8 (4.2%)		
Match other activities	5 (6.1%)	7 (3.7%)		
Studies	4 (4.9%)	6 (3.2%)		
Shame	1 (1.2%)	0 (0.0%)		
I stopped liking	1 (1.2%)	14 (7.4%)		
Parental punishment	1 (1.2%)	1 (0.5%)		
Weather	0 (0.0%)	1 (0.5%)		
Coach/Teachers	3 (3.7%)	1 (0.5%)		
Reason for dropping school sports				
I have no time	19 (32.2%)	27 (37.0%)		18.9; p=0.996
Activity disappeared	11 (18.6%)	16 (21.9%)		
Time incompatibility	9 (15.2%)	9 (12.3%)		
Injury	5 (8.5%)	9 (12.3%)		
Travel difficulties	1 (1.7%)	1 (1.4%)		
Match other activities	7 (11.9%)	1 (1.4%)		
I changed school	2 (3.4%)	1 (1.4%)		
I stopped liking	1 (1.7%)	3 (4.1%)		
I am not interested	1 (1.7%)	2 (2.7%)		
I exceed age allows	1 (1.7%)	3 (4.1%)		
It take away study time	1 (1.7%)	1 (1.4%)		
Little information about the school	1 (1.7%)	0 (0.0%)		

Table 7 shows the main reasons indicated by adolescents for the existence of differences in sports practice between males and females, as well as the chi-square test to determine differences between sexes. It should be noted that significant differences were found between males and females, since females consider that the main reason for the existence of differences is that females have fewer opportunities to practice, while males believe that these differences are due to the fact that females do not they like sports activities.

Table 7. Main reasons indicated by adolescents for the difference in practice between sexes.

	Male adolescents	Female adolescents	Dif. sex (χ^2 ,p)
Reasons for difference in practice between males and females			
Females have fewer opportunities to practice	128 (35.2%)	247 (48.3%)	
Females do not like sports activities	149 (40.9%)	159 (31.1%)	
Females lack family support	48 (13.2%)	40 (7.8%)	
Females are afraid of rejection/discrimination	7 (1.9%)	6 (1.2%)	
Females lack skill	0 (0.0%)	1 (0.2%)	
Females are not physically ready	0 (0.0%)	7 (1.4%)	
Females think it's a male thing	1 (0.3%)	1 (0.2%)	
I do not know the reason	10 (2.7%)	5 (1.0%)	
Females lack social support	3 (0.8%)	4 (0.8%)	58.1; p=0.020
Females are interested in other activities	7 (1.9%)	14 (2.7%)	
Because of society (stereotypes)	4 (1.1%)	16 (3.1%)	
Activities focused on the male sector	0 (0.0%)	5 (1.0%)	
Women's sport has less visibility	2 (0.5%)	1 (0.2%)	
Female athletes are not valued	2 (0.5%)	2 (0.4%)	
For personal motives	1 (0.3%)	1 (0.2%)	
It is not a valid career path	0 (0.0%)	2 (0.4%)	
Males do not let females' practice	2 (0.5%)	0 (0.0%)	

Table 8 shows the values of the descriptive statistics and the chi-square analysis of with whom adolescent males and females practice sports activities. It should be noted that significant differences were found between the sexes in relation to the subjects with whom they practice sports. In this sense, it was found that males prefer to practice sports with their male friends, while females prefer it with their female friends or with their males and females' friends, simultaneously. Regarding the practice with fathers and mothers, there are no great differences between adolescents, but females practice to a greater extent with their mothers and males with their fathers.

Table 8. Differences between adolescent in relation to whom they practice sports activities with depends on sex.

	Male adolescents	Female adolescents	Dif. sex (χ^2 ,p)
With whom do you practice sports activities?			
Alone	65 (16.8%)	98 (18.2%)	307.5; p<0.001
With female friends/colleagues	10 (2.6%)	181 (33.6%)	
With male friends/colleagues	155 (40.1%)	12 (2.2%)	
With males or females' friends/colleagues	134 (34.6%)	200 (37.2%)	
With women of my family	5 (1.3%)	28 (5.2%)	
With men of my family	16 (4.1%)	10 (1.9%)	
People that I meet practicing	1 (0.3%)	1 (0.2%)	
Whole family	1 (0.3%)	8 (1.5%)	

Table 9 presents the descriptive statistics of the different social agents that influence adolescents to start practicing sports activities, as well as the chi-square analysis to establish the differences between the sexes. It should be noted that significant differences were found between sexes in relation to who influences them to practice. In this sense, males were more influenced by the women and men of their family, friends and themselves, while females were more influenced by mothers, friends and themselves.

Table 9. Influential social agents in the sports practice of adolescents.

	Male adolescents	Female adolescents	Dif. sex (χ^2 ,p)
Who influences teens to practice?			
Women in my family	125 (33.2%)	196 (39.2%)	197.1; p<0.001
Men in my family	74 (19.7%)	31 (6.2%)	
My partner	2 (0.5%)	4 (0.8%)	
Female Friends / Colleagues	7 (1.9%)	95 (19.0%)	
Males Friends / Colleagues	60 (16.0%)	3 (0.6%)	
School centre	22 (5.9%)	33 (6.6%)	
Doctor	5 (1.3%)	29 (5.8%)	
Myself	64 (17.0%)	93 (18.6%)	
Whole family	13 (3.5%)	14 (2.8%)	
Sports coaches	1 (0.3%)	1 (0.2%)	
Sports associations	1 (0.3%)	1 (0.2%)	
Social networks	2 (0.5%)	0 (0.0%)	

Table 10 shows the results about stereotypes among adolescent depends on sex. In general, the majority of the sample showed low values of stereotypes, although males thought in a significant higher percentage that a male who does dance is less masculine (11.3 Vs 2.3%); that there are some sports that are more appropriate for males and others that are more appropriate for females (39.4 Vs 26.6%), that females do not want to do physical sports activities with males because they are very rough (43 Vs 36.8%), and that a female cannot be as good as a male playing any sport (6.4 Vs 3.7%).

Table 10. Stereotypes among adolescent depends on sex.

	Male adolescents		Female adolescents		Dif. sex (χ^2 , p)
	Agree	Disagree	Agree	Disagree	
Females can do any kind of sport	404 (98.3%)	7 (1.7%)	570 (99.3%)	4 (0.7%)	2.2; p=0.138
Menstruation is an impediment to carry out physical sports activity	85 (21.6%)	309 (78.4%)	118 (20.8%)	448 (79.2%)	0.7; p=0.787
It is better to be in a mostly male club because that is how they treat you better	20 (4.9%)	388 (95.1%)	15 (2.6%)	556 (97.4%)	3.6; p=0.059
A female who does a lot of sports is less feminine	9 (2.2%)	400 (97.8%)	8 (1.4%)	563 (98.6%)	0.9; p=0.345
Both males and females can be part of a team and do sports physical activity	397 (97.1%)	12 (2.9%)	565 (98.6%)	8 (1.4%)	2.8; p=0.093
A male who does dance is less masculine	46 (11.3%)	360 (88.7%)	13 (2.3%)	561 (97.7%)	34.5; p<0.001
The type of physical sport that is done does not depend on whether you are a male or a female	352 (87.6%)	50 (12.4%)	512 (89.8%)	58 (10.2%)	1.2; p=0.269
There are some sports that are more appropriate for males and others that are more appropriate for females	161 (39.4%)	248 (60.6%)	152 (26.6%)	419 (73.4%)	17.8; p<0.001
Menstruation does not have to be an impediment to participation in physical sports activities	306 (79.5%)	79 (20.5%)	475 (83.6%)	93 (16.4%)	2.6; p=0.102
Males do not want to do physical sports activities with females because they are afraid of injuring them	110 (27.2%)	295 (72.8%)	142 (24.9%)	428 (75.1%)	0.624; p=0.429
Females do not want to do physical sports activities with males because they are very rough	175 (43.0%)	232 (57.0%)	210 (36.8%)	361 (63.2%)	3.8; p=0.050
A female can be as good as a male playing any sport	381 (93.6%)	26 (6.4%)	554 (96.3%)	21 (3.7%)	3.9; p=0.048

3.2.2. Report for Adults' Survey

Participants

A total of 1584 adults (711 males and 883 females) participated in the current project.

Results

Table 11 shows the values of the descriptive statistics for the physical activity practiced, frequency and duration of male and female adults, as well as the results of the chi-square test to establish differences between sexes. It was found that sessions of males tend to last longer than session of females, although the majority practice between 60 and 90 minutes of exercise per session, while the weekly frequency of practice is slightly lower in female group. No differences were found in the active percentages in adults according to sex.

Table 11. Physical activity practice of adults: number of cases, percentages and differences between sexes.

	Male adults	Female adults	Dif. sex (t,p)
Physical activity practice			
Yes	559 (79%)	667 (76%)	2.2; p=0.136
No	152 (21%)	216 (24%)	
Actives: weekly frequency of practice			
<1 day	152 (21%)	218 (24%)	23.1; p<0.001
1 day	73 (10%)	40 (5%)	
2-3 days	288 (40%)	380 (43%)	
4-5 days	139 (20%)	181 (20%)	
6 days	35 (5%)	50 (5%)	
7 days	28 (4%)	24 (3%)	
Actives: duration of each session			
< 15	153 (22%)	225 (27%)	33.3; p<0.001
25-35	57 (8%)	78 (9%)	
45-60	35 (6%)	56 (7%)	
60-90	236 (34%)	358 (42%)	
> 90	194 (30%)	142 (15%)	

Table 12 shows stereotypes from adults. In general, medium scores were found for both groups and males showed higher scores in all the dimensions less sport and gender than females.

Table 12. Stereotypes in adults: differences between sexes.

	Male adults	Female adults	Dif. sex (t,p)
Differences associated with gender and its relationship with physical activity and sport (score max.: 28)	12.2±4.2	11.3±3.9	4.261; p<0.001
Sport and gender (score max.: 16)	9.4±2.6	9.6±2.8	-0.850; p=0.395
Stereotypes about physical activity and sport associated with gender (score max.: 20)	10.6±3.3	10.0±3.2	3.429; p=0.001
Beliefs about physical activity and sport and gender (score max.: 16)	7.7±2.6	6.7±2.2	8.458; p<0.001
PE classes and gender (score max.: 16)	7.3±3.0	6.8±2.8	3.216; p=0.001

3.2.3. Report for Technicians' Survey

Participants

A sample of 206 sport technicians was registered.

Results

Table 13 shows stereotypes from them. In general, medium scores were found for both groups and females showed higher scores in sport and gender than males; while males showed higher scores in beliefs about physical activity and sport and gender than females.

Table 13. Stereotypes in sport technicians: differences between sexes.

	Male sport technicians	Female sport technicians	Dif. sex (t,p)
Differences associated with gender and its relationship with physical activity and sport (score max.: 28)	12.3±3.3	11.5±2.4	1.589; p=0.114
Sport and gender (score max.: 16)	10.9±2.7	12.6±2.2	-4.420; p<0.001
Stereotypes about physical activity and sport associated with gender (score max.: 20)	10.4±2.8	9.6±2.7	1.704; p=0.090
Beliefs about physical activity and sport and gender (score max.: 16)	7.7±2.6	5.5±1.7	5.892; p<0.001
PE classes and gender (score max.: 16)	7.7±2.9	7.7±2.8	0.148; p=0.882

3.2.4. Report from Interviews with Sport Directors

Participants

Ten sport directs were interviewed. Nine of them was male and one woman, from 35 to 61 years-old (mean: 42.6±8.2 years-old). They have an experience in the sector from 2 to 40 years (mean: 9.08±10.2 years) from sports as rugby, athletics, baseball, softball, tennis, paddle, Olympic sport, futsal and various sports.

Results

About if there is there is sport for males and sport for females, more of them thought that gender did not condition sport modalities, in fact, they cited examples of sports in which males and females can play together when they are child or adolescents. However, some of them thought that physical condition can influence the performance in sport, depend on sex and others that sometimes sports regulations do not allow that practice in sex equality.

Furthermore, most of them thought that there are differences associated with gender in sport as a consequence of biological parameters which influence physical conditions and performance. According with them these factors can influence in the spectacularism of sport. Additionally, a sport director points out that men's sport is spectacular, while women's is a sovereign boredom with few exceptions. Only one sport director focused in technique vs. tactics, pointing out that while men tend to be better technically, women tend to have more tactical ability, the game is generally more collective, while in men's sports it is based more on individual actions. Others put the focus in the economic differences (advertising revenue, scholarships, salaries) as the factor which induce sex differences as a consequence of the differences in the media impact differences based on sex and sports culture of society, because its conditions factors as infrastructures, technical means, etc. In this line, they point out that women have less social recognition and logistical and institutional support. In this line, an expert sport director proposed to increase the economic return obtained by companies by investing in women's sports to make these investments more attractive from a business point of view and thus reduce inequalities in this area. One sport director points out that these differences not only occur in female athletes, explaining that there are fewer female athletes than male athletes, but that in all levels related to sports there is a greater presence of men than women (sport directors, coaches, arbiter, physical trainers, etc.) which could be due to the fact that it is the men who have classically been associated with management and decision-making.

In this sense, it is proposed that the measures to reduce inequality go through education mainly and encourage teams to be mixed sports. However, some of them said that the differences are decreasing. According with them equality must begin because the conditions are the same: have the same possibilities of being able to combine work life, family life and sports life, same economic conditions and visibility in media level in order to aspire for this image to be normalized in society.

When they were asked about gender equality in the sports that they manage in particular, it should be noted that some say that there are already more subsidies for women's sports than for men's, a question that seems good to them; and that at the federative and regulation level there is equality and the visibility of sportswomen is increasing. They believe that more and more equality in participation and results is being achieved. However, others point out that the media impact and financial aid from federations, institutions and the media remain uneven.

About the stereotypes associated with sex in sport, much is debated. Some of them thought that they are not stereotype in the current society, although some factors as age, cultural level or athlete environmental can influence in this topic. Others sport directors thought that there is stereotypes but they are decreasing and females can now access to "male sports", although they also thought that this depends on culture and religion. However, others sport directors said that stereotypes continue nowadays, and there is male sport and female sport in the general opinion of the society, especially when sports are associated with sexuality, strength, extreme or aesthetic.

Other important question was about the motives for which males and females practice sport and they abandon the practice. All of them thought that there are differences about this issue based in sex. Some of them point out differences in the team perception and commitment, finding that there is more unity as a group in males than in females, or the feeling of belonging to the club and the values it represents. Other sports directors point out other factors such as that prolonged feminine practice, due to family planning, homework, integration into the labour market or social conditions in the case of women is still not well seen by society; explaining the withdrawal of men by factors such as age or the appearance of injuries. Furthermore, some of the respondents point out the absence of mixed categories after a certain age as a cause of abandonment of females. Lack of time or preferring to carry out other activities as other reasons for abandonment are noted in both sexes. Regarding the reasons for practice, it is found that social aspects, meeting people and practicing sports are reasons indicated in both sexes. Other sport directors indicate competition in the case of males.

Regarding the obstacles and limitations that women athletes have in their careers, some of the sports directors point out that aspects such as society, culture, family, family reconciliation and the economic sphere, with what it implies at the level of professionalization, could be a limitation, more than federations and institutions. Not surprisingly, it is pointed out that there are few clubs that are exclusively female and that the majority of clubs are male, the number of mixed clubs being less. This is more evident when, as one enters adolescence and reaches a category of professionalism, with work-life balance and lower wages for women, in general.

When sport directors were asked about differences in PE classes in schools depending on gender, most thought that there is equality in this area, which could be due to greater social awareness, except when some stereotypes about the sports modalities that are promoted by teachers are promoted, as male have to practice a kind of sport and female others, or it is taken for granted that women prefer not to practice physical exercise. However, the majority believe that teachers are trained to promote egalitarian practice, this being very important as it is the main focus of education, together with families; and that the increase in the number of female teachers in recent years has also helped a lot.

When asking sports directors about strategies to promote equality in sport, mixed competitions are proposed, educating towards equality, treating athletes equally as managers, promoting the visibility of women's sport at the media level, establishing a legislative framework that promotes equality, involving public institutions in promoting sport not only with competitive objectives, increasing aid to women's sport and equalizing conditions in all areas, including economic.

One of the respondents points out that the PE subject plays a key role in achieving this. On the other hand, a sports director believes that it is not possible to achieve equality in sports and that also dealing with these types of issues generates frustration because of not being able to achieve the goals and creates conflicts.

3.3. Results in Greece: Perception of Young People, Adults and Sports Technicians About Gender Stereotypes

3.3.1. Report for Students' Survey

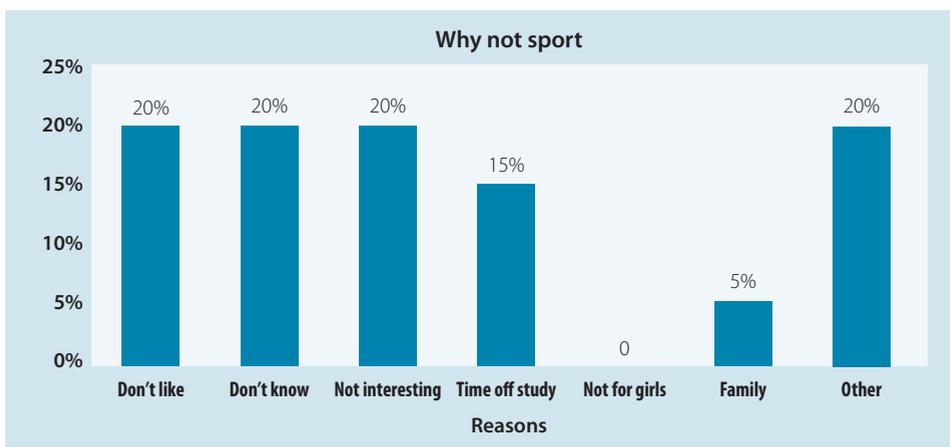
Participants

Participants were 660 students, 332 girls and 324 boys (4 non identified by gender), with a mean age off 15.63 years (ranging from 14 to 18). Among them, 558 reported participating in sport at present, 82 reported having participated in sport in the past, and 20 reported not participating in sport at all.

Sport Participation

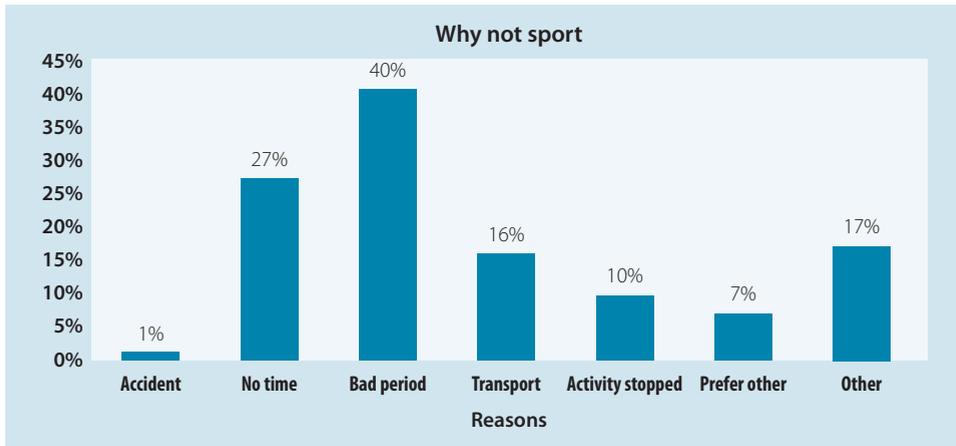
Among students not participating in sport, the most common reasons reported were that they don't like sport, that they don't know, and that there are no interesting sport activities close to their residence. Participants' responses are displayed in figure 1.

Figure 1. Why not sport



Among students who participated in sport in the past, the most common reasons for stopping were, the lack of time, the period of their life, and the difficulty moving to the sporting place. Participants' responses are displayed in figure 2.

Figure 2. Why not Sport



Among students participating in sport, the most favorite sports were basketball and football. The frequency for the majority of participants was four to five times per week, and the duration was 60 to 90 minutes. Most of the students would participate in sport with friends, and were influenced towards sport participation from friends and men in the family. Most of the students reported being members in organized sport teams and participate mostly in local competitions. Participants responses for sport participation variables are displayed in figures 3-8. The most important reasons for participating in sport were to improve health, to stay fit, and to have fun. The mean scores for all reasons are displayed in figure 9.

Figure 3. Frequency

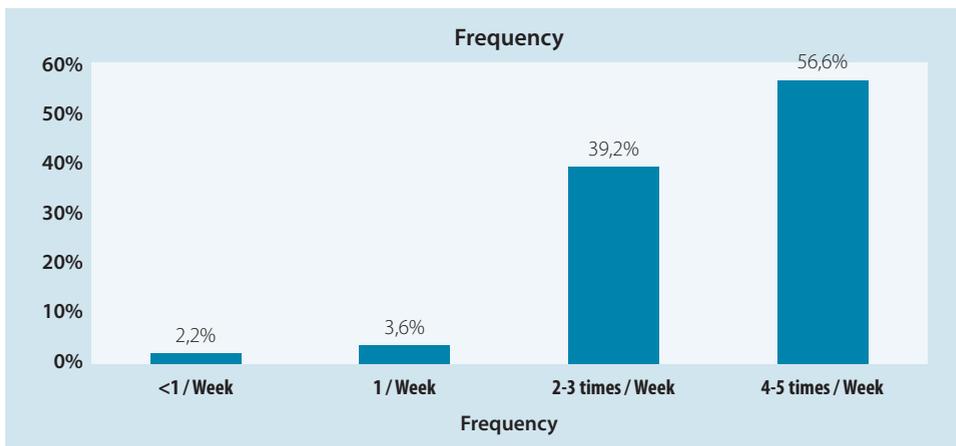


Figure 4. Duration

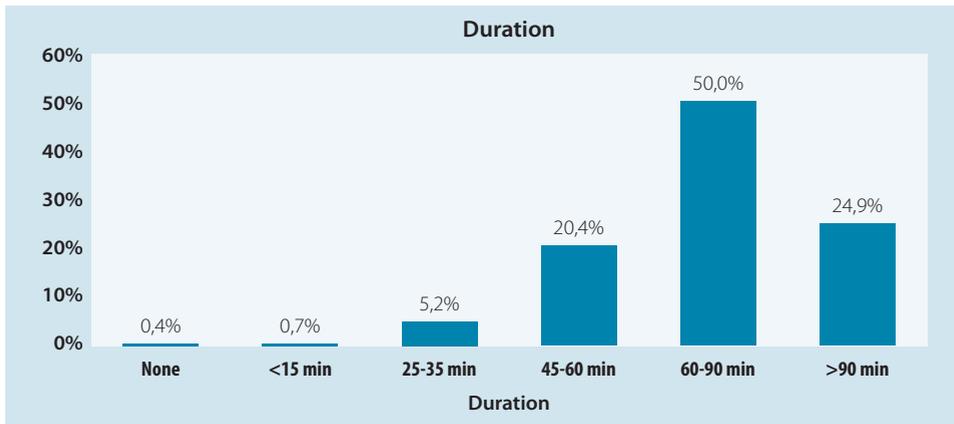


Figure 5. Sport with

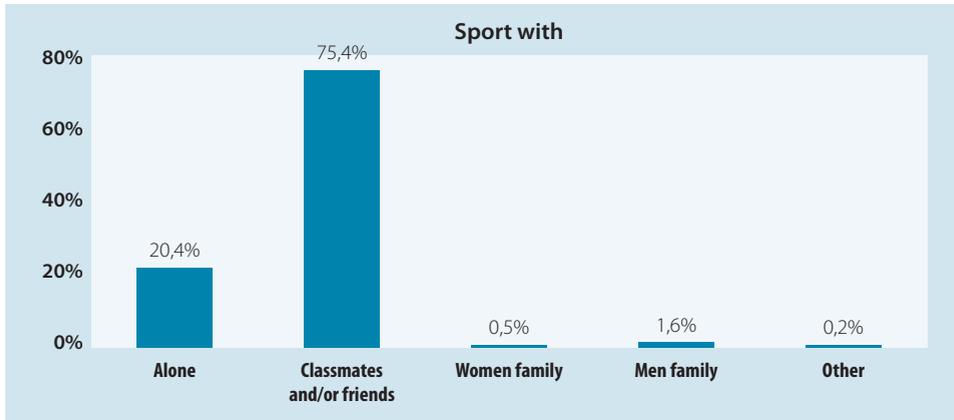


Figure 6. Influence

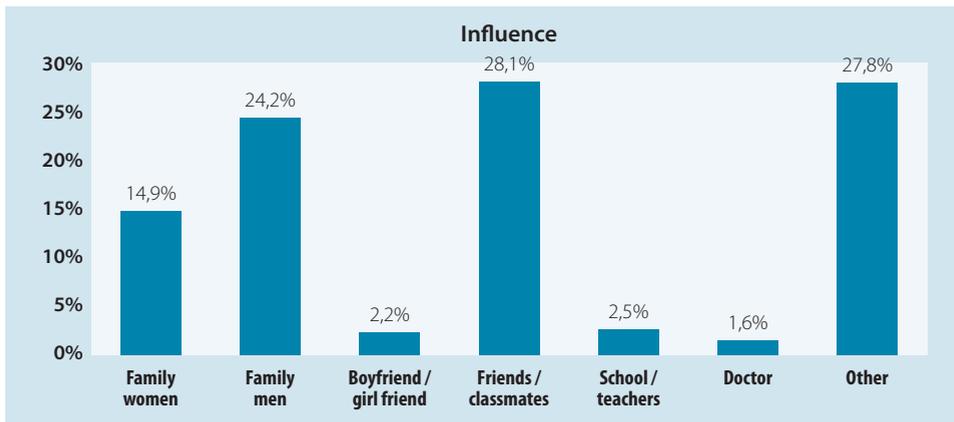


Figure 7. Sport Type

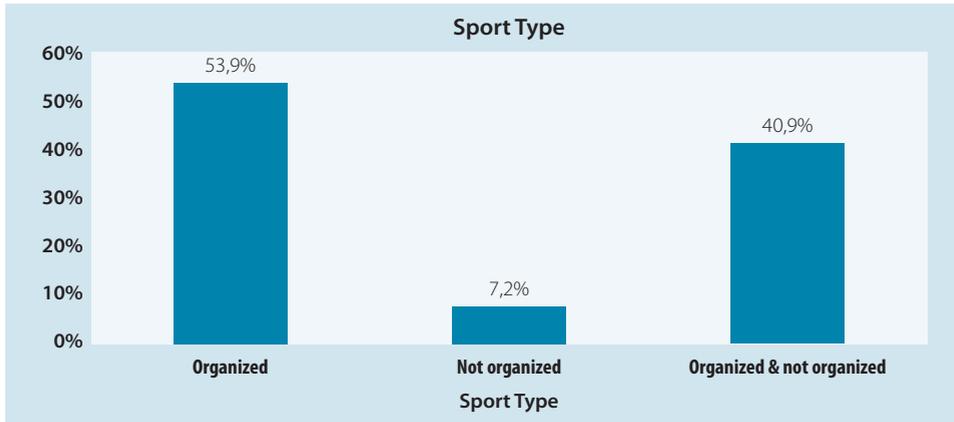


Figure 8. Competition

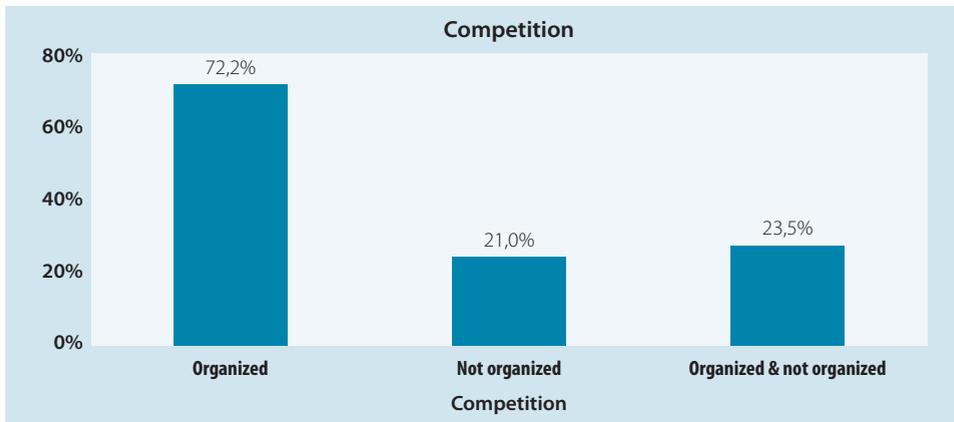


Figure 9. Level

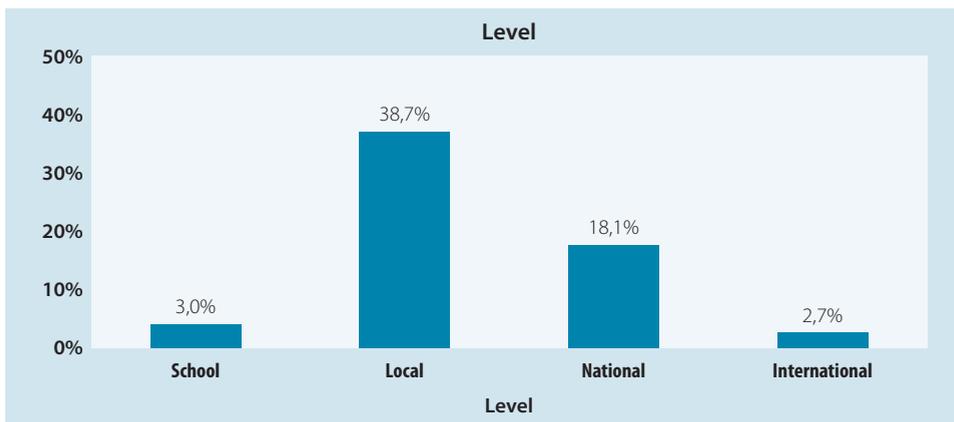
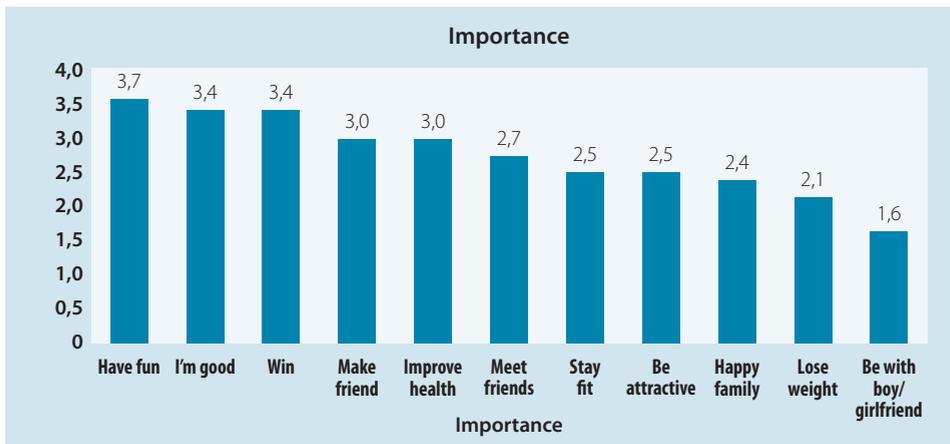


Figure 10. Importance



Sport in School

With regard to school participants scored moderately on their like for physical education (mean score 2.72 out of 4), however a large majority (64%) reported participating in school sport, with most favorite sports being football, basketball, and volleyball. Those who reported that they do not participate (26%) identified as major reasons, that they don't like sports and that there are no sport teams in their school. Those who reported that they used to participate but not anymore (10%), they identified as reasons, the lack of time and the termination of the sport team in school. Participants' responses are displayed in Figure 10 and 11.

Figure 11. SCH why not sport

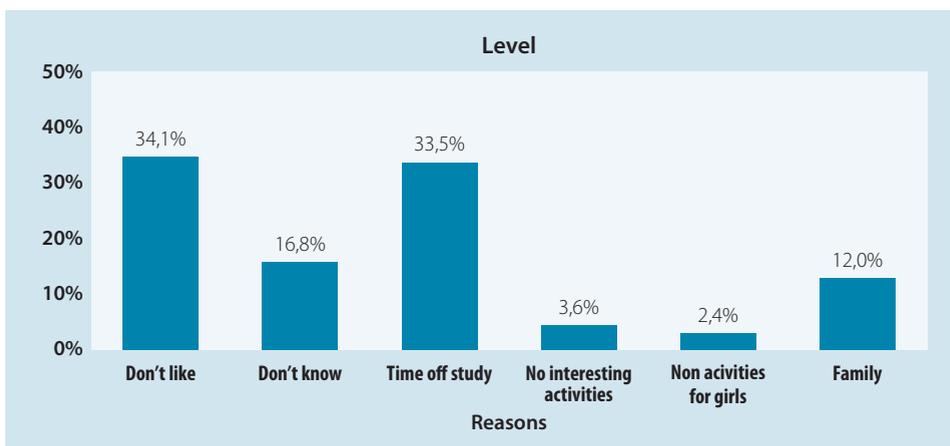
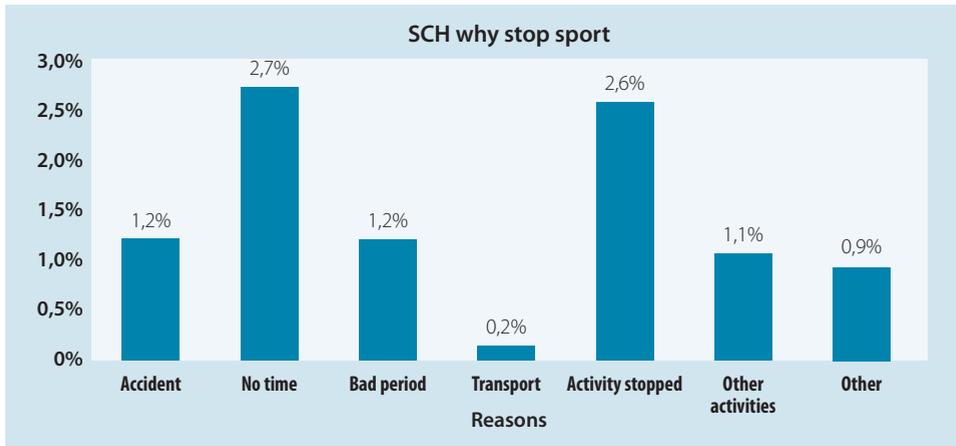


Figure 12. SCH why stop sport



Discrimination & violence in sport

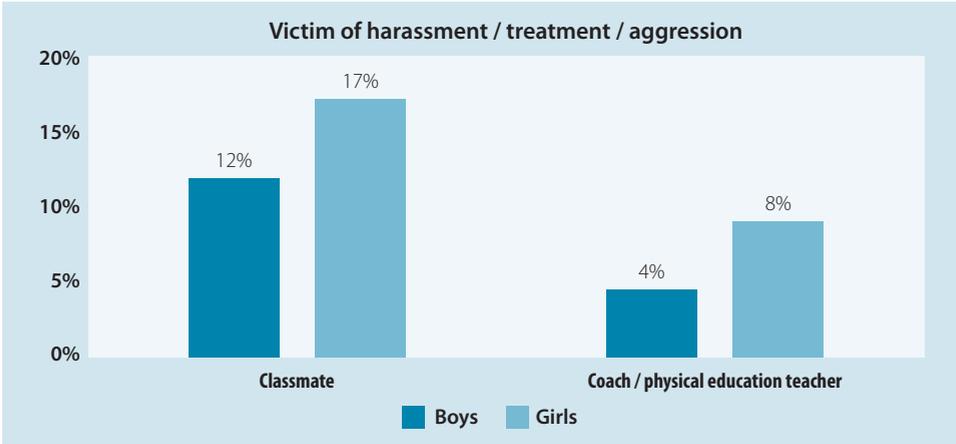
With regard to gender discrimination in sport, the vast majority of students replied that they think there is no discrimination. Among those who replied there are, these were identified for rewards and prizes.

Figure 13. Discrimination



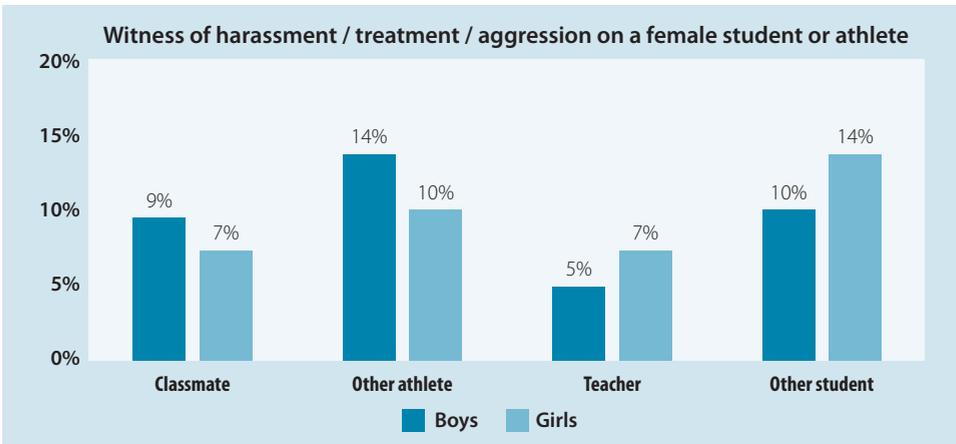
When asked if they have ever been a victim of harassment / treatment / aggression, approximately 79% of participants replied negatively. Among those who had such experiences, almost 15% of participants (12% of boys and 17% of girls) replied that this originated from a classmate, and 6% (4% of boys and 8% of girls) from a coach or physical education teacher.

Figure 14. Victim of harassment / treatment / aggression



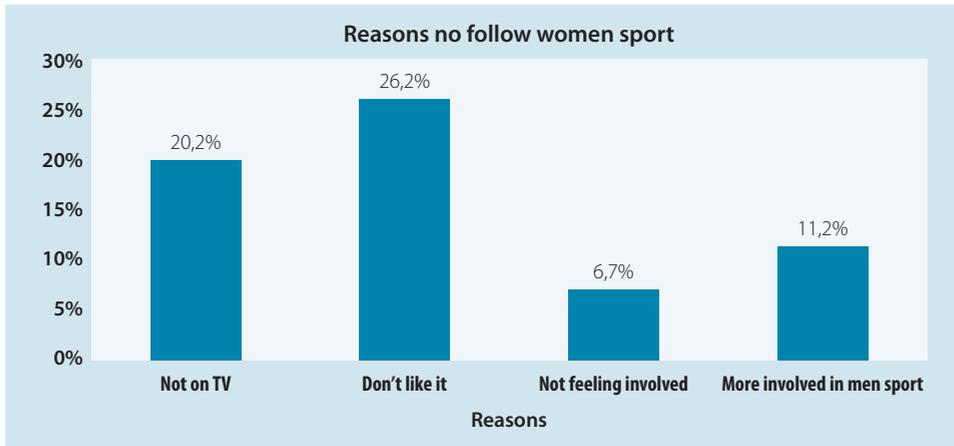
When asked if they have ever been a witness of harassment/treatment/aggression on a female student or athlete, approximately 69% of participants replied negatively. Among those who had such experiences, almost 8% of participants (9% of boys and 7% of girls) replied that this originated from a coach, 12% from another athletes (14% of boys and 10% of girls), 6% from a teacher (5% of boys and 7% of girls), and 12% (10% of boys and 14% of girls) from another student.

Figure 15. Witness of Harassment / treatment / aggression on a female student or athlete



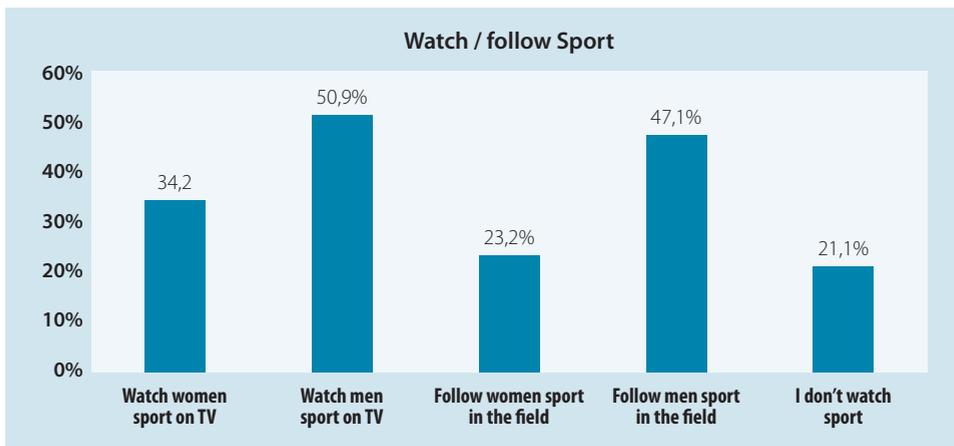
Asked if they watch/follow sport, 34% replied that they watch women sport on tv, 51% men sport on tv, 23% that they follow women sport in the field, and 50 men sport in the field.

Figure 16. Reasons not following women sports



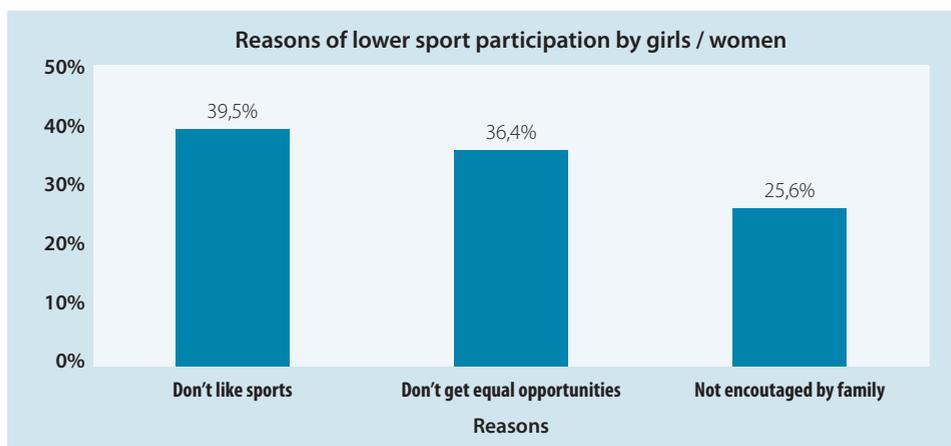
Among those who do not follow women sport, 20% said this is because they are not on tv, 26% that they don't like it, 7% that they don't feel involved, and 11% that they are more involved in men sport.

Figure 17. Watch / follow sport



Regarding the reasons of lower sport participation by girls/women, 40% of participants reported that this is because girls don't like sports, 36% that they don't get equal opportunities, and 26% that they are not encourage by their family.

Figure 18. Reasons of lower sport participation



	Girls		Boys	
	agree	disagree	agree	disagree
1. A girl can do any kind of sport	98.8%	1.2%	92.7%	7.3%
2. Menstruation is an impediment to sporting activity	32.8%	67.2%	48%	52%
3. In sport clubs, boys get better treatment than girls	30.1%	69.9%	33.9%	66.1%
4. A girl who does a lot of sports is less feminine	8%	92%	14.1%	85.9
5. Both girls and boys can equally be part of a sport/ physical activity team	97.5%	2.5%	92.6%	7.4%
6. A boy who does dance is less masculine	5.2%	94.8%	12.8%	87.2
7. The type of sporting activity one participates does not depend on whether you are a girl or a boy	87.7%	12.3%	79.8%	20.8%
8. There are sports that are more appropriate for girls and others that are more appropriate for boys	34.7%	65.3%	35.5%	64.5%
9. Menstruation should not be an obstacle to sport	86.4%	13.6%	24%	76%
10. Boys who do not do sport activities with girls, do so because they are afraid that they will be considered less competent than other boys	27.7%	72.3%	17.3%	82.7%
11. Girls who don't do sport with boys are afraid because training is hard	26.2%	73.8%	41.5%	58.5%
12. Girls are equally competent with boys to participate in sport	97.5%	2.5%	91.1%	8.9%

Finally, with regard to stereotypes and perceptions of discrimination in sport, boys and girls scored rather similarly in the 12 questions that were asked. The percentages of agreement/disagreement with each statement are presented in Figure 18.

3.3.2. Report for Adults' Survey

Participants

Participants were 752 adults. Among them, 310 females and 438 males (6 non identified by gender); 529 parents and 229 PE teachers or coaches; 182 participants aged 18-30, 145 participants aged 31-40, 312 participants aged 41-50, 100 participants aged 51-60, and 13 participants aged 60 and over.

Results

Descriptive statistics

Descriptive statistics for all sections per group are presented in

1. Overall, participants scored low to moderately for gender differences on section 1 (Sport and Physical Activity capabilities and drive; $M= 1.95$), and section 2 (Sport and Physical Activity obstacles; $M= 2.10$), moderately on section 3 (stereotypes in Sport and Physical Activity; $M= 2.29$), and section 5 (discrimination in PE; $M= 2.25$), and moderately high on section 4 (equal potential of girls and boys; $M= 2.97$). The mean scores for all variables are presented in Table 2.

Group Differences

Analysis of variance were calculated to examine differences between the different subgroups. Mean scores on all section for the total sample and the different subgroups are presented in Table 1.

In relation to gender the analyses showed that males scored higher than females on section 4 (equal potential of girls and boys). No differences were identified for section 1 (Sport and Physical Activity capabilities and drive), section 2 (Sport and Physical Activity obstacles), section 3 (Stereotypes in Sport and Physical Activity) and section 5 (discrimination in PE).

In relation to age the analyses showed that

- for Section 1 (Sport and Physical Activity capabilities and drive), group 1 (18-30) scored higher than group 2 (31-40) and group 3 (41-50), and lower than group 5 (>60); group 2 (31-40) and group 3 (41-50) and group 4 (51-60) scored lower than group 5 (>60).
- for Section 2 (Sport and Physical Activity obstacles), there seemed to be a trend for increased scores from group 2 onwards, however, only the statistical difference was that group 3 scored lower than group 5.
- for section 3 (Stereotypes in Sport and Physical Activity), the same increasing trend was observed from group 2 onwards, with groups 1 and 2 scoring lower than groups 3, 4 and 5.
- for section 4 (Equal potential of girls and boys), group 1 scored lower than group 2, and group 6 scored higher than all other groups.

There were no differences between the age groups on section 5 (Discrimination in PE).

Finally, in relation to roles the analyses showed that compared to PE teachers and parents, parents scored lower on section 1 (Sport and Physical Activity capabilities and drive) and higher in section 3 (Stereotypes in Sport and Physical Activity), 4 (Equal potential of girls and boys), and 5 (discrimination in PE). No differences were found for section 2 (Sport and Physical Activity obstacles).

Table 1. Mean scores for total sample and subgroups on each section.

Group	Section 1	Section 2	Section 3	Section 4	Section 5
Total	1.95	2.10	2.29	2.97	2.25
Gender					
Females	1.97	2.11	2.27	2.88	2.29
Males	1.94	2.08	2.30	3.02	2.21
Age group					
18-30	2.06	2.11	2.23	2.88	2.32
31-40	1.88	2.11	2.20	3.08	2.24
41-50	1.89	2.04	2.31	2.99	2.21
51-60	2.00	2.13	2.41	2.95	2.22
>60	2.37	2.42	2.56	2.48	2.35
Role					
Parents	1.91	2.11	2.31	3.01	2.28
PE teachers / sport coaches	2.05	2.06	2.23	2.88	2.17

Table 2. Mean scores for all variables.

Statement	Mean
Sport and Physical Activity capabilities and drive	
Generally speaking, girls are clumsier in sport	1,72
Boys tend to be more interested in physical activity than girls because they are better at them	1,95
Males are superior to females in any sport thanks to their physical capacity	1,80
Generally speaking, boys are more able than girls to perform physical activity	1,91
Females are lacking the drive to win in sports	1,67
Girls tend to have more problems than boys if they want to do physical activities	2,08
Boys tend to participate more in competitive physical activities and sports than girls	2,54
Sport and Physical Activity obstacles	
Female athletes have more difficulties carving a niche for themselves in sport than males	2,21
It is difficult for females to enter the world of sport	1,88
Generally speaking, boys receive more encouragement from their families for engaging in physical activity than girls	2,43
Males get more benefits from their effort in sport	1,86
Stereotypes in Sport and Physical Activity	
There are physical activities that are more appropriate for females and others for males	2,60
There are activities that girls tend not to practice because they are more typical of boy	2,72
Contact sports (like boxing, rugby, karate, etc.) are for boys and should not be practiced by girls	1,60
Even if a girl likes bodybuilding activities, it is difficult for them to engage in them because there tend not to be groups of females for them to practice with	2,37
Boys are better than girls at any physical activity involving strength or aggressiveness	2,16
Equal potential of girls and boys	
Girls can develop their physical capacities as much as boys	3,18
Girls can play football as well as boys	2,95
Generally speaking, girls are weaker than boys	2,23
Females are physically weaker than males	2,63
The PE teacher tends to require more of boys than girls	2,43
Discrimination in PE	
In PE classes, the teacher usually requires more of boys than girls	2,41
In PE classes, if groups have to be made, the boys are chosen first because they are better than the girls	2,22
The majority of activities done in PE classes are designed more for the boys than the girls	2,12

3.3.3. Report From Interviews with Sport Directors

Participants

Participants were 10 individuals in management positions within sport organizations (7 males, 3 females) aged 31 to 56 (mean age 42.5), with 13.00 years of experience in positions of responsibility within sport organizations.

Results

All the interviewees perceived that both males and females could participate equally in all sports. For example, M7 stated, *"I believe that both genders can do the same sports with the same success. Therefore, I do not think that there are sports only for boys or only for girls"*. However, some of them stressed that there is evidence that many people tend to categorized sports into male and female sports. For example, an interviewee (M7) reported, *"... unfortunately, there are people that share the perspective that there are boy sports and girl sports ... The main reason for this is the stereotypes that many people hold..."*. Finally, one participant (M6) acknowledged that there are not male and female sports however, he argued that males and females could not participate in the same team because of their biological differences. More specifically he stated, *"Everyone can be active in all sports regardless of his/her gender; however, it is difficult to create mixed-gender team due to differences in their physical fitness. For example, males have more strength, while females are more flexible, so it would be unfair to call females with males to compete in a sport like football and males to compete with females in the gymnastics"*.

Although interviewees perceived that sports are common for males and females, most of them (F1, F2, F3, M1, M5 and M6) perceived that there are differences (biological, anatomical, etc.) between males and females. For example, M6 participant stated, *"There are some biological differences between males and females such as low testosterone levels in females and less flexibility in males. However, most of them argued that these differences did not act as a barrier to females' participation in all sports. Females can compete with females in strength-based sports; similarly, males can compete with males in sports based on flexibility"*. While F1 stated, *"Sports and any type of exercise are for everyone regardless of gender. There are of course some sports where the technical difficulties and the training load are high. However, if a child-athlete try hard then the training goals can be achieved equally by both genders"*.

Similarly, M4 participant stated, *"Gender differences would make sense if the sports were mixed-gender. In that case, different biological factors would make a difference for either boys or girls. Nevertheless, since sports are not mixed gender then there is no difference in any sport"*.

On the contrary, three interviewees (M2, M3, and M7) reported that there no differences between males and females. For example M3, *"I do not consider that there are differences related to gender in the sport context. Nowadays almost all sports, teams or individuals, have evolved from both genders. Women's basketball and women's football is a long-standing Olympic sport ... Even in track and field events, the performance of the females is equal to that of the males"*.

The vast majority (F1, F2, M1, M2, M4, M5, M6 and M7) of interviewees reported that there are gender stereotypes in the sport context. For example, F1 stated, *“Football is a “boy sport” and “the dance is a “girl sport”, “the boys only know how to kick the ball” and “Only the girls have the quality to their body movement”*. They are some of the stereotypical expressions that often you can hear in sports venues. These are mainly parents’ expression but unfortunately coaches’ expression sometimes. However, some of them acknowledged that nowadays these stereotypes tend to be eliminated. For example, M4 stated, *“Stereotypes exist, although they are decrease over the years”*. On the contrary, two interviewees (F3 and M3) argued that there are no gender stereotypes in the sport context. More specifically, M3 stated, *“I believe that nowadays there are no stereotypes about children and sports. Therefore, I believe that boys and girls participate equally in sports (such as basketball, football, swimming, athletics, volleyball, etc.)”*.

Interestingly, all participants in the study stated that the same factors influence males and females’ engagement in sports. More specifically, F2 stated, *“I believe that the reasons for children’s (boys and girls) involvement, in sports, are the same”*. Additionally, two of them (M1 and M7) argued that parents influence males and females to engage in sports. More specifically, M7 articulated, *“Parents usually urge children to engage in sports”*.

Five of them (M1, F3, M2, M3 and M4) reported also that the same factors urge males and females to engage and quit sports. For example, M2 stated, *“I believe that the same factors influence males and females engagement in sport e.g., social interaction - friends, improvement of the physical image - improvement of health, fun. The reasons for leaving again are the same, e.g., increased student need for reading and sports frustrations”*. On the contrary, five (F1, F2, M5, M6 and M7) reported that different factors urge males and females to quit sports. More specifically, they reported a variety of reasons that urge males and females to quit sports. For example, F1 stated, *“boys quit sports for serving their military duty and women for raising their child”*, F2 argued, *“...the career prospect for females in sports are limited and therefore females are more likely to quit sports”*. Similarly, M5 reported, *“I noticed that girls leave football at a higher rate because they prioritize their relationship with a boy and/or raised a child”*, and M6 stated, *“The main reason that girls quit sports is the toxic environment and the feeling of failure”* and M7 reported, *“On the contrary, girls often quit due to a lack of interest”*.

Most interviewees (F1, F2, M1, M2, M3, M4, M5 and M6) acknowledged that there are differences between male and female sports. Most of them reported commercialization, media coverage, advertising, sponsorship, and salaries as factors that male sports are superior to female. For example, F1 argued, *“the difference lies in the larger number of spectators that follows and supports the men’s sports compare to the female sports. The amount of money the companies offer as sponsorship to male teams is significantly higher than for women’s sports”*. Similarly, M6 stated, *“Men’s sports in most of the cases are more commercial as the higher performance attracts more spectators. Therefore, male athletes (usually) have higher salaries than their female counterparts do”*. On the contrary, two of them (F2 and M4) emphasized factors such as the biological differences between genders. More

specifically, F2 argued, *“The differences between men’s and women’s sports are (a) biological differences (e.g., men have more muscle strength, women have better agility-flexibility; and (b) differences in cardiorespiratory function. Therefore, the above differences lead to differences in performance as well as in their decisions to engage in a specific sport”*. Finally, M7 stated, *“There are no significant differences in individual sports. On the contrary, there are differences in team sports. For example, in the females’ football, there is a limited number of teams and thus women play for a shorter period and to stay inactive for a longer period”*.

Furthermore, most of the interviewees (F1, F3, M2, M3, and M7) supported that there is gender equality in sport. For example, M3 argued, *“I perceive that there is equality between males and females in sports, Additionally, I perceived that all sports activities can be performed by both sexes... Even the training, the intensity of training, the training program and the training style is almost the same”*.

Similarly, M7 stated, *“Swimming is an individual sport and includes several competitive options, and thus offer several options to both boys and girls. I perceive that swimming promotes gender equality”*.

However, he focused on gender equality in swimming only. On the contrary, interviewees (F2, M1 and M6) reported that there is no gender equality in sport. More specifically, F2 stated, *“Unfortunately, even today, there is gender inequality in sport. The opportunities, motivations and prospects for women in sports are much less, if not negligible in many cases, compared to men in sport”*. Only one interviewee M5 stated that gender equality depends on the sport. More specifically, he argued, *“There is gender equality in sport such as track and field and tennis while there is no gender equality in sport such as football”*. He also proposed *“In order to change the prevailing conditions, the state must create a reliable and serious plan aiming at achieving gender equality in sport. A plan that will be focused on females’ professional rehabilitation through sports, either as an athlete, or as a coach, or as an administrative member in sports federations. Additionally, the media should play a key role in this effort. Media should increase the coverage of females’ sports in order to increase viewers’ awareness that females’ sports are just as exciting and competitive as males’ sports”*.

Most of the interviewees (F1, F3, M1, M2, M3, M4, M5 and M7) argued that there is gender equality in the physical education context. They also stressed that the curriculum and the ministry ensured gender equality in this specific context. For example, M2 articulated, *“the structure and the content of our educational system promote gender equality”*. Similarly, M3 stressed, *“the curriculum of the Physical Education has been prepared and created to urge teachers to concern both boys and girls equally and it allows them to know equally the skills of many sports...”*. In contrast, two interviewees (F2, M6) stated that females suffer from discrimination in the physical education context. For example, F2 stated, *“unfortunately, there is no gender equality in the physical education context, mainly due to the existence of stereotypes. Many physical education teachers urge their students to choose a male or female sport, for example, boys can play football, girls at best volleyball. Therefore, a systematical and methodical effort is needed to break teachers and students’ stereotypical attitudes”*.

Interviewees (F3, M1, M2, M3 and M7) perceived that there is gender equality in the sport s, which they serve as sports agent/managers. More specifically, M3 stated, *“Nowadays, based on my personal experience, I can argue that there is no gender discrimination in the context of basketball... there is a pleasant flourishing of women’s basketball, more and more female basketball players in all age categories enroll in clubs and develop their skills”*. In contrast, interviewees four (F2, M4, M5 and M6) stated that there is no gender equality in their sports. For example, M4 argued, *“No, it does not exist (equality). The media coverage is minimal, the involvement of the (football) federation is not active and does not promote the sport, the stadiums in which the women’s teams play most of the time they do not meet the criteria set by the Football Federation. Additionally, only a small number of sponsors support the female teams. There is also no professional perspective even for females that compete at a high level since no female football player can make a living from football”*. Finally, the F1 interviewer stated, *“Rhythmic gymnastics is a female’s sport. In my opinion, this may not be the case, although it requires complex kinetic patterns and at the same time handling of highly skilled instruments”*.

Most of the interviewees (F2, F3, M1, M4, M5 and M6) articulated that there are career barriers for female athletes. Most of them (F2, F3, M4 and M5) reported maternity as one of the most significant career barriers for females. For example, F3 *“...the maternity, especially for professional female athletes, usually urge them to take a short break in their career. But usually, most females quit sports to raise their children”*.

Additionally, M5 stated, *“I believe that a barrier for female athletes to make a career is professional rehabilitation and financial insecurity. Most females do not earn enough money in our country and that leads them to early retirement from sports”*.

In contrast, three interviewees (F1, M2 and M7) argue that there are no career barriers for female athletes. More specifically, M2 stated, *“I do not perceive that there are extra career barriers for female athletes”*.

Finally, interviewees (F1, F2 and M4) stated that government and education can play a decisive role in achieving gender equality. For example, F1 argued, *“Gender equality is a social issue and should be a key concern of the government. The government should establish measures that will help the effective consolidation of equal opportunities in sport”*. Education on the hand can increase teachers, parents and children’s awareness of gender discrimination. More specifically, M4 stated, *“Government should promote training programs to inform parents, children and teachers for the benefits of girls’ involvement in sports”*. Similarly, F2 stated, *“the school and the teachers through a proper pedagogical approach should create a curriculum that will promote gender equality”*.

CHAPTER 4

Conclusions

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In a constant search for actions to create an ever more equitable Europe, even in sport, the hypothesis from which the partnership started was to verify the possible persistence and influence of gender stereotypes in the sports sector in adults (parents, coaches and technicians), young people and sports managers in the three partner countries: Italy, Spain and Greece.

The presence of stereotypes related to gender issues in sport create damage on a social level, shifting attention from sporting practice to judgment on some personal and physical aspects of athletes. This can lead to the establishment of erroneous behavioral messages (bias) among the population, especially young people, which can evolve into a “bias” (error), easily transferable to other contexts.

Therefore, deconstructing gender stereotypes, promoting sport as an activity free from prejudices and therefore protected and safe, can be a first step for the spread of principles of equity and equality starting from the younger generations. In this challenge, teachers, coaches / technicians and families play a decisive role.

Each partner gained experience during the project. With this publication, drawn up by a jury of scholars from different backgrounds and origins, the partners intend to share the results of the research carried out within the A.G.E.S. in order to provide food for thought and useful suggestions, for a possible replication of the research in other contexts and to raise awareness among national policy makers to improve future strategies and actions.

This part summarizes the results of the questionnaires administered to both adolescents and adults, which were reported by the three countries.

Conclusions on students’ report

From the questionnaire administered to adolescents, it is possible to underline the differences found in the various countries, focusing on the results in areas of interest. In the first part we reported the results of participation in sport, also including the reasons that push children to abandon sport or not to participate, what are their favorite sports and what

kind of sport they do, and if, for example, this is linked to a club or federation. In the second part, we investigated who influenced the children in starting sports and with whom they practice it, together with the reasons that push them to practice it. Finally, in the last part, young people are asked various questions about experiences of discrimination in sports and their opinion with respect to gender stereotypes in sport.

Sport Participation

Regarding participation in sports, it was found that most of the boys play sports in all three countries. The reasons for not practicing it most reported by the boys are the fact that they do not like sports and that it takes time away from studying; another important reason that can be observed from the questionnaire in Greece is the lack of interest in sports, while in Spain it is reported that they are not good at sports. A gender difference emerges from the Italian and Spanish questionnaires: it is observed that not only do boys do significantly more sports than girls but, compared to the group that practices sports, boys train several times a week and their workouts last longer. With regard to the reasons reported for abandoning sports, these seem to be in agreement for all countries, and are the lack of time available and difficulties in reconciling the schedules of sporting activities. The favorite sports practiced in school are basketball and football, with the addition of athletics in Spain and volleyball in Greece.

Considering the type of sporting practice, it is observed that organized activity is practiced more than unorganized one. Both in Spain and in Italy there is a gender difference in membership of a sports club / association or federation and in participation in competitions for young people. In Greece and Italy, with respect to the level of competitions in which adolescents participate, it is observed that most compete at the local and regional level, while in Spain it is found that boys compete more frequently at the regional level, while girls compete more frequently at the regional level, national and international.

Influential social agents in the sports practice, analysis of with whom adolescents practice sport and main reasons for the practice of physical activity

We asked the children who influenced them in starting sports and in all three countries, an important role of the family emerged. An interesting gender difference is reported: girls report being more influenced by the women in their family, while boys were more influenced by the women and men in their family by the Spanish results and by the men in their family, by the results. Italians. The role of friends is also important in starting a sport and also in this case, there is a gender difference, both in Spain and in Italy, because adolescents are more influenced by friends of their own sex.

Compared to the people with whom they choose to do physical activity, it is found that it is practiced alone by about one fifth of the total Greek and Spanish sample, and by about one third of the total Italian sample. In general, adolescents practice physical activity with their

friends: analyzing the statistical significance in the Italian and Spanish questionnaires, it can be concluded that there is a tendency to practice physical activity with friends of their own sex.

Coming to the reasons that push children to practice sports, there are differences in the various countries with respect to the most reported reasons: in Greece it seems that it is more important to *"have fun"*, *"be good at sport"* and *"win"*, in Spain they are reported more *"making friends"*, *"improving health"* and *"staying fit"*, while in Italy the most reported reasons are *"being more attractive"*, *"pleasing the family"*, and *"being with a partner"*. Significant gender differences have been found: in Italy we find that girls are more attentive to their performance and more competitive, because they are more pushed to play sports by reasons such as *"being good at sport"* and *"winning"*, and tend more to playing sports to please the family, while boys are encouraged to play sports to lose weight more than girls. With respect to gender differences, in Spain it is reported that boys give more importance to *"being good at sport"*, *"winning"*, *"being with friends"*, *"being in shape"*, *"being more attractive"*, *"pleasing family"*, *"losing weight"* and *"being with partners"*, while girls give more importance to *"improving health"*.

Discrimination and gender stereotypes

With respect to discrimination in competitions, most of the boys, both males and females, replied that it is not perceived.

We investigated whether adolescents follow sport, focusing on the type of sport followed, whether it is mainly female sport or male sport. It has been found that the majority follow men's sports, both live and through the media. When asked why women's sport is less popular, the reasons most reported by teenagers in Greece are that it is not broadcast by the media and that it is less popular than men's. In Italy, both boys and girls replied that women's sport is not usually broadcast by the media, plus boys replied that they are more interested in men's sport, while girls replied that they are not interested.

As for why women engage in less sporting activity, it emerged from the questionnaires of Greek and Italian boys, that the main reason is the fact that girls do not like physical-sporting activity, followed by the fact that they have fewer opportunities to practice it. In Spain there is a gender difference in the responses, because girls respond that the main reason is that they have fewer opportunities to practice it, while boys report that women do not like sports.

We asked them if they have ever seen any cases where there has been a harassment or assault on a woman who practiced sports, and most of them said no: in Italy there is a significant difference between boys and girls, who were mostly witnesses. Compared to the agent of these harassment or assaults, it is reported to be, in Greece, another athlete or student, while, in Italy, they seem to be more coaches or professors. We then investigated whether they were victims of harassment/mistreatment/aggression in connection with or in the context of sporting activity and most of them answered no. In Greece, adolescents have had these

experiences, most appear to be due to a classmate and, to a lesser extent, from a physical education coach or teacher. In Italy, boys report male companions, male coaches and sporting opponents as agents, while girls report male and female schoolmates and male coaches.

Finally, investigating gender stereotypes in sport, we asked the kids how much they agreed / disagreed with a number of statements. The results of the three countries show that, in general, most adolescents disagree with the claims about stereotypes, although it is interesting that, by investigating gender differences, boys show more gender stereotypes in sport than girls. In Italy and Spain, there are no differences compared to the statement *“a girl who does a lot of sporting activity is less feminine”*, on which both disagree more, while there is a difference compared to the statements *“a boy who does dance is less masculine”*, on which boys are significantly more in agreement than girls.

Instead, in Greece, children are found to agree more with both of the previous statements. Regarding the fact that girls are equally capable of practicing sports, it is noted that boys disagree significantly more than girls, in all three countries.

The statement *“there are sports that are more appropriate for girls and others that are more appropriate for boys”* do not find gender differences on the part of Greek teenagers, however, in Italy and Spain, boys agree more girls.

With respect to the topic of menstruation, girls are significantly more in agreement than boys on the fact that these should not be an obstacle to the practice of sporting activity, found in the questionnaires of all countries.

Conclusions on adults' report

In general, in all three countries, mean scores are reported in adult responses, although men's scores are higher compared to women's scores across all sections of the questionnaire.

By analyzing the gender differences, non-homogeneous results are found.

With respect to the sections on *“differences associated with gender and its relationship to physical activity and sport”*, *“stereotypes about physical activity and sport associated with gender”* and *“physical education in the classroom and gender”*, we find a significant difference only in the Spanish and Italian questionnaires.

The section *“beliefs about physical activity, sport and gender”* shows a gender difference in the Greek and Spanish analyzes, but not in the Italian ones. Finally, for the *“sport and gender”* section there are differences only in the Italian sample.

This report aims to provide useful suggestions on different aspects of every topics, which can be improved in the future and replicated from others.

List of resources

- **Gender Equality in Sport Proposal for Strategic Actions 2014 – 2020** Approved by the Group of Experts' Gender Equality in Sport' at its meeting in Brussels on 18 February 2014.
- The role of sport in overcoming discrimination and inequalities by Manuela Claysset p. 91-101 in **Third Half, fair play: The values of sport for the fight against homophobia and transphobia** Proceedings of the Conference (Naples, 22 April 2015) edited by Giuliana Valerio, Manuela Claysset, Paolo Valerio, 2017.
- **The qualitative research interview** by Barbara DiCicco-Bloom and Benjamin F Crabtree p. 314-321 Blackwell Publishing Ltd, 2006.

