



Promoting Gender Equality in Sports Leadership

# GENDERWISE

## JOINT REPORT ON CONDUCTED RESEARCH

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## 1. INTRODUCTION

### 1.1. ABOUT THE PROJECT

The GENDERWISE project, under the Erasmus+ Sport programme, aims to promote gender equality in sport through leadership development and educational innovation. This report consolidates findings from national research conducted in Bosnia and Herzegovina, Croatia, Finland, Greece, and Ukraine, providing a comparative analysis of young female athletes' experiences, needs, and aspirations related to gender equality and leadership in sport.

### 1.2. METHODOLOGY

The national partners employed a consistent mixed-methods research methodology:

- surveys with young female athletes (aged 14–26) to assess barriers, motivations, aspirations, and support systems
- semi-structured interviews with mentors, coaches, experts, and representatives from sports and business organizations
- desk research on national educational frameworks, gender equality strategies, and corporate social responsibility (CSR) practices in the sports sector

Sample sizes ranged from 30 to 65 athletes, and all countries ensured geographical, age, and sport-type diversity in participants.

## 2. KEY RESEARCH FINDINGS – YOUNG FEMALE ATHLETES

### 2.1. GENERAL INFORMATION

A total of 274 young female athletes aged between 14 and 26 participated in the surveys conducted across the six partner countries. This group of adolescent and young adult women is actively engaged in sports, many training intensively within structured environments such as sports clubs, federations, or school programs. The consolidated data paints a detailed picture of their demographic background, training profiles, and sport involvement, which is essential to understanding the context in which gender equality interventions must operate.

#### **Age distribution**

The majority of respondents fell into the 14–17 age group, which emerged as the dominant category in nearly all countries. In Finland, 41 out of 65 respondents (63%) were aged 14–17, while in Ukraine, the same bracket represented 41 out of 59 participants (69.5%). Although Croatia does not provide a precise number, the report confirms similar trends in the age of participants. In contrast, Greece, Portugal, and Bosnia had a more balanced age distribution, including a relatively higher proportion of older participants (18–26), many of whom were already transitioning into higher education or professional careers. This age diversity allows for insights into different stages of athlete development and ambition.

#### **Geographic Distribution**

A significant urban bias was present across all datasets. Ukraine reported that 93.2% of its respondents lived in cities. Finland reported that 63 of 65 athletes reside in urban areas, and similar patterns were observed in Portugal and Bosnia and Herzegovina. These figures highlight a disparity in access and visibility between urban and rural athletes, particularly in inland or under-resourced regions. The findings underline the importance of inclusive policies that bridge geographic divides.

## **Educational background**

Educational status varied by country but followed predictable patterns. Secondary education was most commonly reported among athletes in Croatia, Bosnia and Herzegovina, and Finland. Respondents in Greece and Ukraine were more likely to be enrolled in or have completed tertiary education, reflecting their slightly older demographic. In Ukraine and Portugal, a small yet notable group reported attending vocational or technical institutions, suggesting that pathways into sport may be shaped by alternative educational trajectories.

## **Types of sports practiced**

Sporting disciplines ranged widely across all countries. Team sports such as football, basketball, handball, and volleyball were consistently popular. Gymnastics (in its various forms), swimming, martial arts, and athletics also had broad representation. Innovative and niche disciplines such as SUP boarding, Zumba, surfing, korfbal, and smart-device-supported fitness were highlighted in Greece and Portugal, showing the influence of local culture and climate. Bosnia and Greece placed greater emphasis on strength and fitness-based sports, including bodybuilding and weightlifting.

## **Training intensity**

Training loads varied by country, with several reporting exceptionally high commitments. In Finland and Ukraine, a majority of athletes train more than 15 hours per week. Greek athletes tended to train 5–10 hours weekly, with many balancing these commitments alongside employment. Only a small minority in any country reported training less than 5 hours per week, confirming the intense level of engagement across the board.

## **Sport experience**

A large proportion of athletes had long-standing involvement in sport. In Ukraine, 39% had over 10 years of experience, beginning in childhood and extending through adolescence. Similar patterns were reported in Finland and Croatia, indicating a highly dedicated group of young women with substantial knowledge of their sport environments.

## Interpretation and cross-country patterns

The findings reveal a resilient and ambitious cohort of young female athletes who are navigating demanding athletic careers alongside educational and personal development. While the group is diverse in age and sport type, they are united by common challenges, especially geographic inequality, workload management, and unequal access to resources.

These young women represent a high-potential target group for leadership development, provided that interventions are sensitive to their varied backgrounds, institutional affiliations, and sport-specific dynamics. The data clearly calls for targeted support mechanisms that reflect the complexity of their lived experience.

## 2.2. MOTIVATION AND INTERESTS

The motivation and interests of young female athletes across the six participating countries - Bosnia and Herzegovina, Croatia, Finland, Greece, Portugal, and Ukraine reflect a rich, multi-dimensional landscape shaped by individual aspirations, cultural influences, social contexts, and sport-specific pathways.

### Core motivational drivers

Across all national reports, several core motivations emerged consistently:

- **Health and physical fitness:** universally, athletes cited improving or maintaining physical health and fitness as a key reason for engaging in sport. This was especially emphasized in Bosnia, Greece, and Ukraine, where personal well-being, both physical and mental, was highlighted as foundational to sustained participation.
- **Enjoyment and fun:** the intrinsic enjoyment of the sport, expressed as fun, personal fulfillment, or emotional satisfaction, was a dominant motivator in countries like Croatia, Greece, and Finland. This suggests that emotional engagement is crucial for retention, particularly during challenging phases of sport development.
- **Social connections:** socializing and building friendships was a major factor across all countries. Athletes emphasized the importance of peer relationships, team dynamics, and

feeling a sense of belonging, particularly evident in Croatia, Bosnia and Herzegovina, and Greece.

- **Achievement and personal growth:** in Ukraine and Finland, a significant number of respondents were driven by competitive aspirations, including achieving high results, recognition, and preparing for a professional sports career. This was linked to long-term engagement and high training volumes.
- **Role models and family influence:** family support and the influence of parents or friends were repeatedly mentioned as motivational catalysts. Many athletes noted that parents encouraged or introduced them to sport, particularly in Croatia and Ukraine.
- **Cognitive curiosity and learning:** especially in Croatia and Bosnia, young women expressed interest in learning about sport-related topics such as tactics, psychology, and innovation. This shows a desire for intellectual stimulation in addition to physical activity.
- **Leisure and recreation:** in Greece and Portugal, recreational aspects of sport, such as active leisure, prestige, or social media inspiration, were notable. Many athletes engaged in sport not for professional aspirations but as part of a balanced lifestyle.

### Differences across countries

- **Professional orientation:** countries like Ukraine and Finland exhibited stronger links between sport and career ambitions, while in Greece and Portugal, fewer young women saw sport as a professional path, instead valuing it for leisure or community reasons.
- **Training intensity:** motivations appeared to align with training load. For example, in Ukraine and Finland, where athletes often trained 15+ hours weekly, competition and performance were stronger motivators than in Greece or Portugal, where training loads were lighter.
- **Gendered Aspirations:** interest in coaching and leadership appeared across all countries but varied in strength. In Bosnia and Croatia, many young women explicitly expressed a desire to pursue roles in coaching or sports management. In contrast, athletes from Greece and Portugal were less likely to see sport as a long-term career, with fewer indicating interest in leadership roles. Overall, while leadership aspirations are present, they are more prominent in contexts where role models and structural support are more visible.

### 2.3. BARRIERS AND CHALLENGES

Young female athletes across all partner countries face a complex array of structural, cultural, and psychological barriers that hinder their full engagement and advancement in sport. While these challenges vary in intensity and form, several cross-cutting themes emerged consistently from the national data.

#### **Infrastructural and financial limitations**

A prominent barrier reported in nearly all national contexts is the lack of access to adequate sports infrastructure, including training facilities, equipment, and safe environments. This issue is especially pronounced in rural areas and smaller clubs. Coupled with this is a widespread financial burden - costs related to equipment, travel, and competition often fall on athletes and their families, creating exclusionary conditions, particularly for lower-income households (BiH, Greece, Ukraine).

#### **Time constraints and dual burden**

Many athletes cited the difficulty of balancing sports with academic, work, and family obligations. This time pressure is particularly acute during key transition phases (e.g., end of secondary school, entry into higher education or the workforce). In some cases, societal expectations around domestic responsibilities disproportionately impact girls, limiting their available time and energy for training (Croatia, Greece, BiH).

#### **Gender stereotypes and discrimination**

Despite growing awareness, gender stereotypes remain deeply entrenched in the sport systems of all countries involved. Respondents reported instances of being treated unfairly compared to male peers through less media visibility, fewer resources, and restricted leadership opportunities. In Greece and Portugal, athletes noted that certain sports are still perceived as “masculine,” leading to marginalization and ridicule for girls who participate in them.

It's interesting to observe some important differences, like for example in the case of Ukraine, over 85% of female athletes believe that women and men have equal opportunities to succeed in sports,

while in the same time, in Croatia, there's approximately the same number of respondents who think that they do have equal opportunities, and those who oppose that statement. In Bosnia, 71% of respondents think that women and men have equal opportunities, in Greece, on the other hand, only 36,7%, and in Finland 42,9%. In Portugal, there's 48,4% those in favor of this statement, and a little bit more of those opposed.

These differences likely reflect broader cultural, institutional, and historical contexts. In **Ukraine** and **Bosnia**, high agreement may stem from a strong tradition of female participation in sports and less critical engagement with structural inequalities. In contrast, **Greece**, **Finland**, and **Portugal** show lower agreement, possibly due to greater awareness of systemic gender disparities, especially in leadership and coaching roles. **Croatia's** split responses suggest a transitional perception - some progress was acknowledged, but persistent gaps were still felt. Overall, countries with more exposure to gender equality discourse may report less perceived equality due to heightened awareness of structural barriers.

### **Psychological barriers and mental health**

Young athletes reported feelings of self-doubt, performance anxiety, and stress, often exacerbated by external expectations or comparisons with male counterparts. These internal barriers can lead to burnout, dropout, or reluctance to take on leadership roles. Access to mental health support remains limited or stigmatized in most settings (Finland, Ukraine, Portugal).

### **Lack of female role models and mentors**

Across countries, young athletes consistently expressed a desire for more visible female coaches and leaders. The absence of relatable role models contributes to the perception that leadership and coaching are male-dominated fields, reducing girls' aspirations and sense of belonging in these roles (BiH, Croatia, Ukraine).

### **Unequal opportunities in coaching and leadership**

Even when young women express interest in becoming coaches or leaders, they face limited opportunities, information gaps, and insufficient encouragement. Many lack access to structured

leadership pathways or programs that would allow them to build relevant skills and gain practical experience (Finland, Croatia, Greece).

### **Regional and socioeconomic disparities**

Significant regional inequalities exist, particularly between urban and rural contexts. Urban athletes typically have better access to facilities, coaches, and support networks. In contrast, athletes from rural or disadvantaged regions often face additional isolation and fewer chances to advance (Ukraine, Portugal).

Age-related differences in barriers were most clearly reflected in Greece and Finland. In **Greece**, older athletes (18–26) often struggled with balancing sports, work, and higher education, reporting time constraints, fatigue, and limited career pathways as major obstacles. Younger athletes (14–17) were more affected by academic pressure and a need for emotional support, pointing to a greater reliance on coaches and family. Similarly, in **Finland**, older participants expressed concerns about burnout, long-term commitment, and leadership opportunities, while younger ones focused on social belonging and motivation.

In **Portugal**, older athletes informally highlighted structural issues like access to leadership and recognition, whereas younger ones discussed practical barriers like facilities and peer dynamics. **Ukraine**, while statistically finding no significant age-based differences, still showed that both younger and older athletes frequently reported psychological stress, financial barriers, and gender stereotypes, common across all age groups.

Across all countries, gender-related issues such as unequal treatment, stereotyping, and a lack of female role models were widely reported. However, older athletes appeared more aware of and vocal about systemic inequality, particularly in leadership, coaching, and recognition. This suggests that while some barriers are consistent across age groups, their intensity and context shift with age and experience.

## 2.4. LEADERSHIP AND COACHING

Across all national contexts, young female athletes expressed a clear interest in leadership and coaching, though actual experience in these roles was limited. Many respondents saw leadership as important not only for team success but also for building confidence, communication, and organizational skills. However, few had been offered formal opportunities to lead within their teams or clubs, highlighting a persistent gap between aspiration and opportunity.

In Bosnia and Herzegovina, athletes viewed leadership and innovation in sport as highly valuable, and many expressed strong interest in developing skills related to coaching and digital tools. Despite this, most reported having no practical experience in leadership roles, indicating a need for targeted training and mentorship. Croatia showed similar patterns - leadership ambitions were evident, particularly among athletes with longer sport engagement - but many had never held team captaincies or similar positions. **Respondents emphasized the importance of role models and support systems in helping them take the next step.**

In Finland, interest in leadership was widespread, particularly around themes like equality and coaching. While some athletes saw coaching as a future career, others were uncertain, viewing sport more as a personal activity than a professional path. The report highlighted a demand for structured learning on leadership topics, including communication, motivation, and team management. In Greece, fewer athletes expressed interest in coaching careers, often citing low confidence, lack of guidance, or unclear progression pathways. Even so, **most valued the presence of good leaders** and expressed willingness to participate in programs that would build relevant skills.

The Portuguese report highlighted structural challenges that limit the transition of young women into leadership roles. Although some educational programs had been launched, only a small proportion of athletes reported being aware of or participating in them. Coaching was perceived as a potential path mostly by athletes already embedded in competitive systems, while others saw it as less attainable due to cultural stereotypes or insufficient training access.

In Portugal, for example, 45% of respondents reported "more women in leadership roles", yet 82% did not cite concrete examples, suggesting a social desirability bias, which brings into question also similar/same data and the perception from other countries, and other young female athletes.

Across all countries, a recurring theme was the **lack of female role models in coaching and management positions**. Respondents frequently expressed a desire for mentorship from women who had successfully navigated leadership in sport. This absence not only limited inspiration but also reinforced the perception that coaching and decision-making roles were male-dominated and **difficult to access**.

In summary, while leadership and coaching are areas of strong interest for many young female athletes, real opportunities remain scarce. Cultural norms, lack of role models, and limited institutional support continue to constrain the development of young women into these roles. There is strong demand for accessible, practical programs that equip girls with the skills, confidence, and visibility needed to lead, both on and off the field.

## 2.5. SELF-ASSESSMENT AND NEEDS

Young female athletes across all participating countries demonstrated a high level of self-awareness regarding their strengths and areas for improvement. They consistently rated themselves highly in perseverance, teamwork, and motivation, but identified gaps in stress management, emotional regulation, and decision-making under pressure. Many athletes expressed a desire for targeted support in areas such as conflict resolution, mental preparation, and leadership development - skills they viewed as essential for progressing both in sport and in life.

In Ukraine, while 64% of respondents felt confident organizing training sessions or analyzing performance, **fewer than 17% rated their psycho-emotional state as excellent**. A majority described their emotional well-being as merely satisfactory, with nearly one in five reporting frequent anxiety. Around 75% of Ukrainian athletes identified sports psychology and coaching methods as critical learning needs, and most also emphasized interest in digital literacy and leadership topics.

In Croatia and Bosnia and Herzegovina, self-ratings were generally positive for athletic and teamwork skills, but athletes frequently noted the need for better tools to manage pressure, stay

focused, and plan long-term goals. Respondents from these countries expressed strong interest in workshops, mentorship, and access to psychological support, particularly from female role models. Similarly, Finland and Greece revealed strong **demand for more structured personal development programs, particularly for older athletes transitioning into leadership roles.**

In Portugal, self-assessment scores averaged 6.2 out of 10. Although many athletes reported being highly motivated and committed, **just 38% felt fully confident in their progress.** Cultural stereotypes, lack of visibility, and limited support systems were cited as contributing to this confidence gap, even among those actively competing or engaged in federated sport.

A recurring theme across all countries was the need for accessible, practical training that goes beyond technical skill and addresses mental resilience, communication, and leadership. Many athletes were open to using digital tools, such as fitness apps and online learning platforms, **but often lacked structured guidance** in how to use them effectively.

In summary, young female athletes are reflective and motivated but face clear internal and external barriers that limit their full development. Their priorities include psychological support, practical leadership training, and more inclusive, supportive environments, needs that must be addressed holistically to empower the next generation of women in sport.

## 2.6. USE OF MODERN TECHNOLOGIES

Young female athletes across all partner countries show strong interest in using modern technologies to enhance their training, education, and leadership development. Most respondents already use basic digital tools like fitness apps, heart rate monitors, or smartwatches to track performance, and many expressed interest in expanding their digital engagement through structured education, online platforms, and innovative training solutions.

In Ukraine, over 85% of athletes reported active or occasional engagement with new technologies in sport, and 42.4% said they were interested in using tools such as online courses, webinars, and smart devices. Despite this enthusiasm, many identified gaps in understanding how to use more advanced technologies, like VR tools or data analytics, and called for mentorship and practical examples to guide their use.

Similarly, athletes in Bosnia and Herzegovina showed a high level of curiosity and openness toward integrating technology into their routines. While many used smart devices for tracking training, few had experience introducing innovations themselves, indicating a need for empowerment and structured support to move from users to leaders in tech-driven sports environments.

In Croatia, engagement with technology was mostly informal. Athletes reported using apps for tracking basic metrics but had limited exposure to more advanced tools such as performance analysis software. They expressed interest in learning how digital tools could improve their outcomes, but felt that such topics were rarely discussed or taught in their current environments. This suggests a strong need for digital literacy training embedded in sport education programs

Portugal presented a geographic divide: while some athletes and clubs use digital tools effectively, many inland organizations reported not using them due to low digital literacy and lack of infrastructure. This highlights a key equity issue - **digital access remains uneven and must be addressed to ensure all athletes benefit equally.**

In Greece, digital tools such as fitness apps, online games, and smartwatches were positively received, especially among younger athletes. However, **overall adoption remains low**, with clubs showing **reluctance to embrace innovation unless validated abroad.** There was a clear call for gender-sensitive content, mentorship, and visibility through social media to make digital engagement more meaningful for women in sport.

Across all countries, respondents favored blended learning - **combining online and in-person formats** and identified topics like **sports psychology, leadership, and gender equality** as priorities for digital courses. Online learning platforms (e.g., MOOCs), mentorship apps, and digital portfolios were **suggested as powerful tools** for building knowledge, tracking development, and increasing visibility in male-dominated environments.

In summary, young female athletes are digitally curious, motivated, and ready to adopt new technologies but **lack the structured access, mentorship, and training** needed to fully leverage them. Digital tools hold significant potential not only for performance tracking but **also for education**, leadership development, and community-building. To unlock this potential, digital inclusion must be prioritized through equitable infrastructure, targeted training, and integration into formal sport systems.

## 2.7. GENERAL EVALUATION AND RECOMMENDATIONS

Across all partner countries, young female athletes expressed a deep commitment to sport and a strong desire to grow both personally and professionally. While their **overall experiences were positive**, they identified **recurring challenges** related to gender inequality, limited leadership opportunities, psychological pressure, and uneven access to resources. Many athletes called for more structured, inclusive support systems that acknowledge and respond to their specific needs as young women in sport.

A recurring recommendation was to increase the **visibility and presence of female coaches and leaders**. Respondents in countries like Bosnia, Croatia, and Greece emphasized that having **relatable role models** would boost their confidence and motivation, helping them see leadership and coaching as realistic career paths.

**Mentorship** was seen as essential, not only for skill-building but also for navigating sport-related challenges and fostering long-term engagement.

Athletes across reports recommend expanding access to **educational workshops and development programs**, especially in areas like sports psychology, leadership, digital skills, and gender awareness. They prefer blended learning formats that combine practical tasks with short, focused content, allowing for flexible, impactful learning.

Another clear theme was the need for **gender sensitivity training** among coaches, staff, and sport institutions. Respondents noted that some environments still **tolerate outdated stereotypes** or fail to respond adequately to gender-based bias. Suggested interventions included mandatory training, stronger reporting mechanisms for discrimination, and balanced media coverage of women's sports.

Financial support was a consistent concern. Athletes in nearly all countries reported unequal access to equipment, travel budgets, facilities, and sponsorships. Many stressed the need for transparent and equitable resource allocation, as well as scholarship programs, especially for athletes from rural or under-resourced backgrounds.

Finally, respondents expressed a desire for **more involvement** in decision-making through feedback mechanisms, athlete councils, or participatory planning. They want to be heard and

empowered, not just trained, recognizing that shaping their sport environments is key to sustaining progress.

In summary, young female athletes are ready to lead, innovate, and thrive, but they need **targeted support**, visibility, and inclusion to do so. Their recommendations offer a clear roadmap for institutions committed to advancing gender equality and empowering the next generation of women in sport.

### 3. KEY RESEARCH FINDINGS – EXPERTS

#### 3.1. GENERAL OVERVIEW

In the table below, a sample of experts who were surveyed is provided, separated into male and female for an overview of gender balance and positive discrimination in regard to more female participants. Following that, experts interviewed are given also separated into male and female.

Country	Experts Surveyed (Total)	Women	Men	Experts Interviewed	Women	Men
<b>Croatia</b>	36	21	15	19	12	7
<b>Ukraine</b>	18	15	3	10	7	3
<b>Portugal</b>	33	10	23	11	2	9
<b>Greece</b>	10	7	3	10	7	3
<b>Bosnia &amp; Herzegovina</b>	9	8	1	9	8	1
<b>Finland</b>	11	4	7	10	5	5
<b>Total</b>	117	65	52	69	41	28

### **Total summary – experts surveyed (All countries)**

- **Experts surveyed: 117**
  - **Women: 65**
  - **Men: 52**
  - **Female representation: 55.6 %**
  - **Male representation: 44.4 %**
- 

### **Total summary – experts interviewed**

- **Experts interviewed: 69**
- **Women: 41**
- **Men: 28**
- **Female representation: 59.4 %**
- **Male representation: 40.6 %**

The GENDERWISE research engaged a total of 116 experts across six partner countries through expert questionnaires and semi-structured interviews. Participants included coaches, former athletes, sport managers, academics, educators, and federation officials, all actively working in or influencing sport systems. Most experts had 15 to 25 years of professional experience, and many had transitioned from athletic careers into leadership, governance, or teaching roles.

This expert group offered rich, first-hand insights into the cultural, structural, and institutional dynamics that shape gender roles in sport. Their diverse experiences across coaching, governance, education, and advocacy form a critical foundation for the GENDERWISE project’s learning tools, policy recommendations, and leadership development strategies.

Semi-structured interviews were conducted using a two-part format: an initial questionnaire comprising 44 structured questions, followed by an in-depth conversational segment. This approach aimed to elicit deeper insights into the key themes of the research and to gain a clearer understanding of the current state of gender equality in the field of sport.

The questionnaire was open, as it's visible from the table above, for a larger number of former athletes, coaches, leaders, and other sports experts and enthusiasts, while the interviews were conducted for a minimum of 9 participants, whereas the maximum number of interviewees is 11, for an in-depth analysis.

### 3.2. PROFESSIONAL TRAJECTORIES AND EXPERIENCE IN SPORT

Across all participating countries, the expert and stakeholder participants showcased extensive and diverse professional pathways in sport. A majority began their careers as **elite or competitive athletes**, later transitioning into roles such as **coaches, sport trainers, educators, administrators, or federation officials**. This evolution from performance to leadership and policy roles reflects a sustained commitment to sport, often spanning **15 to 25+ years** of continuous involvement.

Many respondents currently hold **dual or cross-sector roles**, combining administrative work with hands-on coaching or education. Their affiliations range from **national sport federations and Olympic committees** to **universities and local clubs**, positioning them at the intersection of policy and practice. This dual perspective allows them to assess both strategic and operational barriers to gender equality.

In **Croatia**, experts reported rich professional backgrounds including roles as national/international coaches, federation executives, and academic professionals. International experience, especially in countries with more gender-equal sport systems, was cited as influential in shaping their advocacy for inclusive reforms.

Similarly, **Bosnian** experts described trajectories that often started with high-level athletic competition and later moved into governance, training, or sport development. Most have formal sport-related education or certifications, and their career pathways reflect steady engagement with both practical and institutional aspects of sport.

In **Ukraine**, 100% of expert respondents were former athletes, with nearly 78% holding national or international sport titles. They now work in coaching, management, or sport education. The group is largely female and brings both a competitive and administrative lens to gender issues in sport.

The **Greek** expert sample included coaches, educators, and personal trainers, often working in multiple roles such as school-based physical education and private sector training. They

represented a wide range of disciplines from martial arts and team sports to fitness and aquatic sports and emphasized the connection between early participation and career longevity, meaning those who began sport early in life were more likely to build long careers in the field - sometimes transitioning from athlete to coach, educator, or sport leader. This reflects both **personal dedication** and the **accumulated experience** that early engagement tends to foster.

**Portugal's** experts also displayed varied career paths, with strong representation from both urban (Lisbon) and inland regions. While leadership progress is more visible in some coastal disciplines like surf, many experts described stagnation or resistance to change in traditionally male-dominated sports such as football or cycling.

**Finland** presented a well-balanced group of male and female coaches and former athletes. Respondents were active in sport education and coaching, with a focus on promoting inclusive coaching environments for young women. They highlighted a gradual, though still incomplete, shift toward recognizing and supporting women's career development in sport.

A cross-country finding is that **career advancement for women in sport often follows an informal and nonlinear path**, shaped by personal networks, mentorship, and individual perseverance rather than structured institutional support. Despite impressive qualifications, many women reported needing to “prove themselves” more than their male peers and facing restricted access to leadership opportunities.

Overall, the experts' career experiences underscore a critical dynamic: **gendered trajectories in sport are not just personal stories but reflections of systemic structures**. Their insights provide both credibility and urgency to the project's calls for more inclusive, transparent, and supportive pathways for women in all areas of sport.

### 3.3. PERCEPTIONS OF GENDER EQUALITY IN SPORT ENVIRONMENT

Across all participating countries, experts and stakeholders generally perceive **modest but uneven progress** toward gender equality in sport. While awareness has grown and some institutional improvements have been noted, **significant disparities** remain, particularly in leadership positions access, funding, recognition, and decision-making influence.

In **Bosnia and Herzegovina**, experts expressed moderate satisfaction with the state of gender equality in their environments, with assessments ranging from 4 to 8. **Female respondents**

**consistently rated the situation less favorably than men**, citing underrepresentation, limited decision-making roles, and persistent stereotypes. Male-dominated sports like football and combat disciplines were flagged as especially exclusionary, with few or no women in leadership or coaching positions.

In **Croatia**, experts rated gender equality in their professional sport environments at an average of **8.5/10**, but this masked a clear gender gap: **7.33 among men** and only **5.33 among women**. Several respondents described symbolic inclusion of women in leadership, e.g., fulfilling quotas without real authority, and noted that informal power structures often excluded women from key opportunities.

**Ukrainian** experts gave a median assessment of **8** for gender equality in their environments. Still, 44.4% believed that men had significantly more opportunities than women, and 55.6% noted that women had to “prove themselves” more to advance professionally. While 72.2% felt supported by their colleagues, many highlighted a **disconnect between policy and practice**, especially in leadership and coaching access.

This research clearly illustrates that, even when policies aimed at promoting gender equality are in place, they often suffer from insufficient oversight, weak monitoring mechanisms, and ineffective implementation. As a result, a gap emerges not only between policy and practice but also between how different groups (across countries, cultures, and genders) perceive progress. These discrepancies reflect deeper societal and institutional dynamics, where formal commitments to equality are not always matched by meaningful change in practice.

In **Greece**, 70% of the interviewed experts were women, most of whom described enduring **structural and cultural barriers**. Despite improvements in visibility and entry into coaching, women still face exclusion from decision-making roles and continue to experience unequal pay and recognition. Experts stressed the need for institutional reforms, inclusive education, and grassroots-level investment to foster cultural change.

**Portugal’s** experts illustrated a “**self-assessment paradox**” in their responses. While gender equality was widely viewed as important, the average assessment score was only **6.27/10**, and **nearly 70% acknowledged continuing inequalities**. Specifically, **63.6% reported pay inequality**, **54.5% noted underrepresentation in leadership**, and **78.8% cited cultural**

**stereotypes** as enduring barriers. Regional divides were also emphasized, with more conservative inland regions offering fewer opportunities for women in sport.

In **Finland**, although gender equality is an institutional priority at the national level, experts noted that concrete changes in the sport sector remain limited. Much of the progress has been driven externally, such as by international federation requirements, rather than through proactive national initiatives. Women continue to face low representation in elite coaching and limited access to career development pathways, despite a generally high level of awareness.

In summary, expert assessments show that **gender equality in sport remains aspirational rather than fully realized**. Female experts consistently rate their environments as less equal than male counterparts, and data across all countries confirms a **mismatch between formal equality frameworks and everyday realities**. Persistent challenges like symbolic leadership, gender bias, unequal pay, and exclusion from informal networks underscore the need for more robust, enforceable strategies that go beyond simply awareness to deliver structural change.

It's also important to observe differences in male/female responses, which impose a critical lens on how gendered experiences shape perceptions of equality, as mentioned earlier in the report, even within the same institutional environments.

Across the national reports, **female experts consistently assessed gender equality less favorably than their male counterparts**, highlighting disparities that may be less visible or less personally experienced by men in similar roles. This divergence suggests that while men may perceive formal policies or surface-level inclusion as indicators of progress, women are more attuned to **underlying, personally experiencing structural barriers**, such as limited influence in leadership, unequal access to networks, or persistent stereotypes. These differences reinforce the need to incorporate **gender-disaggregated data** in both assessment and policy design, as relying on average scores can obscure critical gaps. Recognizing these contrasting perceptions is essential for developing interventions that are **not only inclusive in intent but also effective in addressing lived inequalities**.

### 3.4. BARRIERS AND CHALLENGES FACING WOMEN IN SPORT

Experts and former athletes across all participating countries consistently identified a wide array of barriers that restrict women's access to leadership, coaching, and long-term professional development in sport. While national policies and awareness have improved in recent years, stakeholders emphasized that deep-rooted structural and cultural obstacles continue to limit real progress.

A central issue raised in nearly every country was the **underrepresentation of women** in decision-making and technical roles. Experts from Portugal, Croatia, and Ukraine noted that even when formal gender equality policies exist, women are **frequently appointed to symbolic roles** without actual influence. In Portugal, for instance, **only 12%** of technical positions are held by women, despite high levels of female participation at grassroots levels.

Cultural perceptions of **leadership as inherently masculine** were repeatedly cited as a foundational barrier. In Portugal, 85% of interviewed experts described leadership using traditionally male-coded traits, and 78% referenced the persistence of “macho mentalities” in sport structures. Similar views emerged in Greece and Ukraine, where experts described how these cultural norms reinforce male dominance in coaching and administration.

Work-life balance pressures, especially around caregiving and family responsibilities, were flagged as a gendered structural challenge. Female professionals often face incompatible working hours, a lack of childcare support, and inflexible scheduling. Croatian and Portuguese experts described how these pressures push women out of long-term sport careers or discourage them from taking on leadership roles, especially in contexts where **male counterparts are not expected to make similar sacrifices**.

Financial inequality also remains a major constraint. Experts in Bosnia and Herzegovina and Ukraine reported that **women are consistently paid less**, are less likely to receive bonuses or sponsorships, and have fewer resources to develop professionally. In Portugal, 63.6% of experts acknowledged pay inequality, while 58% observed salary gaps between male and female staff reaching **30% or more**.

A significant concern raised by experts in nearly all countries was the lack of female role models and structured mentorship. Many professionals described how women's advancement often relies

on informal networks, which are male-dominated and difficult for women to access. Without visible leaders or support systems, emerging female professionals are often left without guidance or sponsorship for advancement.

Psychological and interpersonal barriers were also discussed. Experts, particularly women, described environments where they felt they had to continually prove their competence and where **their authority was questioned more readily than that of male colleagues**. These pressures, combined with isolation in male-heavy leadership environments, can lead to **disengagement or burnout**.

Finally, many respondents pointed to a disconnect between gender equality policies and implementation. While gender strategies exist on paper in many federations and institutions, experts described a lack of enforcement, monitoring, and accountability. This often results in superficial commitments to inclusion without real structural change or measurable outcomes.

In summary, expert and stakeholder interviews highlight how gender inequality in sport is sustained not only by overt discrimination but also by **institutional inertia, cultural bias, and structural exclusion**. Addressing these barriers requires moving beyond policy declarations to build **systematic support, visible role models, transparent career pathways**, and institutional accountability that ensures women are not just present in sport leadership **but empowered** within it.

### 3.5. GOOD PRACTICES AND EXAMPLES OF PROGRESS

Despite the persistent challenges facing women in sport, expert interviews across the six participating countries highlighted numerous encouraging practices and emerging models of progress. These initiatives reflect a shift from abstract policy commitments to **tangible actions that promote gender equity**, particularly in leadership, coaching, visibility, and access to professional development.

In **Bosnia and Herzegovina**, several high-impact initiatives demonstrate what sustained local leadership and international collaboration can achieve. The **Women4Sport Erasmus+ Project**, led by the Olympic Committee, was praised for promoting gender equality in sport governance across the Western Balkans. At the elite level, the **Ski Federation's decision to implement equal prize money** was described as a landmark achievement. Locally, **AK Sloboda-Tehnograd Tuzla**,

with an entirely female-led executive team, represents a model of gender-inclusive club governance. Experts also highlighted grassroots innovations, such as mixed-gender competitions supported by progressive coaches and inclusive training schools founded by former athletes.

In **Croatia**, experts pointed to the sport of **volleyball** as a field with comparatively high female representation in leadership and technical roles. This was attributed to a combination of institutional culture, strong female leadership, and deliberate integration efforts. **Mentorship programs**, both formal and informal, were repeatedly cited as effective in building leadership capacity and confidence. Dual-career development initiatives were also recognized, offering structured support to women transitioning from athletic careers to coaching or administration. Experts underscored the importance of EU-funded programs and transnational cooperation in sustaining these practices.

**Portugal's** national report presented one of the most data-rich examples of structured good practices. **Mentoring programs** like the *New Leaderships* initiative were cited by 70% of interviewees as effective, though only **22% of women trained through it assumed roles in federations**, suggesting the need for broader structural reinforcement. **MOOCs and digital platforms** were valued by 51.5% of experts for their accessibility, especially for those in rural areas, though low digital literacy remains a barrier. A **15% reduction in female dropout** was reported following an Erasmus+ initiative at Ericeira Surf Clube. Importantly, experts noted strong **regional disparities**, with 89% of initiatives concentrated in Lisbon, limiting impact in inland regions.

In **Greece**, good practices were often tied to **grassroots and community-driven initiatives**. Experts highlighted local programs like the “*Woman Community*” project and inclusive basketball initiatives that boosted female participation in conservative environments. Legal mechanisms, such as **quotas for female coaches in basketball**, were seen as positive steps, though many emphasized the need for more enforcement and funding. **Digital learning platforms** and **online branding tools** were recognized for their role in professionalizing female coaching careers, especially in regions where structural support remains weak.

**Ukraine's** progress was marked by examples of **corporate social responsibility**, quota-based inclusion, and international program replication. Experts noted the work of the **National Olympic Committee**, which integrates gender equality into leadership strategies, although constrained by

funding. **Companies like Red Bull Ukraine** were also recognized for directly sponsoring female athletes and adopting gender equality as a business principle. Around **50% of expert respondents** supported scholarships and grants for women in sport leadership, and 22.2% emphasized the need for gender indices and public ratings to promote institutional transparency.

In **Finland**, while fewer flagship programs were identified, experts pointed to the **integration of gender equality content into coach education** and the growing awareness of digital innovation in professional development. Most respondents had over 15 years of experience, and several emphasized the value of **internationally mandated initiatives**, such as FIBA's female coaching quotas, in forcing change where local inertia persists.

### **Key trends and common findings**

- **Mentoring** was the most frequently cited practice across countries. While effective, its impact depends on institutional backing - Portugal provides a structured example of formalized mentorship and leadership initiatives, while Croatia shows emerging practices with strong potential but still limited institutional integration.
- **Digital education tools (e.g., MOOCs)** were widely valued, especially in Croatia, Portugal, and Greece, but their reach is uneven due to regional disparities and infrastructure limitations.
- **Legal quotas** are viewed as necessary but insufficient alone; their success relies on implementation, post-selection support, and visibility of female role models.
- **Progress varies by region, sport, and age** - urban centers tend to see more progress; traditionally male-dominated sports (e.g., football, cycling) remain resistant.
- **Female experts are more critical and attuned** to the limitations of current initiatives, while **male respondents often reported greater optimism**, particularly in environments with surface-level inclusion policies.

### 3.6. ROLE OF INNOVATION AND DIGITAL TOOLS

Experts and professionals across all six participating countries strongly affirmed the transformative role of digital tools in enhancing **education, mentorship, leadership visibility, and structural access** for women in sport. Digital innovation is no longer seen as a secondary support mechanism, but as a strategic enabler of gender equity, particularly in contexts marked by geographic isolation, institutional inertia, or traditional hierarchies.

In **Croatia**, expert interviews emphasized that digital tools such as **MOOCs (Massive Open Online Courses)**, hybrid coaching modules, and digital mentorship expand opportunities for female professionals, especially those balancing sport with family or rural constraints. Online platforms offering asynchronous learning and micro-credentialing were praised for their **flexibility and inclusiveness**. Digital mentorship was also cited as a scalable solution for bypassing informal, often male-dominated networks, allowing women to build supportive, structured professional relationships and networks in their own community, on a national level, but also across borders.

Experts in **Bosnia and Herzegovina** similarly noted that **70% of surveyed professionals use digital technologies**, from video analysis to virtual learning environments. MOOCs and webinars were seen as valuable for their accessibility and potential to combat professional isolation. Experts emphasized that these tools **foster peer learning, support networks, and knowledge exchange**, especially for women in smaller sport systems.

In **Ukraine**, **77.8% of experts confirmed regular use of digital technologies** in their work, and **88.8% supported the introduction of online education programs** for further leadership and coaching development. Experts emphasized that digital tools increase transparency, reduce gendered gatekeeping, and provide accessible training routes for women entering technical roles. However, they also highlighted the need for additional motivation and structural incentives to encourage uptake and sustained engagement.

**Greece** presented a more cautious landscape. While experts acknowledged the value of digital education (webinars, Coursera, branding via social media), many noted that **adoption within sport federations remains slow**. Still, the SheCOACH project was highlighted as a successful blended learning model, combining **online modules with in-person mentorship**, specifically designed to

improve female representation in coaching. Experts called for **gender-sensitive content** in digital platforms to address confidence gaps and relevant barriers for women in sport leadership.

In **Portugal**, experts saw digital tools as especially impactful in **bridging regional disparities**. **51.5% of stakeholders valued MOOCs**, particularly for those in inland regions. Yet, challenges such as **digital literacy and unequal internet access** were frequently mentioned, highlighting the need for inclusive, accessible design. Cross-mentoring platforms and online certification were encouraged to help democratize leadership development and reduce dropout in mid-career stages.

**Finland's** expert responses emphasized the **strategic use of digital tools for leadership visibility and capacity-building**. Online campaigns, educational portals, and virtual mentorship were seen as key to advancing women's professional standing. Experts highlighted **digital storytelling and interactive dashboards** as promising tools to document success, track gender indicators, and challenge institutional bias. However, they noted that progress relies on **strong partnerships with universities, tech providers, and civil society** to ensure scalability and cultural adaptation.

### Comparative analysis and observations across countries and other differences

- **Digital education (MOOCs, webinars, toolkits)** is the most widely endorsed innovation. Support ranges from **51.5% in Portugal** to **88.8% in Ukraine**, where experts see it as critical for leadership development.
- **Mentorship platforms** were prioritized in Croatia, Finland, and Greece, especially as a method to formalize informal support networks and extend reach across geographies.
- **Cross-sector collaboration** with academic institutions, NGOs, and tech developers was emphasized in Finland and Croatia as essential for designing sustainable, adaptable tools.
- Experts across all countries warned that digital inclusion is not guaranteed. **Barriers such as cost, infrastructure gaps, and low digital literacy** persist, particularly in rural or marginalized communities.
- There is a gendered digital divide: **female experts generally saw more transformative potential** in digital tools, whereas male experts focused more on implementation feasibility or technical function.

In conclusion, digital innovation is recognized not only as a tool for learning but as a **structural mechanism to equalize access, visibility, and agency** for women in sport. To realize its full potential, however, innovation must be matched with **inclusive design, targeted funding, and institutional commitment**. Countries that integrate digital strategies with formal mentorship, monitoring, and public accountability stand to lead the way in building more equitable sport ecosystems.

### 3.7. STRATEGIC RECOMMENDATIONS FOR ADVANCING GENDER EQUALITY IN SPORT

Expert interviews across all six countries coalesced into a strong consensus: **structural transformation is essential** for achieving meaningful and sustainable gender equality in sport. While awareness has increased and isolated initiatives have had visible success, respondents were clear that **systemic, multi-level strategies are required** to shift the landscape from fragmented efforts to coordinated, institutionalized action.

**Education and certification reform** ranked among the top priorities. Experts across Croatia, Portugal, Bosnia and Herzegovina, and Ukraine called for **mandatory integration of gender-sensitive content** into coaching licenses, sport management programs, and federation training systems. Instead of one-off seminars, they advocated for standardized, regularly updated curricula covering **inclusive leadership, bias awareness, and gender equity policy**.

**Mentorship and sponsorship structures** were also frequently highlighted as essential. Experts stressed the need for **institutionalized mentoring systems** that connect experienced women with younger professionals, particularly in coaching, governance, and high-performance sports. In Portugal, **cross-mentoring models inspired by international practices** were backed by public-private partnerships and included impact metrics like **a 25% projected increase in female coach retention**.

**Gender quotas**, while sometimes debated, were generally seen as necessary by a majority of experts. In Croatia, Portugal, and Bosnia, experts agreed that quotas, when paired with leadership training and transparent processes, could break through persistent exclusion. For instance, **Portugal recommended 40% representation in technical roles by 2030**, and Croatia emphasized the importance of **monitoring and follow-up support** to ensure that quota-based appointments are effective and not symbolic.

**Dedicated funding** was consistently named as a critical enabling condition. Without clear, earmarked budgets for gender equality, many initiatives fail to scale or sustain impact. Experts proposed **national-level funding streams, grants for women-led projects, and financial incentives** tied to diversity targets. In several cases, **Erasmus+ or EU-backed programs were cited as successful**, but reliant on external support, underscoring the need for domestic resource allocation.

Respondents from Finland, Portugal, and Ukraine recommended that federations **collect and publish gender-disaggregated data** on leadership, budgets, program participation, and outcomes. In Portugal, experts proposed a **National Gender Observatory in Sport**, modeled after the EU equity index, to centralize monitoring, issue public reports, and provide certification for compliant organizations.

Finally, experts from all countries stressed that strategic progress must include **cultural transformation** alongside institutional reform. This includes not only reducing stereotypes and increasing female visibility but also embedding **inclusive values in everyday practice**. Several warned against dependence on “champions” or goodwill alone, emphasizing that **equality must become systemic and self-sustaining** through robust policies, leadership succession planning, and aligned incentives.

#### **Core recommendations:**

- **Mandatory gender equity training** in all certification and academic pathways
- **Structured mentorship and sponsorship programs**, institutionally supported
- **Progressive quotas**, paired with capacity-building and monitoring
- **Dedicated public funding** and financial incentives tied to outcomes
- **National observatories and data systems** to track and report progress
- **Cultural change strategies**, including public campaigns and internal education

These recommendations, grounded in the lived experience of professionals, reveal a shared vision: **equity in sport will not be achieved through isolated programs or individual effort alone**. It requires coordinated, evidence-based, and deeply embedded strategies that span institutions, policies, and mindsets.

## 4. INTERVIEWS WITH ORGANIZATIONS (CSR)

### 4.1. INTRODUCTION AND GENERAL OVERVIEW

In addition to individual interviews with former athletes and various experts and professionals, the GENDERWISE research engaged a range of sport organizations, clubs, federations, and companies involved in sport governance, development, and corporate social responsibility (CSR). These entities play a crucial role in shaping institutional norms, allocating resources, and designing programs that influence gender dynamics within the sport ecosystem.

The interviews aimed to capture organizational attitudes, strategies, and practices related to gender equality, with a particular focus on CSR initiatives, internal policies, and public commitments. Participants represented both public and private sector organizations, operating at local, national, and international levels. Their insights provide a structural and strategic perspective on how institutions interpret, implement, and measure gender equity goals as well as how they balance these efforts with operational demands and cultural realities.

This section explores the ways in which organizations approach gender equality, the mechanisms they use to promote inclusion, and the institutional barriers they face. It also examines innovative practices, accountability frameworks, and the influence of external pressures such as funding conditions or media visibility, driving progress in the field.

In total, **21 organizational interviews** and **25 organizational questionnaires** were completed across the six participating countries. The respondents represented both public and private institutions, with experience ranging from grassroots sport to national-level governance.

#### **Organizational Engagement by Country:**

- **Portugal:**
  - **2 interviews, 13 questionnaires**
  - Organizations spanned federations, clubs, and associations, primarily based in Lisbon and coastal regions, but with some inland representation.

- **Croatia:**
  - **2 interviews, 4 questionnaires**
  - Included educational institutions, local clubs, and sport governance bodies, providing a range of institutional perspectives.
- **Greece:**
  - **1 interview, 1 questionnaire**
  - Focused on smaller, private-sector sport organization with developing CSR awareness.
- **Bosnia and Herzegovina:**
  - **1 interview, 1 questionnaire**
  - The Olympic Committee served as the main institutional voice, providing insight into national CSR policy and implementation.
- **Finland:**
  - **1 interview, 1 questionnaire**
  - Represented by stakeholders embedded in coaching and education institutions with strategic insight into digital and structural inclusion.
- **Ukraine:**
  - **1 interview, 4 questionnaires**
  - Involved sport organizations with varying levels of gender policy development, highlighting challenges in aligning practice with policy.

Overall, the organizational sample provided a **multi-layered view of institutional practices**, revealing both promising strategies and structural limitations. This input was essential for understanding how gender equality goals are operationalized or obstructed at the organizational level, especially through CSR, and for identifying opportunities for targeted support, accountability, and innovation within the sport ecosystem.

## 4.2. EXAMINATION OF RESULTS AND ANALYSIS

Interviews with sport organizations (their representatives) across the six countries revealed a **growing awareness and partial integration of gender equality goals**, particularly through corporate social responsibility (CSR) frameworks. However, implementation remains fragmented, with major discrepancies between stated values and actionable strategies.

### Key insights:

- **High self-assessment, low structural change**

Many organizations rated their gender equality practices highly - **46.2% in Portugal scored themselves 10/10**, for example, but on the other hand, interviews uncovered inconsistencies between these ratings and actual policies or practices. In Croatia and Portugal, this gap was attributed to **social desirability bias and a lack of internal accountability systems**. This research deliberately adopted a two-part interview approach to ensure both breadth and depth of insight. The initial questionnaire allowed for the collection of general information in a format that offered respondents greater flexibility and reduced pressure, encouraging candid responses. Building on these initial inputs, the subsequent interviews were tailored to explore key themes in greater depth, enabling more targeted and context-specific discussion based on the patterns and perspectives identified in the first phase. This structure ensured a more nuanced understanding of organizational practices and challenges related to gender equality in sport.

- **Financial dependency and resource gaps**

Across Portugal, Bosnia, and Ukraine, respondents emphasized that CSR initiatives focused on women in sport often **depend heavily on external funding**, particularly Erasmus+ or NGO partnerships. In Portugal, **92.3% cited lack of sponsorship as the main obstacle**, and only a small minority had independent CSR budgets. This approach also offers insight into the broader significance of the GENDERWISE project, underscoring the clear need for coordinated action at the European level. By capturing both the surface perceptions and the underlying structural realities within sport organizations, the research reinforces the value of a transnational initiative aimed at addressing persistent gender inequalities through evidence-based, context-sensitive strategies.

- **CSR without strategy**

While informal initiatives and “organic commitments” to gender inclusion were common, few organizations had **structured plans or measurable outcomes**. In Greece and Finland, CSR appeared more **ad hoc**, driven by individual initiative rather than institutional frameworks.

- **Geographical disparities**

Regional inequalities were raised repeatedly. **Lisbon-based organizations accounted for 77% of CSR initiatives in Portugal**, while inland and rural areas struggled with infrastructure, mentorship access, and staff capacity.

- **Women as designers, not just beneficiaries**

Several reports highlighted the importance of involving women **in leadership roles within CSR projects**, not merely as passive recipients. In Bosnia and Herzegovina and Croatia, successful projects like *Women4Sport* and *Sport Zajedno* were noted for their inclusive frameworks, **placing women as role models**, coordinators, and mentors.

- **Resistance and generational divide**

Interviews revealed **generational resistance** to gender policies in some organizations, particularly where male-dominated leadership is entrenched. In Portugal, this was described as a divide between “analogue leadership and digital expectations” in organizational culture.

### **Common recommendations from respondents:**

1. **Integrated national strategy**

A recurring call across Portugal, Croatia, and Ukraine was for a **national plan or observatory** to centralize efforts, monitor progress, and connect local actions with broader policy frameworks.

2. **Dedicated funding and sponsorship training**

Clubs and federations called for stronger financial support mechanisms, including **tax incentives, public-private partnerships**, and targeted **capacity-building initiatives**, to ensure sustainable funding for gender equality programs. In Portugal, one proposed measure was a “**Team +40**” **certification**, awarded to clubs with at least 40% female

representation in leadership, linked to **potential fiscal benefits** as a way to reward and encourage inclusive governance.

### 3. **Contextualized training**

Organizations recommended tailored modules/training for **female leadership in rural areas, inclusive CSR communication, and digital certification** to bridge capacity gaps, particularly in under-resourced regions.

### 4. **Cross-mentoring networks**

Institutional partnerships between experienced organizations and less advanced ones were seen as key to **scaling good practices** and reducing isolation. Platforms for experience-sharing and peer learning were proposed across multiple reports.

### 5. **Better use of digital tools**

Digital training platforms, certification systems, and visibility tools (like storytelling and dashboards) were seen as essential to expand access, track progress, and reshape narratives, though low digital literacy remains a barrier in some regions.

In conclusion, sports organizations show increasing willingness to engage with gender equality and CSR, but their efforts are often constrained by **limited resources, weak policy enforcement, and cultural resistance**. Strengthening institutional commitment, building capacity through training and funding, and improving data accountability are critical steps toward turning intentions into sustained action. When organizations embed gender equity into the **core of their mission, not just as an external obligation**, sport becomes a more inclusive, responsible, and future-oriented sector.

## 5. COMPARATIVE ANALYSIS OF MODULE TOPICS (DESK RESEARCH)

The primary objective of the comparative analysis was to assess the extent to which key thematic areas identified for inclusion in the forthcoming educational program and e-learning MOOCs are currently addressed in existing materials. These thematic modules will serve as the foundation for the development and delivery of structured learning content within the GENDERWISE project. The planned module topics include the following:

1. Leadership
2. Coaching
3. Men as allies
4. Promoting women's participation in sports boards and management
5. Promoting equal opportunities for career advancement in sports
6. Socially responsible business in the sports sector.

The following table illustrates the extent to which each of the six thematic modules is currently covered in existing educational programs across the partner countries, based on the materials analyzed during the desk research. It is evident that **Module 6: Socially Responsible Business in the Sports Sector** is the **most underrepresented** topic, with no significant coverage identified in any of the participating countries. This is closely followed by **Module 3: Men as Allies**, while **Module 5: Promoting Equal Opportunities for Career Advancement in Sport** also shows a limited presence across national materials.

This pattern reveals a concerning gap: across all six countries, there is a noticeable absence of structured educational content, whether through formal programs, targeted courses, or integrated curricula, addressing these key areas. However, this finding reinforces one of the core premises identified in the preliminary research phase of the GENDERWISE project proposal: the **clear and urgent need for structured, accessible, and inclusive educational resources** to address persistent gender imbalances in sport.

Country	Leadership	Coaching	Men as Allies	Promoting women's participation in sports boards and management	Promoting equal opportunities for career advancement in sports	Socially responsible business in the sports sector.
Ukraine	✓	✓	◇ (weak)	◇ (theory only)	✗	✗
Greece	✓ ✓	✓ ✓	✓	✓ ✓	✓ ✓	◇
Croatia	✓	✓	✗	◇	✗	✗
Portugal	✓ ✓	✓	✗	✓	✓	◇
Finland	✓	✓	✗	✓	◇	✗
BiH	◇	◇	◇	✗	✗	✗

The goal of the research was to identify, if possible, at least 4 existing programs, courses, learning materials, curricula, or other, addressing the previously mentioned topics. In the following sections, each topic is analyzed based on the information gathered through the desk research.

### 5.1. LEADERSHIP

The comparative analysis of existing educational materials across the six partner countries revealed that **leadership** is one of the most consistently addressed topics, though the **depth, format, and gender sensitivity** of that content vary significantly.

In **Greece**, leadership is well-integrated into both academic and policy frameworks. Programs such as *SheCOACH* and the university-level course “Gender and Sport” offer structured and targeted content aimed at enhancing women’s leadership capacities in coaching and governance. Policy documents, including the National Action Plan for Gender Equality, also prioritize leadership development, though implementation beyond pilot initiatives remains a challenge.

**Portugal** similarly demonstrates strong national engagement with this topic. The *New Leaderships Programme*, supported by the Olympic Committee and public institutions, provides formal leadership training and mentoring for women in federations. Leadership is also emphasized in

national ethics and inclusion strategies, though the concentration of programs in urban regions like Lisbon highlights persistent regional disparities.

In **Croatia**, leadership training is offered primarily through non-formal education. The Croatian Olympic Committee and NGOs conduct workshops focused on soft skills such as communication and advocacy, which are relevant to leadership roles. However, the lack of integration into official certification pathways limits the scalability and institutional impact of these efforts.

**Ukraine** includes leadership content in broader educational programs for coaches and school-based sport professionals. These materials tend to focus on general leadership skills such as role modeling and team coordination but lack a gender-specific approach, which limits their effectiveness in addressing gender inequality in sport leadership.

In **Finland**, leadership training is embedded in coach education programs and federation-led initiatives. While the country's system is structurally strong, the absence of a targeted gender lens within existing curricula reduces the relevance of these programs for promoting women's leadership in particular.

Finally, **Bosnia and Herzegovina** addresses leadership through project-based initiatives such as *Women4Sport*, often driven by the Olympic Committee and NGOs. These programs provide valuable content and visibility for women in governance, but their sustainability is limited due to reliance on external funding and a lack of systemic support.

Country	Formal Programs	Gender Focus	Institutional Support	Notable Gaps
Greece	✓ ✓	✓ ✓	✓	Scalability, beyond the pilot stage
Portugal	✓ ✓	✓	✓ ✓	Regional inequality, sustainability
Croatia	◇ (informal)	✓	◇	Non-formal, not systematized
Ukraine	✓	✗	✓	Not gender-specific
Finland	✓	✗	✓ ✓	Lack of gender focus
Bosnia & Herzegovina	◇ (project-based)	✓	◇	Low sustainability, ad hoc delivery

Leadership is among the more commonly addressed topics across partner countries, with **Greece and Portugal demonstrating the most structured and gender-responsive approaches**. However, the majority of initiatives remain **short-term, informally structured, or insufficiently gender-targeted**. There is a clear need to **embed gender-sensitive leadership training into official certification systems** and to support such programs with **consistent funding and institutional commitment** across all levels of sport.

## 5.2. COACHING

The comparative analysis showed that coaching is a **moderately covered topic** in existing educational materials across the partner countries. Coaching-related content is most often integrated into **federation training programs, certification systems, university courses, and non-formal workshops**, though the **depth, structure, and consistency** of these materials vary considerably.

In **Greece**, coaching is strongly represented, particularly through the *SheCOACH Erasmus+ project*, which includes practical and theoretical modules tailored for current and aspiring coaches.

This program stands out for its structured format and focus on strengthening professional skills, communication, and strategic engagement in the coaching field.

**Portugal** incorporates coaching into several national platforms and initiatives, particularly through certification courses managed by sport federations. These programs are often accessible and aligned with national sport policy goals, but tend to remain general in scope. While relevant, they lack deeper integration of coaching as a distinct professional development theme within gender or leadership-focused frameworks.

In **Croatia**, coaching appears most visibly in the context of **non-formal education**. Organizations such as the Croatian Olympic Committee and NGOs run seminars and workshops that touch on elements of coaching, particularly in relation to team management and personal development. However, these programs are often short-term and not formally embedded in broader certification pathways.

In **Finland**, coaching is consistently present in national education and training systems, delivered through both university-level sport studies and federation-led programs. These are well-structured and accessible, reflecting the country's organized sport education framework. While not deeply analyzed in the context of gender, coaching remains a foundational topic across most institutional settings.

In **Ukraine**, coaching content is present in training programs for educators and sport professionals, including modules on mentoring, team coordination, and practical leadership. The emphasis tends to be on school-based or introductory coaching environments. The material is relevant to foundational coaching development, though not necessarily framed within the wider career trajectory of coaches.

**Bosnia and Herzegovina** includes coaching within a broader umbrella of empowerment and professional training, often linked to leadership or youth development. Most of the content appears in project-based or NGO-led activities, with coaching addressed alongside other competencies rather than as a standalone focus.

Country	Coaching Content Present	Gender Focus	Institutional Delivery	Notable Gaps
Greece	✓✓	✓✓	✓	Needs broader institutional scaling
Portugal	✓	✗	✓✓	Limited thematic depth
Croatia	◆ (non-formal)	✗	◆	Not systematized, lacks integration
Finland	✓✓	✗	✓✓	No detailed thematic focus in the reviewed docs
Ukraine	✓	✗	✓	Entry-level focus, not long-term career-based
Bosnia & Herzegovina	◆ (project-based)	✗	◆	Short-term, coaching is not consistently isolated

Coaching is one of the **more consistently represented topics** across national educational materials. Programs vary from formal certification systems and academic curricula (e.g., Finland and Portugal) to targeted project-based initiatives (e.g., Greece and Bosnia and Herzegovina). However, in most cases, coaching is presented as a component within broader sport education, rather than as a standalone, strategically developed training pathway. This highlights an opportunity for future educational modules to offer clearer specialization, professional recognition, and accessible pathways for ongoing coach development, especially in areas where formal integration is still limited. **Furthermore, gender sensitivity is generally underdeveloped in existing coaching content, indicating the need to incorporate inclusive approaches that address the specific barriers women face in entering and advancing within coaching careers.**

### 5.3. MEN AS ALLIES

The analysis revealed that the theme of “**Men as Allies**” is the **least developed** among the six modules included in the GENDERWISE framework. Across all six countries, there were **no dedicated educational programs or curricula** that explicitly focused on engaging men and boys as active participants in promoting gender equality in sport.

In most national reports, the role of men was discussed **implicitly**, often in the context of leadership dominance, informal networks, or cultural resistance to equality initiatives. However, there were **no materials found that approached male involvement as a strategic asset**, such as fostering allyship, shared leadership, or responsibility for inclusion.

In **Greece, Portugal, and Croatia**, some references to involving men appeared within general discussions of leadership and gender balance in governance. Yet, these were **not translated into educational content** or structured guidance for male professionals, coaches, or sport leaders.

In **Ukraine, Finland, and Bosnia and Herzegovina**, the materials reviewed focused primarily on the empowerment of women or on policy-level reforms, without a corresponding emphasis on **engaging men as change agents**.

This widespread omission represents a significant gap. Given that men still hold the majority of leadership positions in sport organizations across all partner countries, their **active engagement and accountability** are essential for achieving sustainable gender equality. The development of this module, therefore, offers a unique opportunity to address **shared responsibility**, reshape cultural norms, and reduce resistance by positioning men as **collaborative stakeholders** rather than passive observers.

Country	Topic Mentioned	Educational Content Present	Institutional Awareness	Notable Gaps
Greece	◆ Indirect	✗	◆	Not developed as training content
Portugal	◆ Indirect	✗	◆	No formal engagement programs
Croatia	◆ Indirect	✗	◆	Lacks structure and recognition
Finland	✗	✗	✗	No presence in reviewed materials
Ukraine	✗	✗	✗	Policy-focused, not engagement-based
Bosnia & Herzegovina	✗	✗	✗	Absent from educational approaches

The concept of **men as allies in advancing gender equality in sport** is almost entirely absent from the educational programs and manuals reviewed in this research. While the role of men is occasionally acknowledged in broader discussions of institutional culture and leadership, there is a lack of structured training or materials that guide male coaches, managers, or administrators in becoming proactive supporters of inclusion. This represents both a critical gap and a promising opportunity: developing this module can help **shift the burden of change away from women alone**, encourage shared leadership, and foster cultural transformation from within sport institutions.

#### 5.4. PROMOTING WOMEN'S PARTICIPATION IN SPORTS BOARDS AND MANAGEMENT

The desk research revealed that the theme of promoting women's participation in **sports boards and decision-making structures** is referenced in national strategies, policy frameworks, and leadership discourse, but it is **rarely addressed through structured educational programs**. In most partner countries, the topic appears as a **policy aspiration** or as part of equality commitments, rather than a **practical, skills-based training focus**.

In **Portugal**, gender balance in leadership is embedded in several national policies and frameworks, including the **National Plan for Ethics in Sport (PNED)** and legal recommendations for **40% representation of women** in technical and decision-making bodies. While these goals are clear, **educational tools to prepare women for such roles or to support institutions in achieving them remain limited**. The *New Leaderships Programme* touches on governance participation but does not systematically develop board-level competencies.

In **Greece**, similar goals are articulated in the **National Action Plan for Gender Equality** and through institutional commitments like the **Memorandum of Understanding on Gender Equality in Sport**, but **implementation through education or training modules is still lacking**. The university-level “Gender and Sport” course includes references to governance challenges, but no dedicated practical training for board participation was found.

**Croatia** offers some workshops and mentoring activities, mostly organized by the Croatian Olympic Committee or civil society, aimed at supporting women's leadership. These sometimes touch on governance participation, but they are largely **informal, short-term, and without systematic follow-up**.

In **Ukraine**, the importance of promoting women in leadership is noted in broader equality strategies, but training content focused specifically on **board and governance participation is absent** in the reviewed educational programs. Similarly, **Bosnia and Herzegovina** acknowledges the lack of women in decision-making roles, particularly at the federation level, yet current educational efforts prioritize empowerment in general terms rather than practical preparation for board-level engagement.

**Finland** has a structured sport education system, and some leadership training content is available through universities and federations. However, based on the reviewed materials, **there is no dedicated curriculum or module explicitly focused on preparing women for governance roles or board participation**.

Country	Policy Reference Present	Educational Content Present	Gender Focus	Notable Gaps
Greece	✓	✗	✓	Policy not yet translated into practical tools
Portugal	✓ ✓	◇ (partial)	✓	Goals exist, but limited structured training
Croatia	✓	◇ (non-formal)	✓	Informal workshops, no sustained content
Finland	✓	✗	✗	Structural potential, but no focused module
Ukraine	✓	✗	✗	High relevance, no targeted training found
Bosnia & Herzegovina	✓	✗	✓	Issue was recognized, but not addressed through education

The topic of women’s participation in sports governance is **widely recognized at the policy level**, but **largely unaddressed in practical educational programming** across the partner countries. While national strategies and quotas may encourage change, the absence of targeted training, such as board-readiness programs, decision-making simulations, or strategic governance workshops, limits actual progress. Integrating this theme into the GENDERWISE educational modules would fill a significant gap, supporting both women’s readiness to lead and institutions’ ability to build more inclusive and representative governance structures.

### 5.5. PROMOTING EQUAL OPPORTUNITIES FOR CAREER ADVANCEMENT IN SPORT

The analysis across partner countries indicates that **equal career advancement in sport**, particularly for women, is a **critically underdeveloped area** in existing educational programs. While several national strategies mention the importance of equal opportunity and career development, these principles are **rarely translated into dedicated educational modules or structured career support pathways**.

In **Portugal**, career development is partially addressed through the *New Leaderships Programme* and national discussions on dual careers. Some digital learning initiatives (like MOOCs and

webinars) offer general upskilling, but they are **not specifically designed to support long-term career progression** for women in sport leadership or coaching. Additionally, while quotas and governance targets are emphasized, mechanisms to support women's advancement into those roles, e.g. structured succession planning, mentoring, or career planning, remain limited.

In **Croatia**, informal support is available through mentoring schemes and workshops led by NGOs and the Croatian Olympic Committee. These offer valuable short-term empowerment and visibility but **lack continuity, certification, or long-term tracking** that would support measurable career development.

In **Greece**, the university course “Gender and Sport” and the *SheCOACH* project both touch on professional development themes, including confidence-building and skill enhancement. However, **systematic career planning, mobility pathways, or advancement strategies are not formally embedded** in any of the programs reviewed.

**Ukraine's** educational materials include general leadership and pedagogical training, but these focus more on initial preparation than on ongoing career advancement. The desk research highlights **few, if any, mechanisms that facilitate upward mobility or long-term inclusion of women in higher-level roles** within sport.

**Finland** has a relatively strong sport education infrastructure, and career development is implicitly supported through **formal certification systems and access to higher education**. Yet the reviewed materials do not address gender-based barriers to advancement, nor do they provide specialized career support for women.

In **Bosnia and Herzegovina**, career advancement is indirectly supported through general empowerment initiatives. While programs such as *Women4Sport* encourage leadership and participation, they do not include **targeted content on building or sustaining a professional career trajectory** in sport, such as career mapping, transitions, or retention strategies.

Country	Career Content Present	Gender Focus	Structured Support	Notable Gaps
Greece	◆ (partial)	✓	✗	Limited continuity or advancement pathways
Portugal	◆ (partial)	✓	✗	Upskilling present, long-term career support weak
Croatia	◆ (non-formal)	✓	✗	No follow-up or formal progression
Finland	✓	✗	◆	Generic, lacks focus on women's advancement
Ukraine	◆	✗	✗	Missing career-specific focus
Bosnia & Herzegovina	◆ (project-based)	✓	✗	Empowerment-focused, not career-pathway oriented

Despite broad recognition of the importance of gender equality in sport, **career advancement remains largely unaddressed in educational terms** across all partner countries. Most programs focus on initial training or general empowerment, while **structured pathways for progression, retention, or leadership mobility are rarely present**. This gap poses a significant barrier to lasting change. Developing a module focused on **long-term career development, dual career management, succession planning, and institutional support systems** would provide crucial support for women seeking to advance professionally within the sport sector.

## 5.6. SOCIALLY RESPONSIBLE BUSINESS IN THE SPORTS SECTOR

Among all the modules included in the GENDERWISE framework, **social responsibility in sport organizations** is the **least represented theme** in existing educational programs across the six partner countries. While the concept of corporate social responsibility (CSR) appears in national

policies and some sport governance strategies, **dedicated educational materials or structured training on CSR in the context of sport are virtually nonexistent.**

In **Portugal**, CSR is referenced in several policy-level discussions and indirectly supported through public initiatives promoting ethics and integrity in sport, such as the **National Plan for Ethics in Sport (PNED)**. However, **no formal training programs or manuals** on CSR in the sport context were identified in the reviewed materials. CSR actions are often **initiated by individual organizations or linked to external project funding**, without broader systematization or inclusion in sport education.

In **Greece** and **Croatia**, CSR is acknowledged in theoretical terms or through project-related goals, but **no targeted educational content was found** that focuses on building CSR capacities within clubs, federations, or businesses in the sport sector. Where awareness exists, it is typically through informal initiatives, stakeholder interviews, or one-off campaigns.

In **Ukraine**, the concept of social responsibility is discussed within strategic sport development policies and occasionally in relation to private sector engagement. However, **training materials for CSR in sport organizations are absent**, and there is **no structured curriculum or resource** addressing the integration of gender equality into socially responsible business practices.

In **Finland**, despite a strong emphasis on ethical sport governance and education, CSR is not featured as a specific educational subject in the reviewed programs. Similarly, in **Bosnia and Herzegovina**, CSR is **not addressed** within the desk-researched manuals or educational initiatives, and the role of sport organizations in promoting social change remains undefined in training terms.

Overall, while CSR is **occasionally acknowledged in sport development discourse**, there is a clear absence of **practical tools, educational content, or strategic training materials** aimed at institutionalizing socially responsible practices in the sport sector, particularly in relation to gender equality and inclusion.

Country	CSR Mentioned in Policy	Educational Content Present	Gender Link	Notable Gaps
Portugal	✓	✗	◆ (indirect)	No formal programs, project-based only
Greece	◆ (theoretical)	✗	✗	Not translated into practice
Croatia	◆	✗	✗	General awareness, no education
Ukraine	◆	✗	◆	Policy references only, no structured content
Finland	◆	✗	✗	Ethical focus exists, but not CSR-specific
Bosnia & Herzegovina	✗	✗	✗	No inclusion in reviewed materials

Social responsibility remains an **underdeveloped and often overlooked theme** in sport education across all partner countries. While some strategic documents and policies reference CSR in broad terms, there is **no consistent effort to educate sport professionals, clubs, or federations on how to implement socially responsible practices**, particularly those linked to gender equality. This presents a clear opportunity for the GENDERWISE project to develop targeted, transferable content that can fill this critical gap and support sport organizations in becoming **agents of social change** through responsible governance and inclusive policies.

## 6. CONCLUSION

The GENDERWISE research offers a comprehensive and multilayered analysis of gender equality in sport across six European countries, uncovering both encouraging developments and persistent structural barriers. The findings highlight a shared commitment among young female athletes, experts, and institutions to advance equality, but also reveal uneven progress shaped by national contexts, institutional cultures, and resource constraints.

Young female athletes emerged as highly engaged and motivated, yet they face a combination of psychological, social, and systemic challenges. While their interest in leadership and coaching is strong, access to real opportunities remains limited, often hindered by stereotypes, a lack of female

role models, and insufficient institutional support. Athletes across all countries expressed a clear desire for mentorship, skill-building, digital literacy, and better representation in decision-making spaces. Notably, those in rural areas or under-resourced regions experience additional disadvantages, calling for more equitable distribution of training, funding, and infrastructure.

Expert and organizational insights confirmed these findings, with respondents consistently identifying symbolic inclusion, rigid gender norms, and limited structural pathways as core obstacles to women's advancement in sport. Even where gender equality policies exist, they often lack effective enforcement and accountability mechanisms. However, notable good practices like mentorship programs, digital learning tools, and collaborative governance initiatives demonstrate that meaningful change is both possible and replicable when driven by strategic commitment.

The desk research further underlined the urgent need for educational innovation. While leadership and coaching are somewhat represented in existing materials, critical areas such as “Men as Allies,” “Career Advancement,” and “Social Responsibility in Sport” are significantly underdeveloped. This absence reinforces the relevance of the GENDERWISE educational modules, which aim to fill these gaps with structured, accessible, and context-sensitive learning content.

In conclusion, the research validates the need for a coordinated European approach to gender equality in sport, the one that goes beyond isolated interventions and instead promotes embedded, systemic change. Through inclusive education, institutional accountability, and empowered participation, GENDERWISE can play a catalytic role in reshaping sport as a field of equal opportunity, leadership, and innovation for all.

This consolidated report provides an overview of the current state of gender equality in sport, based on comprehensive research and analysis conducted across six European countries by seven partner organizations involved in the GENDERWISE project. The national reports that informed this analysis are available as annexes to this document and can initially be accessed via Google Drive links, open to all interested stakeholders. In a later phase, these materials will also be published on the official GENDERWISE platform, which will be available at: [www.genderwise.eu](http://www.genderwise.eu).

## 7. PROPOSED LEARNING OUTCOMES

The following section outlines proposed learning outcomes developed on the basis of the completed research, the national reports, and this consolidated document, which brings together all research findings into a single, comprehensive overview. The following learning outcomes are not final and the consortium of the project will address them later on, once the team proceeds to drafting the first version of an educational program.

### Module 1: Leadership

- gain skills to apply inclusive leadership approaches tailored to sport settings
- understand the structural and cultural barriers limiting women's access to leadership roles in sport
- develop the ability to contribute to or design gender-responsive leadership strategies within sport organizations

### Module 2: Coaching

- understand key coaching principles and how they intersect with inclusive sport environments
- recognize systemic challenges and underrepresentation in coaching roles, particularly for women
- build strategies to foster equitable, supportive, and development-focused coaching practices

### Module 3: Men as Allies

- understand the role of men as allies in advancing gender equality within sport structures
- gain awareness of unconscious bias, exclusionary norms, and how to challenge them constructively
- acquire practical tools to support inclusive environments through collaborative leadership and peer accountability

#### **Module 4: Women's participation in boards and management**

- understand governance models and identify entry points for gender-balanced participation
- develop skills relevant to strategic decision-making, organizational influence, and leadership presence at board level
- learn to advocate for, implement, or support inclusive governance practices and structural reforms

#### **Module 5: Equal opportunities for career advancement**

- identify and analyze career development pathways and the barriers that hinder equal progression in sport
- gain tools to build sustainable career strategies, including mentorship, dual career planning, and succession systems
- understand how to promote equity in recruitment, advancement, and retention processes within sport institutions.

#### **Module 6: Socially responsible business in sport**

- understand the core principles of corporate social responsibility (CSR) and its relevance to sport
- gain skills to design or evaluate CSR initiatives that integrate gender equality, inclusion, and ethical leadership
- learn how to embed social responsibility into daily operations, stakeholder engagement, and long-term strategy in sport organizations

## 8. ANNEXES

**All annexes are available in English language only.**

1. National report for Croatia:  
<https://drive.google.com/file/d/1Z1V6JPiW-UVmLOMtgeRYSUnPJd4HZqXE/view?usp=sharing>
2. National report for Bosnia and Herzegovina:  
[https://drive.google.com/file/d/1la6Dpr\\_SX0e1xq3jVAb5HPI64aeQvpha/view?usp=sharing](https://drive.google.com/file/d/1la6Dpr_SX0e1xq3jVAb5HPI64aeQvpha/view?usp=sharing)
3. National report for Finland:  
[https://drive.google.com/file/d/1i3k-rlErnB58w\\_99K9LAp25DWDFEZhX\\_/view?usp=sharing](https://drive.google.com/file/d/1i3k-rlErnB58w_99K9LAp25DWDFEZhX_/view?usp=sharing)
4. National report for Greece:  
[https://drive.google.com/file/d/1nX--hmmKLXPE\\_uioD30BVdjmAhBE8AAy/view?usp=sharing](https://drive.google.com/file/d/1nX--hmmKLXPE_uioD30BVdjmAhBE8AAy/view?usp=sharing)
5. National report for Ukraine:  
[https://drive.google.com/file/d/1LgLIzqk5\\_8HRzx3NoQ4sjk64OeppD4\\_/view?usp=sharing](https://drive.google.com/file/d/1LgLIzqk5_8HRzx3NoQ4sjk64OeppD4_/view?usp=sharing)
6. National report for Portugal:  
<https://drive.google.com/file/d/1wuP0AYeQEtK3YDiKviyl2qIjKUOoMOXi/view?usp=sharing>

In case further explanations are necessary, please contact the organization in charge of the separate national research report, or the coordinator of the project Sportsko učilište PESG directly via e-mail: [projekti.andragog@gmail.com](mailto:projekti.andragog@gmail.com).