

Thriving clubs

- Males are more likely to be members of, participate in, and volunteer in sports clubs than females.
- Wales would need to double its rate of sports club membership to reach the levels seen in countries such as Germany, the Netherlands and Scandinavia. In those countries, clubs are larger and often offer several sports.
- Sports clubs are autonomous and may not have the goal of increasing their membership. If they do not, persuading them to focus on growth will be challenging. In particular, clubs whose primary goal is to compete, even at community level, may choose to exclude participants who cannot help them achieve this.
- Clubs want more co-ordinated and responsive support from local authorities and national governing bodies of sport, particularly on issues such as accessing facilities, school-club links and the cost of training for coaches.

Membership and participation in Welsh sports clubs

A gender gap in sports club membership

Across all age groups, males are more likely than females to be members of a sports club. Although this gap shrinks slightly between school Year 3 and the time young people leave primary school at the end of Year 6, the gap grows much larger between school Year 8 (48% of males and 38% of females) and Year 10 (47% of males versus 28% of females) and remains a significant gap well into adulthood.

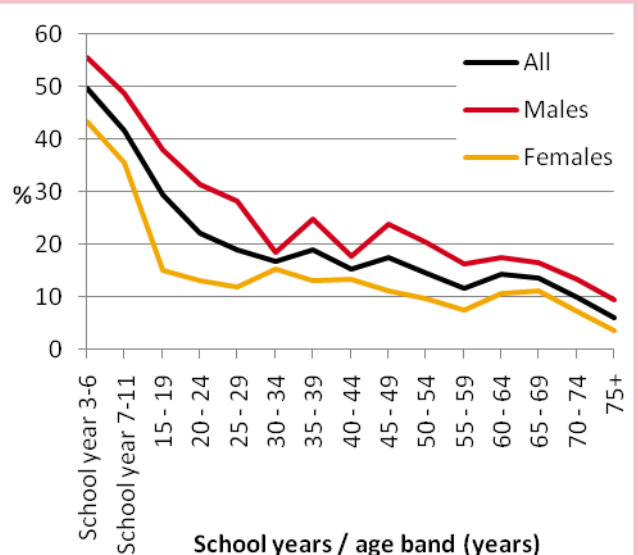
Amongst males in secondary school levels of sports club membership do not fall significantly; however, the number of sports that males participate in at those clubs falls from an average of 3.9 in Year 7 to 2.3 in Year 10. Similarly, the number of sports that female club members participate in decreases from 3.7 in Year 7 to 2.4 in Year 10. Membership rates across most sports halve between Year 6 and Year 10, as young people start to focus on fewer sports.

In adulthood, men in Wales are twice as likely as women to be a member of a sports club. Although there is no 'gender gap' in leisure/fitness centre membership, men are almost four times as likely as women to participate in sport at a traditional sports club. These sports clubs are most common within sports which have higher participation rates amongst men, particularly team sports such as football, rugby and cricket.

Conversely, most of the activities commonly participated in by women — such as swimming, fitness and gym activities — are usually undertaken

individually or in classes, rather than in teams. Leisure and fitness centres tend to focus on these sports and activities in their programming.

MEMBERSHIP DECLINES WITH AGE Sports club membership by age group / gender



Source: School Sport Survey 2011, Active Adults Survey 2008-09.
Base: All pupils in school years 3 to 11 in Wales; all adults aged 15 and above in Wales.

Given that males are also much more likely than females to volunteer at 'pure' sports clubs, and that volunteers 'fall into' their roles through existing social networks, it is possible that traditional sports clubs are in themselves 'male', both culturally and in their social reach. In contrast, there is very little difference in the volunteering rates of men and women in relation to after-school sports clubs.

'Under-representation' in sports clubs

Women are not the only groups under-represented in 'pure' sports clubs. **Those in lower social classes are also less likely to participate than higher social classes in a 'pure' sports club. Sports club participation also decreases with age.** These patterns of sports club participation are reflected across Europe.

The challenge: growing Wales' sport clubs

Clubs' goals and culture

Wales would need to double its rate of sports club membership to achieve a level similar to those found in Scandinavia, the Netherlands and Germany, where both sports participation and club membership levels are the highest in the European Union. In those countries, clubs are larger and often cover more than one sport, in line with the vision of the *Community Sport Strategy 2012-2020*^{1,2}. Club growth is therefore vital if we are to achieve growth in participation.

Indicative research undertaken with sports club representatives from across Wales indicate a desire that their clubs develop and remain sustainable. **Clubs retain a high degree of autonomy, and are free to set their own goals according to the motivations of club management, coaches and participants**³. Translating a national strategy of club growth into action is therefore dependent on clubs taking ownership of a goal to increase participation in their clubs.

Increasing membership numbers can create new challenges and pressures which need to be managed, for example in relation to facilities, staffing and equipment⁴. Clubs may also feel that such a move is not in line with their core objectives, particularly where competition is the club's primary objective⁵.

Moreover, even where national governing bodies of sport seek to influence young people's experiences of club sport, through a 'non-competitive' approach to matches, or club accreditation processes, **coaches' desire to compete and win may result in practices which exclude participants over time**^{5,6}.

Some have questioned whether clubs can or will drive growth in participant numbers, particularly in recreational sport⁴, despite clubs' central position in Welsh sport. **Consideration therefore needs to be given to the circumstances in which clubs can or will grow. In some sports, new clubs or structures may be needed.**

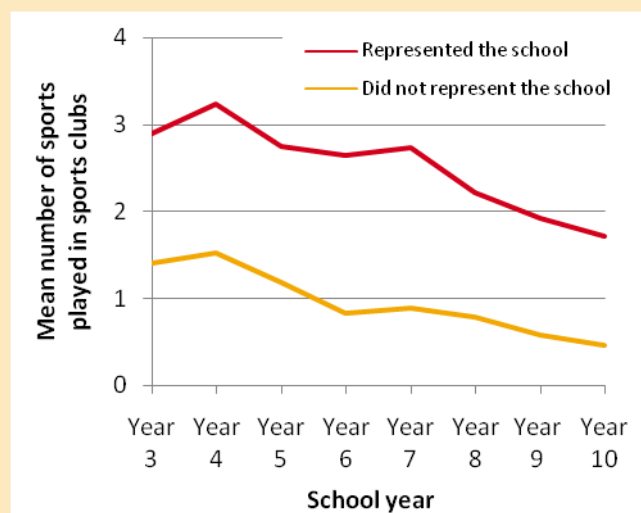
A relationship between (perceived) ability and sports club membership?

We can use *School Sport Survey* data to provide an indicative analysis of the relationship between a young person's perceived ability in sport and sports club membership. In the chart below, a comparison is drawn between the number of sports played in sports clubs (in which they are a member) by those who have represented their school in competitive sport against another school in the previous year, and those who have not represented their school.

The results suggest, that **those young people identified as 'good' at sport by others are more likely to join clubs, and remain within clubs.** This is in line with the research detailed above.

ONLY THE 'GOOD' JOIN SPORTS CLUBS?

Average number of sports played in sports clubs, by school year group and representation in school teams in the past year



Source: School Sport Survey 2011.

Base: All pupils in school years 3 to 10 in Wales.

Care must be taken when interpreting these results, as the percentage of pupils who participate in school teams changes between year groups, and a better measure of physical competence would strengthen the argument. Alternatively, the results may simply show that those who persist with competitive sport (regardless of ability) end their school days competing in school and club settings.

These interpretations cannot be tested using the *School Sport Survey* dataset, but **the relationship between (perceived) competence and sports club membership over time is worth considering further.**

The support needs of sports clubs

Sports clubs have indicated that they don't know who to approach to access support. Although many have made links with local authorities, national governing bodies and/or – for funding – Sport Wales, club representatives have stated that creating strategic relationships between them and partners locally would remove many barriers to development and sustainability.

Clubs suggested a number of areas in which local authorities and governing bodies could support them:

- **Better communication.** Often clubs felt that facilities and local authority staff did not respond to their requests for information or support.
- **School-club links.** Creating a structure to support clubs in making links with schools, to ensure that such links result in increased club membership. Fifty-eight per cent of primary schools and seventy-five per cent of secondary schools have at least one formal link with a local community sports club, but clubs are often not proactive in making these links as they do not always result in increased membership.
- **Accessing facilities.** Clubs complained of not being able to 'block-book' facilities, even when they could guarantee high numbers of participants. Clubs often compete for the use of the same facilities, requiring facilities staff and local authorities to prioritise access. This is a particular issue for those requiring use of indoor facilities at leisure centres, but can also apply to outdoor facilities.
- **Developing volunteering schemes.** Many local authorities already run volunteer brokerage services, registering volunteers and working with clubs to deploy them where there is a need.
- **Learning from experienced coaches.** One suggestion was for mobile 'expert coaches' to deliver 'masterclass' sessions in different regions, giving coaches and participants fresh ideas and techniques to improve their experiences.
- **Lowering the cost of training.** Some club representatives and volunteers often felt that their governing bodies' requirement that formal coaching qualifications were needed before coaching, even at recreational level, was a barrier due to the time and money needed to train.

Challenges and issues

- **Traditional sports clubs are the cultural domain of men. This has implications both for club membership and volunteering rates.**
- **As young people are always likely to focus on a smaller number of activities as they get older, a broader base of participants will be needed to increase club membership rates amongst secondary school-aged young people and young adults.**
- **Clubs need to be offered higher-quality and more co-ordinated support from local authorities and national governing bodies of sport locally.**
- **We must recognise that clubs are autonomous, and may not respond positively to being told which goals to focus on.**

Going forward...

- **Why are female club membership rates always lower, even from a young age?**
- **Does a young person's physical competence affect their likelihood of joining and staying in sports clubs? If so, why?**
- **What are the roles of parents, peers and communities in facilitating access to sports clubs?**
- **Can clubs be encouraged to link with, or develop, recreational opportunities for participating in their sports? If so, how?**

References

1. European Commission (2010). *Eurobarometer 72.3, Sport and Physical Activity*.
2. Nicholson, M., R. Hoyer and B. Houlihan (eds.) (2011). *Participation in Sport: International Policy Perspectives*.
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5. Stenling, C. and J. Fahlén (2009). The order of logics in Swedish sport—feeding the hungry beast of result orientation and commercialisation. *European Journal for Sport and Society*, 6:2, pp.121-134.
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Clybiau ffyniannus

- Mae dynion yn fwy tebygol na merched o fod yn aelodau o glybiau chwaraeon, ac o gymryd rhan a gwirfoddoli ynddynt.
- Byddai Cymru angen dyblu cyfradd ei haelodaeth o glybiau chwaraeon er mwyn cyrraedd y lefelau a welir mewn gwledydd fel yr Almaen, yr Iseldiroedd a Sgandinafia. Yn y gwledydd hynny, mae'r clybiau'n fwy ac, yn aml iawn, maen nhw'n cynnig nifer o chwaraeon.
- Mae clybiau chwaraeon yn rhai annibynnol yn aml ac efallai nad oes ganddynt nod o gynyddu eu haelodaeth. Os na, bydd eu darbwyllo i ganolbwyntio ar dwf yn heriol. Yn arbennig, gall clybiau ffyniannus sydd â phrif nod o gystadlu, hyd yn oed ar lefel gymunedol, ddewis eithrio cyfranogwyr nad ydynt yn gallu eu helpu i gyflawni hyn.
- Mae clybiau eisiau cefnogaeth fwy cydlynol ac ymatebol gan awdurdodau lleol a chyrrff rheoli chwaraeon cenedlaethol, yn enwedig mewn perthynas â materion fel defnyddio cyfleusterau, cysylltiadau ysgol-clwb a chost hyfforddiant i hyfforddwyr.

Aelodaeth a chyfranogiad yng nghlybiau chwaraeon Cymru

Bwlch rhwng y rhywiau o ran aelodaeth o glybiau chwaraeon

Yn yr holl grwpiau oedran, mae dynion yn fwy tebygol na merched o fod yn aelodau o glybiau chwaraeon. Er bod y bwlch hwn yn cau ryw ychydig rhwng blwyddyn ysgol 3 a phan mae'r bobl ifanc yn gadael yr ysgol gynradd ar ddiwedd Blwyddyn 6, mae'r bwlch yn tyfu'n llawer mwy rhwng Blwyddyn 8 (48% o fechgyn a 38% o ferched) a Blwyddyn 10 (47% o fechgyn a 28% o ferched) ac mae'n parhau'n fwlch arwyddocaol wedi iddynt dyfu'n oedolion.

Ymhlith y bechgyn yn yr ysgol uwchradd, nid yw lefel yr aelodaeth o glybiau chwaraeon yn gostwng yn sylweddol; fodd bynnag, mae nifer y chwaraeon y mae'r bechgyn yn cymryd rhan ynddynt yn y clybiau hynny'n gostwng o gyfartaledd o 3.9 ym Mlwyddyn 7 i 2.3 ym Mlwyddyn 10. Yn yr un modd, mae nifer y chwaraeon y mae aelodau benywaidd o glybiau'n cymryd rhan ynddynt yn dirywio o 3.7 ym Mlwyddyn 7 i 2.4 ym Mlwyddyn 10. Mae'r cyfraddau aelodaeth yn y rhan fwyaf o chwaraeon yn haneru rhwng Blwyddyn 6 a Blwyddyn 10, wrth i bobl ifanc ddechrau canolbwyntio ar lai o chwaraeon.

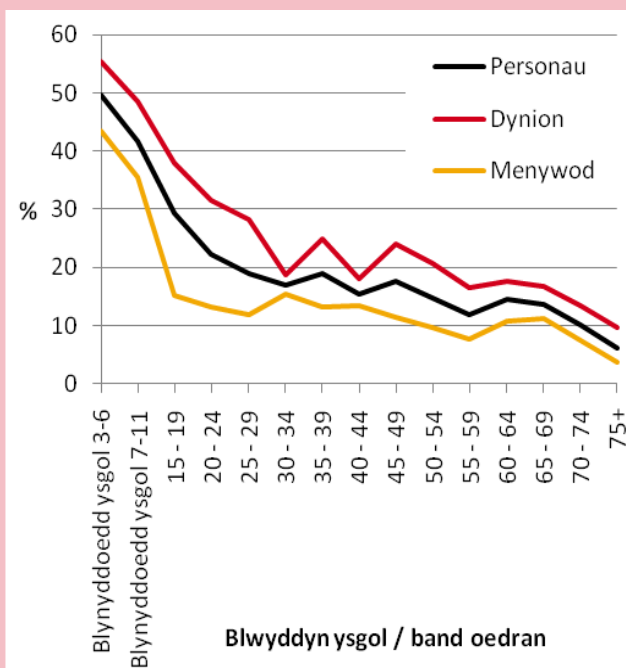
Fel oedolion, mae dynion Cymru ddwywaith yn fwy tebygol na'r merched o fod yn aelodau o glwb chwaraeon. Er nad oes 'bwlch rhwng y rhywiau' yn yr aelodaeth o ganolfannau hamdden/ffitrwydd, mae dynion bron i bedair gwaith yn fwy tebygol na merched o gymryd rhan mewn chwaraeon mewn clwb chwaraeon traddodiadol. Mae'r clybiau chwaraeon hyn fwyaf cyffredin mewn chwaraeon sydd â chyfraddau cymryd rhan uwch ymhlith y dynion, yn enwedig chwaraeon tîm fel pêl droed, rygbi a chriced.

I'r gwrthwyneb, mae'r rhan fwyaf o'r gweithgareddau mae merched yn cymryd rhan ynddynt fwyaf cyffredin – fel

nofio, ffitrwydd a gweithgareddau gym – yn cael eu gwneud yn unigol fel rheol, neu mewn dosbarthiadau, yn hytrach na mewn timau. Mae canolfannau hamdden a ffitrwydd yn tueddu i ganolbwyntio ar y chwaraeon a'r gweithgareddau hyn yn eu rhaglenni.

AELODAETH YN DIRYWIO GYDAG OEDRAN

Aelodaeth o glybiau chwaraeon yn ôl grŵp oedran/rhyw



Ffynhonnell: Arolwg 2011 ar Chwaraeon Ysgol, Arolwg 2008-09 ar Oedolion Egnïol.

Sylfaen: Pob disgybl ym mlynyddoedd ysgol 3 i 11 yng Nghymru; pob oedolyn 15 oed a hŷn yng Nghymru.

O ystyried hefyd bod dynion yn llawer mwy tebygol na merched o wirfoddoli mewn clybiau chwaraeon 'pur', a bod gwirfoddolwyr yn 'syrthio' i'w swyddogaethau drwy

gyfrwng y rhwydweithiau cymdeithasol presennol, mae'n bosibl bod **clybiau chwaraeon traddodiadol ynddynt eu hunain yn 'wrywaidd' yn ddiwylliannol ac o ran eu cwmpas cymdeithasol**. I'r gwrthwyneb, nid oes llawer o wahaniaeth yng nghyfraddau gwirfoddoli dynion a merched mewn perthynas â chlybiau chwaraeon ar ôl ysgol.

Tangynrychiolaeth mewn clybiau chwaraeon

Nid dim ond merched yw'r unig grŵp a dangynrychiolir mewn clybiau chwaraeon 'pur'. **Mae'r rhai yn y dosbarthiadau cymdeithasol is yn llai tebygol o gymryd rhan hefyd na'r rhai yn y dosbarthiadau cymdeithasol uwch. Mae'r cyfranogiad mewn clybiau chwaraeon yn dirywio gydag oedran hefyd**. Mae'r patrymau cyfranogiad hyn mewn clybiau chwaraeon i'w weld ledled Ewrop.

Yr her: sicrhau twf yng nghlybiau chwaraeon Cymru

Nodau a diwylliant clybiau

Byddai'n rhaid i Gymru ddyblu ei haelodaeth o glybiau chwaraeon er mwyn sicrhau lefel debyg i'r aelodaeth a geir yn Sgandinafia, yr Iseldiroedd a'r Almaen, lle mae'r cyfranogiad chwaraeon a'r aelodaeth o glybiau ar eu huchaf yn yr Undeb Ewropeaidd. Yn y gwledydd hynny, mae'r clybiau'n fawr ac yn aml iawn maent yn cynnig mwy nag un gamp, yn unol â gweledigaeth *Strategaeth Chwaraeon Cymunedol 2012-2020*^{1,2}. Felly mae twf y clybiau'n hanfodol os ydym ni am gyflawni twf mewn cyfranogiad.

Mae ymchwil dynodol a gynhaliwyd gyda chynrychiolwyr o glybiau chwaraeon o bob cwr o Gymru yn dynodi dyhead i'r clybiau ddatblygu a pharhau'n gynaliadwy. **Mae'r clybiau'n parhau i fod yn annibynnol iawn ac yn rhydd i bennu eu nodau eu hunain yn unol â chymhelliant rheolwyr, hyfforddwyr a chyfranogwyr y clwb**³. Felly, mae rhoi'r strategaeth genedlaethol ar gyfer twf mewn clybiau ar waith yn dibynnu ar y clybiau'n mabwysiadu'r nodau i gynyddu cyfranogiad.

Gall cynyddu nifer yr aelodau greu sawl her a phwysau newydd ac mae'n rhaid rheoli'r rhain, er enghraifft, mewn perthynas â chyfleusterau, staff ac offer⁴. Hefyd, efallai bydd y clybiau'n teimlo nad yw symud o'r fath yn unol â nodau craidd, yn arbennig os mai cystadlu yw prif nod y clwb⁵.

Yn fwy na hynny, hyd yn oed pan mae cyrff rheoli chwaraeon cenedlaethol yn ceisio dylanwadu ar brofiadau pobl ifanc o glwb chwaraeon, drwy dull 'heb gystadleuaeth' o chwarae gemau neu brosesau achredu clybiau, **gall dyhead yr hyfforddwyr i gystadlu ac ennill arwain at arferion sy'n eithrio cyfranogwyr dros amser**^{5,6}.

Mae rhai wedi cwestiynu a fydd modd i glybiau yrru twf yn nifer y cyfranogwyr, yn enwedig mewn chwaraeon hamdden⁴, er gwaethaf lleoliad canolog y clybiau yn y byd chwaraeon yng Nghymru. **Felly mae angen ystyried yr**

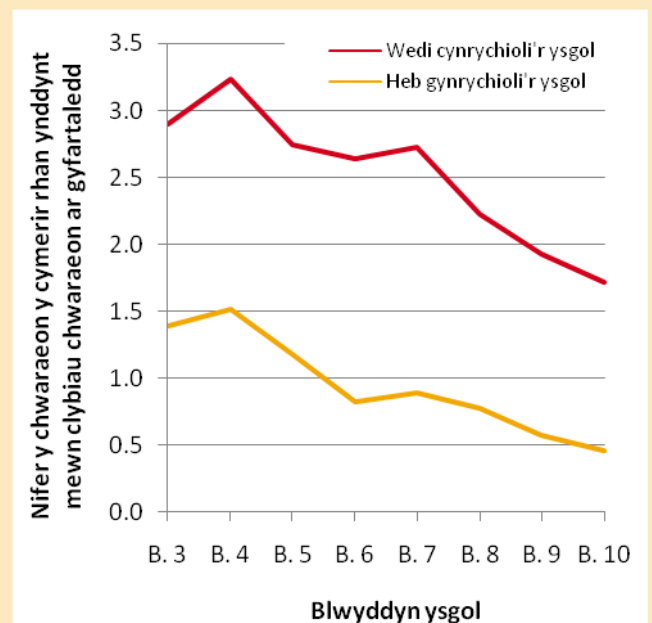
amgylchiadau ar gyfer sicrhau twf mewn clybiau. Mewn rhai chwaraeon, efallai bydd angen clybiau neu strwythurau newydd.

Y berthynas rhwng galw (tybiedig) ac aelodaeth o glybiau chwaraeon?

Gallwn ddefnyddio data'r *Arolwg ar Chwaraeon Ysgol* i ddarparu dadansoddiad dynodol o'r berthynas rhwng gallu tybiedig person ifanc mewn chwaraeon ac aelodaeth o glwb chwaraeon. Ar y siart isod, llunnir cymhariaeth rhwng nifer y chwaraeon a chwaraeir mewn clybiau chwaraeon (ble maent yn aelod) gan y rhai sydd wedi cynrychioli eu hysgol mewn camp gystadleuol yn erbyn ysgol arall yn ystod y flwyddyn flaenorol, a'r rhai sydd heb gynrychioli eu hysgol.

DIM OND Y RHAI 'DA' SY'N YMUNO Â CHLYBIAU CHWARAEON?

Nifer cyfartalog y chwaraeon y cymerir rhan ynddynt mewn clybiau chwaraeon, yn ôl blwyddyn ysgol a chynrychiolaeth mewn timau ysgol yn ystod y flwyddyn ddiwethaf



Ffynhonnell: Arolwg 2011 ar Chwaraeon Ysgol
Sylfaen: Pob disgybl ym mlynedd oedd ysgol 3 i 10 yng Nghymru.

Mae'r canlyniadau'n awgrymu bod y **bobl ifanc hynny sydd wedi'u datgan gan eraill fel rhai 'da' mewn chwaraeon yn fwy tebygol o ymuno â chlybiau, ac aros yn y clybiau hynny**. Mae hyn yn unol â'r ymchwil y manylir yn ei gylch uchod.

Mae'n rhaid bod yn ofalus wrth ddehongli'r canlyniadau hyn gan fod canran y disgyblion sy'n cymryd rhan mewn timau ysgol yn newid rhwng grwpiau blwyddyn a byddai gwell mesur o fedrusrwydd corfforol yn cryfhau'r ddadl. Fel dewis arall, efallai mai dim ond dangos pwy sy'n dyfalbarhau gyda chwaraeon cystadleuol (waeth beth yw eu gallu) mae'r canlyniadau, gan gystadlu mewn ysgolion a chlybiau yn y diwedd.

Anghenion cefnogi clybiau chwaraeon

Mae'r clybiau chwaraeon wedi dweud nad ydynt yn gwybod at bwy i droi i sicrhau cefnogaeth. Er bod nifer ohonynt wedi ffurfio cyswllt ag awdurdodau lleol, cyrff rheoli cenedlaethol a/neu – am gyllid – Chwaraeon Cymru, mae cynrychiolwyr y clybiau wedi dweud y byddai creu perthnasoedd strategol rhyngddynt hwy a phartneriaid yn lleol yn dileu nifer o rwystrau sy'n atal datblygiad a chynaliadwyedd.

Awgrymodd y clybiau nifer o feysydd ble gallai awdurdodau lleol a chyrff rheoli eu cefnogi:

- **Gwell cyfathrebu.** Yn aml roedd y clybiau'n teimlo nad oedd staff y cyfleusterau a'r awdurdodau lleol yn ymateb i'w ceisiadau am wybodaeth neu gefnogaeth.
- **Cysylltiadau ysgol a chlwb.** Creu strwythur i gefnogi clybiau i ffurfio cyswllt ag ysgolion, er mwyn sicrhau bod cyswllt o'r fath yn arwain at fwy o aelodaeth o glybiau. Mae gan bum deg wyth y cant o ysgolion cynradd a saith deg pump y cant o ysgolion uwchradd o leiaf un cyswllt ffurfiol â chlwb chwaraeon cymunedol lleol, ond nid yw'r clybiau hyn yn mynd ati'n aml iawn i ffurfio'r cysylltiadau hyn, am nad ydynt yn arwain bob amser at gynnydd mewn aelodaeth.
- **Defnydd o gyfleusterau.** Cwynodd y clybiau am fethu archebu cyfleusterau mewn bloc, hyd yn oed wrth allu gwarantu nifer uchel o gyfranogwyr. Mae clybiau'n cystadlu'n aml am y defnydd o rai cyfleusterau, ac mae'n rhaid i staff cyfleusterau ac awdurdodau lleol flaenoriaethu mynediad. Mae hon yn broblem arbennig i'r rhai sydd eisiau defnyddio cyfleusterau dan do mewn canolfannau hamdden, ond gall fod yn berthnasol i gyfleusterau awyr agored hefyd.
- **Datblygu cynlluniau gwirfoddoli.** Mae nifer o awdurdodau lleol eisoes yn gweithredu gwasanaethau 'gwerthu' gwirfoddolwyr, gan gofrestru gwirfoddolwyr a gweithio gyda chlybiau i'w defnyddio nhw ble mae angen.
- **Dysgu oddi wrth hyfforddwy profiadol.** Un awgrym a gafwyd oedd y dylid cael 'hyfforddwy arbenigol' symudol i gyflwyno sesiynau 'dosbarth meistr' mewn gwahanol ranbarthau, gan gynnig syniadau a thechnegau ffres i hyfforddwy a chyfranogwyr, i wella eu profiadau.
- **Gostwng costau hyfforddi.** Yn aml iawn, roedd rhai cynrychiolwyr a gwirfoddolwyr yn teimlo bod gofynion eu corff rheoli ynghylch sicrhau cymwysterau hyfforddi cyn dechrau hyfforddi, hyd yn oed ar lefel hamdden, yn rhwystr oherwydd yr amser a'r arian sydd ei angen i hyfforddi.

Challenges and issues

- Dynion a geir yn bennaf mewn clybiau chwaraeon traddodiadol. Mae i hyn oblygiadau i'r aelodaeth o glybiau ac i'r cyfraddau gwirfoddoli.
- Gan fod pobl ifanc bob amser yn debygol o ganolbwyntio ar nifer llai o weithgareddau wrth iddyn nhw fynd yn hŷn, bydd angen sylfaen ehangach o gyfranogwyr er mwyn cynyddu cyfraddau cymryd rhan y clybiau ymhlith pobl ifanc oedran uwchradd ac oedolion ifanc.
- Mae'n rhaid i glybiau gael cynnig cefnogaeth safonol a mwy cydlynol gan awdurdodau lleol a chyrff rheoli chwaraeon cenedlaethol yn lleol.
- Mae'n rhaid i ni gydnabod bod y clybiau'n annibynnol, ac efallai na fyddant yn ymateb yn gadarnhaol i orchmynion ynghylch pa nodau y dylent ganolbwyntio arnynt.

Symud ymlaen...

- Pam mae cyfraddau aelodaeth merched o glybiau bob amser yn is, hyd yn oed o oedran ifanc?
- Ydi medrusrwydd corfforol person ifanc yn effeithio ar ei debygolrwydd o ymuno â chlwb chwaraeon ac aros yn aelod? Os ydyw, pam?
- Beth yw swyddogaeth rhieni, cyfoedion a chymunedau mewn hwyluso mynediad i glybiau chwaraeon?
- Oes modd annog clybiau i ffurfio cyswllt â chyfleoedd hamdden neu eu datblygu, ar gyfer cymryd rhan yn eu camp? Os felly, sut?

Cyfeiriadau

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6. Walters, S.R. ac eraill. (2010). It's all about winning, isn't it? Competing discourses in children's sport in New Zealand. *European Journal for Sport and Society*, 7:2, pp.105-116.