



UWI
CAVE HILL CAMPUS
BARBADOS, WEST INDIES



SPORT IN VIEW

Special Issue : Caribbean Sport Conference
Sport for All

Access

Inclusion

Opportunity



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A Message from our Editor-in-Chief Dr. Rudolph Alleyne

This third edition of ***Sport In View*** with the theme ***“Sport for All: Access, Inclusion, Opportunity”*** is based on the theme and presentations from the second Caribbean Sport Conference. The conference was held at the University of the West Indies Cave Hill Campus from April 9th to 11th 2026.

The Caribbean Sport Conference is designed to serve as a regional platform for dialogue, learning, and collaboration on how sport can be used to advance social transformation and human development across the Caribbean. Through this conference, we seek to advance regional dialogue on sport equity and inclusion, promote sport as a tool for social transformation, foster collaboration across sectors, and support research, innovation and knowledge exchange.

The articles in this edition are from presenters of the conference and members of the editorial team. This collection of specialized contributions bring a deeper understanding of the challenges which exist within the sporting environment of the region and beyond. We envisage this publication as **a call to action** to ensure sport remains a vehicle for empowerment, inclusion, and equitable opportunity for all ages, genders, abilities, and socioeconomic group.

Your contributions to this publication are encouraged and welcome. You may submit your articles for review by using the QR code or contacting a member of the editorial team. We welcome your comments and feedback as we seek to use this periodical as a channel for the development of sport in Barbados and the region.

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CAVE HILL CAMPUS, BARBADOS

Meet Our Editorial Committee



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Dr. Rudolph Alleyne is the Head of the Academy of Sport at The University of the West Indies, Cave Hill Campus, a distinguished academic and sport psychology expert. In addition to his academic leadership, Dr. Alleyne plays a pivotal role in national sports development serving as the Deputy Chairman of the National Sports Council Board, contributes to youth and athlete development through the Barbados Cricket Association's Education, Scholarship and Placement Committee, and supports the growth of sports tourism as a member of the Barbados Tourism Marketing Inc. (BTMI) Sports Tourism Committee.



MR. JAVIER REID



MS. ANICIA WOOD

Anicia Wood is a former professional volleyball player, now serving as a sports administrator, coach, and lecturer in sports coaching and sport science. As Chair of the Barbados Beach Volleyball Commission, she is deeply committed to the development of beach volleyball in Barbados, with a strong focus on sustainable programming and athlete development. Her work aims to harness the sport's full potential not only as a platform for athletic excellence, but also by making beach volleyball a marketable product to drive sports tourism and economic growth.



The Second Caribbean Sport Conference

Hosting the second Caribbean Sport Conference at the Academy of Sport, Faculty of Sport, Cave Hill Campus was indeed a pleasure and brought to conclusion a year of building relationships, planning, collaborations, and an exercise in financial resilience. This conference highlighted the critical importance of **Access, Inclusion and Opportunity** in sport, particularly within the Caribbean. Researchers and practitioners from across the region (Trinidad, Jamaica, Barbados), Canada and the United States of America presented on a variety of topics related to conference theme **“Sport for All: Access, Inclusion Opportunity”**.

The keynote speaker Prof. Roper’s journey in coaching, sport psychology, performance science, sport administration, athletic training,

recreation, community sport, and elite and high performance sport provided an eclectic approach for an examination of the conference theme. Prof. Emily Roper’s address was quite fitting as it examined who has access to sport, whose identities are valued in sport culture, how do gender, race and social norms shape athlete experiences, and what kinds of bodies are celebrated or marginalized in sport spaces. Her examination emphasized the absence of females in sport history, a dominant narrative centered on males, a lack of documentation beyond North America, stressing a gap in global representation. Her culmination with suggestions for inclusion in policy, formal programs and everyday life interactions to bolster participation in sport and physical activity, provided real-world practical approaches to ensure **Sport for All**. Her

address provided the perfect platform for the explorations of the conference theme by the additional presenters.

The various presentations related to the conference theme garnered much enthusiasm, interest, and discussion from the participants. Many of the topics not only centered around the theme and postulated development of sport in the Caribbean, but also offered solutions to the challenges being experienced by regional sporting clubs, organizations, associations, and federations. These included Integrating Sport Social Work in Promoting Student-Athlete Inclusion and Development, Professionalising Sport in the Caribbean While Minimising Commercialisation, Artificial Intelligence and Doping in Sport, Supporting Performance: The Sports Bra as Essential Equipment for the Female

Athlete and Access to Sport for Persons with Disabilities: A Look at Public Policy. These presentations were not only well received and engaging but they also provoked much discussion.

One of the highpoints of the conference was the panel discussion examining the conference theme. The panel included Mr. Neil Murrell – the Director of the National Sport Council (Barbados), Prof. Emily Roper – Drexel University, Akeem Rudder – CEO of IncludeU Sport Academy, Ryan Brathwaite – President of Paralympic Association of Barbados and was moderated by Mr. Javier Reid – Lecturer in the Academy of Sport.

An engaging discussion by the audience which included athletes, coaches, students, parents, administrators, researchers, practitioners, and conference officials, featured some of the major difficulties within Caribbean sport. Participants stressed the importance for sport administrators, researchers, and practitioners in the region to not only increase opportunities for collaboration, but to play a more active role in the development of sport and importantly to hold those in the power positions within sporting organizations accountable for an inclusive and eclectic approach toward future sport development.

Overall, the conference received very positive feedback, remarks and commendations from the participants as they suggested it be a regular occurrence on the agenda of Caribbean sporting activities. This feedback was quite encouraging as it positions the organizers of the conference with the momentum to initiate the planning to host the next conference. To this end, we look forward to seeing you back in Barbados in 2027.

By Dr. Rudolph Alleyne





Assisting The Community Through Experiential Learning in a Sport Sales Class

The Austin 1st Foundation is an organization that works with the goal to raise awareness and research monies for rare diseases. This grassroots effort is the brain child of Anthony and Lindsey Terling, whose son Austin passed away from a rare disease in 2022. Their mission led to a partnership with the Auburn University at Montgomery Sport Management Program, especially the sport sales class. This is where the Aces Fore Austin Golf Event was born.

This partnership allowed for sport management students to get some real-world experience putting on a sporting

event as well as raising funds for a good cause. This became an opportunity for students to be part of an experiential learning situation. The four stages in the experiential learning model include the concrete experience, reflection and observation, abstract conceptualization, and active experimentation (Kolb, 1984).

The concrete stage happens when students participate in new learning experiences (Elliot et al., 2018; Croft et al., 2021). Students here were required to review previous years golf events, looking at participants, sponsors, guest speakers and a question-and-answer session

with Anthony. Students also begin the process of contacting potential new sponsors and players as well as contacting previous years sponsors and players.

These experiences provide the basis for the reflection and observation aspect (stage two). Students here get a chance to reflect on their meetings with guests and Anthony. They analyze the previous sponsors and participant lists. The students link these reflections to personal knowledge regarding their experiences with various events (Croft et al., 2021).

Through their reflections, students look at things and ideas

in novel ways, making sense of ideas and abstract thoughts while putting these into concepts everyone can understand (Elliot et al., 2018). So, students took their conclusions and reapplied them to their calls, emails, presentations, and other forms of communication in the sales process. To assist in this process, students were asked many probing questions during class time, where the instructor would discuss what went well and what could be improved on, and why this worked or maybe why it did not work, ultimately trying to overcome any sales objections.

From everything that has been reviewed, students take their knowledge from the previous stages and reapply it, hence the active experimentation. This completes the learning sequence and allows for real-life experimentation. Students can then measure their findings in the success (or failures) which

expands their knowledge.

The experiential learning process provides students with an opportunity to gain a greater understanding with reflection on knowledge because of the experience (Cohen & Nite, 2019). The experiences the students get in learning about the sales process through experiential learning and by assisting the Austin 1st Foundation is invaluable. This partnership benefits not only the students, but also the foundation. This will be the fourth year for the event and the previous three years have raised over 100,000 US dollars, all of which was donated to research. Because of this partnership, Anthony and Lindsey have established a yearly scholarship that benefits students studying sport management. All involved gain a great deal.

By Dr. George Schaefer, Dr. Cornell Foo, and Ms. Sherlan Cabralis



**Dr. George Schaefer
Auburn University at
Montgomery**



UBA5 Warrior
Austin Terling



JUNE 2013 - JULY 2022

"The smile that changed the world-Austin1st"

Sport for All in Practice: Building Systems That Develop, Not Select

In the Caribbean, talent is not the problem, systems are.

Across schools, communities, and open fields, natural ability emerges daily. Yet, too many athletes disappear before reaching their potential, not due to lack of talent, but because of fragmented, exclusionary pathways. For too long, our sporting systems have been designed to select a few rather than develop the many. As a coach, educator, and practitioner, I have seen this reality up close. The central argument of my work is clear: We must move from systems of selection to systems of development.

This was the foundation of my presentation at the Caribbean Sport Conference, *Sport for All in Practice: A Universal, Inclusive Blueprint for Athlete Development*. It was built around a simple but urgent question: What would happen if we designed our sport systems not to filter athletes out, but to keep them in? This question aligns directly with the conference theme, “Sport for All: Access, Inclusion, Opportunity”, and challenges us to rethink how athlete development is structured across our region.

This shift begins with how we conceptualize development. The traditional model filters early and invests late. In contrast, the Sport-for-All framework repositions access as the foundation, development as the process, and performance as the outcome. Performance is not the entry point, it is built progressively through equitable

access, quality coaching, effective monitoring, and safeguarding. When systems are designed this way, inclusion is not an add-on; it becomes the mechanism through which performance is achieved.

At the core of this approach is integration. Rather than replacing existing models, this work combines the strengths of Long-Term Athlete Development (structure), the Athletic Skills Model (diversity), and the Constraints-Led Approach (adaptability). These are not competing frameworks, they are complimentary. Structure provides progression, diversity builds transferable skills, and adaptability enables learning in real environments. What is added, and essential in the Caribbean context, is inclusion as the foundational layer. Without it, even the most sophisticated models fail to reach those who need them the most.

From this synthesis emerged twelve universal principles that operationalize inclusive athlete development. These include physical literacy first, broad early sampling, inclusive coach education, safe sport culture, accessible monitoring, entry-stage access, retention pathways, para-inclusion by default, and community-linked programming. Together, they move us beyond a narrow performance-only mindset toward a system that supports long-term participation and progression.

Before age 12, these principles are especially critical.

Children should experience movement, play, and multiple sports through age-appropriate formats such as small-sided games, kids’ athletics, and mini-cricket. In the Caribbean, where children naturally engage in football, cricket, and track simultaneously, this is not a weakness—it is a cultural strength. Early diversification builds confidence, competence, and long-term engagement, protecting athletes from early dropout and premature specialization.

Coaching, within this system, becomes the engine of development. Inclusive coaching practices, constraints-led learning environments, and progressive loading strategies create spaces where athletes of all abilities can grow. Importantly, this does not require high-cost infrastructure. Low-cost monitoring tools such as sprint timing, jump testing, and session-RPE can effectively guide development in resource constrained settings. In small state systems, the quality of coaching often matters more than the size of the budget.

Beyond coaching, systems must align. Entry-stage access, structured retention pathways, and community linked programming ensure continuity across the athlete journey. Too often, Caribbean athletes are lost at key transition points, between school and club, or club and university. This framework addresses that gap by treating development as a continuous pathway, where every stage is a doorway rather than a deadline.

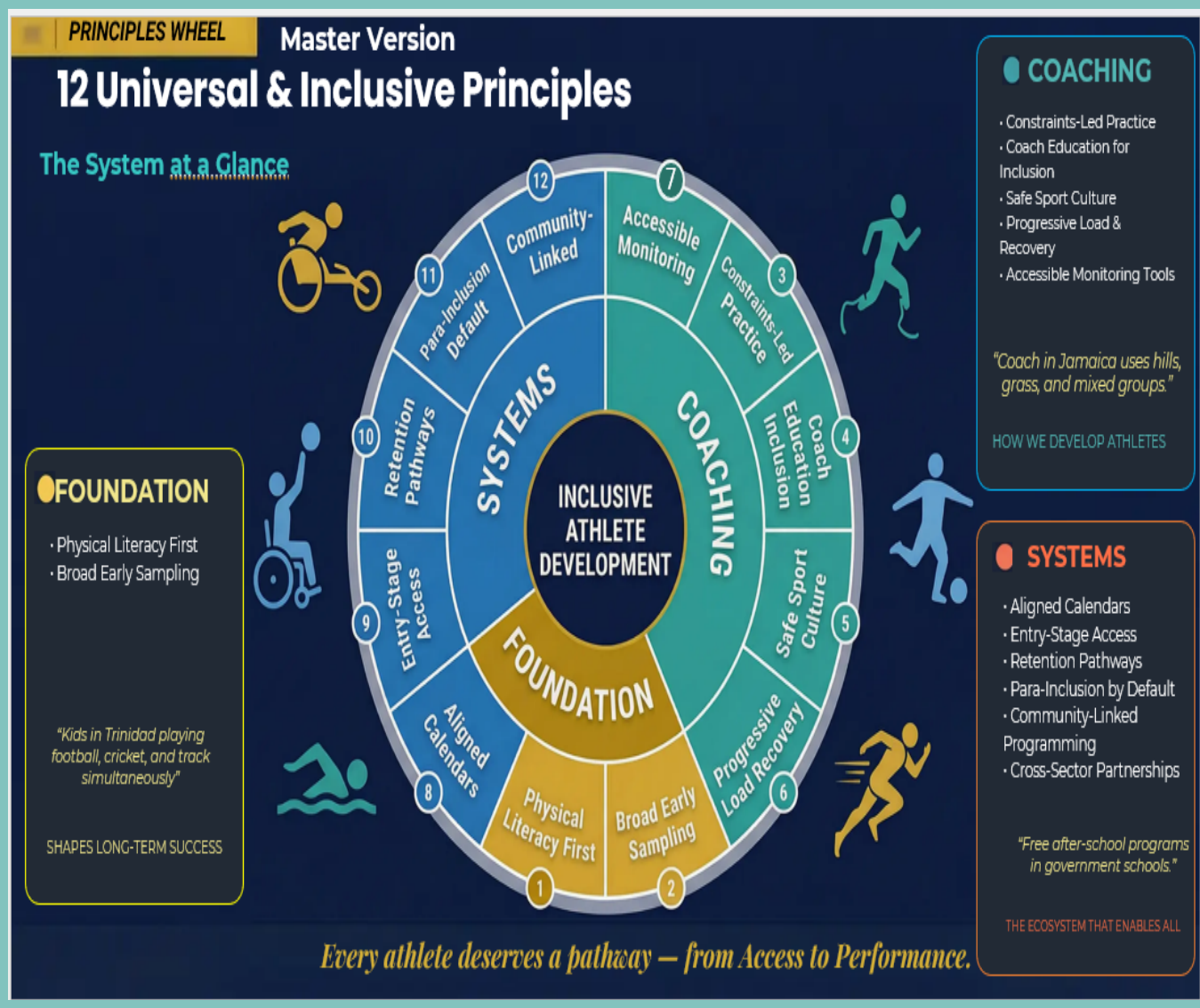
What strengthens this model is its validation in practice. Athlete and parent perspectives consistently aligned with the same principles identified in the research. Multi-sport participation supported development. Adaptive coaching supported retention, monitoring supported motivation, safe environments supported confidence and wellbeing, and structured pathways supported progression. Critically, no single factor drove success in isolation, outcomes were shaped by the alignment of access, coaching, and system design. This reinforces a key insight: Athlete development is systemic, not individual.

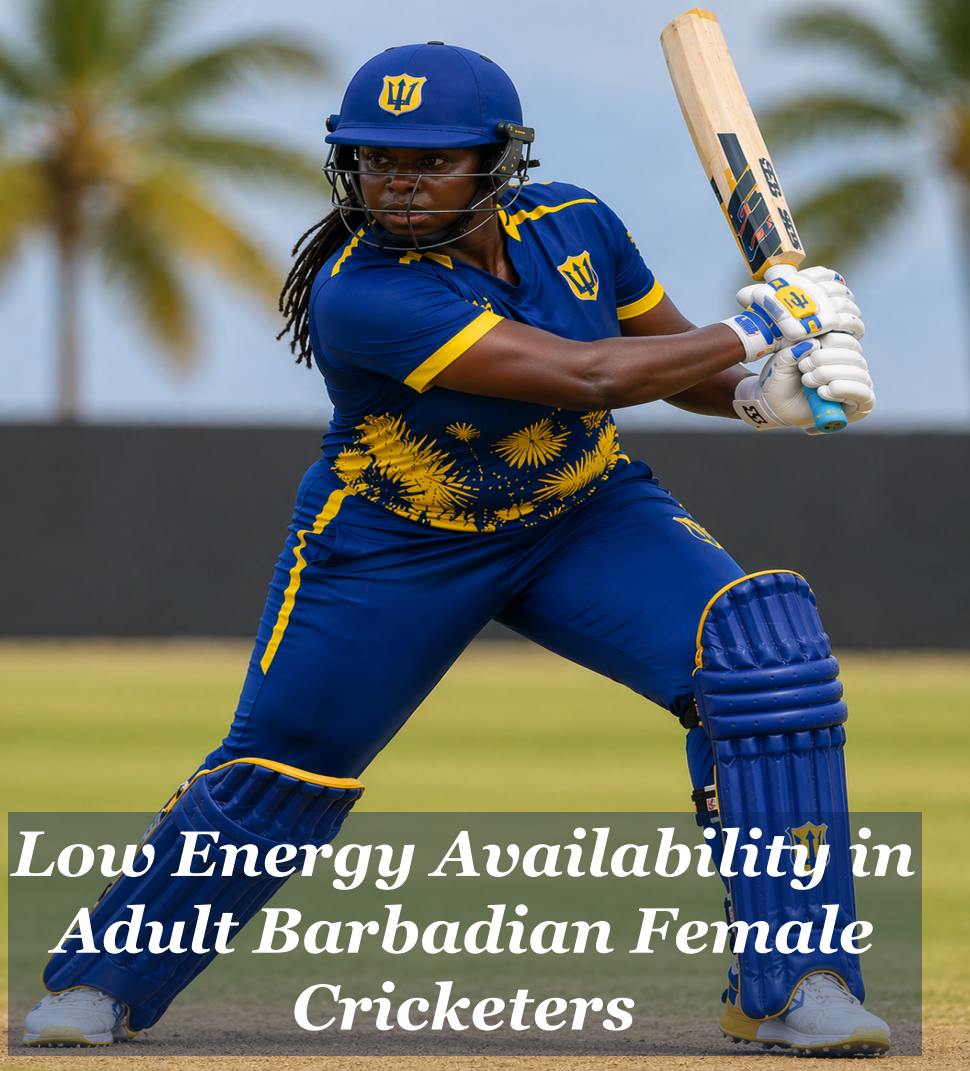
Ultimately, this work reframes sport as a public good. It is not only about producing elite performers, but about building inclusive systems that expand opportunity, strengthen communities, and sustain participation across the lifespan. If we get access right, coaching right, and progression right, performance will follow.

The Caribbean does not need to reinvent talent. It needs to redesign systems. Because in the end, talent is universal, opportunity is not. Our responsibility is to close that gap by building pathways, not filters.
By Mr. Elroy Agard



Mr. Elroy Agard
Gwendoline van Putten
Secondary School





Low Energy Availability in Adult Barbadian Female Cricketers

Low energy availability (LEA) has rapidly become a pressing and often underestimated threat to athlete health and performance. At its simplest, LEA occurs when an athlete's energy intake fails to meet the combined demands of training and basic physiological functions. When this imbalance persists, it can progress into Relative Energy Deficiency in Sport (RED-S), a wider clinical syndrome that disrupts multiple body systems, including hormonal, skeletal, cardiovascular, and psychological health. Although global awareness of LEA and RED-S has grown in recent years, Caribbean sport, and specifically women's cricket, remains largely absent from the research conversation.

We conducted a survey to determine the prevalence of LEA among adult female cricketers in Barbados. This study marked an important step toward filling the literature gap by examining both the prevalence of LEA risk and the level of awareness among adult female cricketers in Barbados. The Low Energy Availability in Females Questionnaire (LEAF-Q) was administered alongside a targeted awareness survey to capture the data.

The most striking result was that 52.6% of participants were classified as being at risk for LEA. In practical terms, more than half of the athletes surveyed may be training and competing in a physiological state that undermines both their health and their performance.

While similar rates have been reported in endurance and aesthetic sports, its presence in cricket (a sport not traditionally associated with high LEA risk) signals that the issue extends far beyond sport type. The growing professionalisation of women's cricket, with longer match formats, intensified training loads, and increased strength and conditioning demands are potential contributors to this elevated risk.

Equally revealing was the disconnect between perceived and actual understanding of LEA. Although every participant reported being aware of the concept, only 22.2% demonstrated a high level of familiarity or could accurately identify its defining features. This gap between awareness and comprehension carries significant implications. Simply recognising the term "LEA" does not translate into meaningful behavioural change. Athletes may have heard of the condition, yet remain unaware of how it manifests or how to prevent it through consistent and adequate fuelling.

From a performance standpoint, the consequences are substantial. LEA has been linked to reduced endurance, impaired recovery, diminished strength, and increased injury risk. These factors directly influence match readiness and long-term athletic development. In cricket, where success depends on a blend of technical skill, concentration, and physical resilience, even subtle physiological deficits can accumulate over a season. For fast bowlers, compromised bone health may heighten the risk of stress fractures. Batters may experience reduced

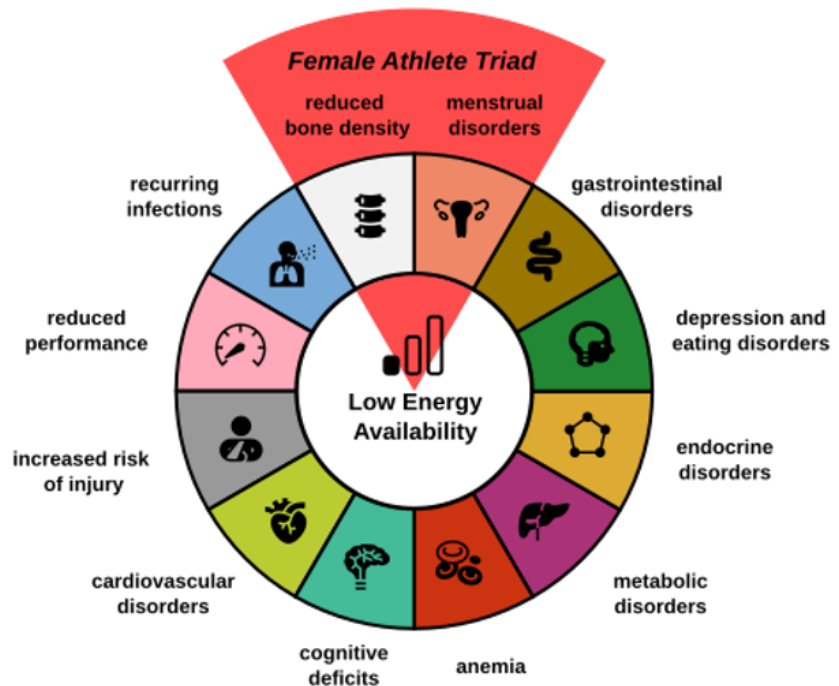
concentration or slower reaction times due to inadequate energy availability. Fielders may struggle with sustained intensity across long innings. In short, LEA affects far more than nutrition, it affects the very foundation of performance.

The findings carry broader significance for the development of women's sport in the Caribbean. As governing bodies such as the Barbados Cricket Association and regional stakeholders continue to invest in the growth of women's cricket, athlete welfare must remain central. The high prevalence of LEA risk suggests that current systems may not be adequately supporting the nutritional, educational, and physiological needs of female cricketers. The study's conclusions therefore point toward several actionable solutions.

First, there is a clear need for targeted education that moves beyond surface-level awareness. Athletes, coaches, and support staff must be equipped to recognise early warning signs of LEA and understand the importance of energy balance in sustaining both health and performance. Integrating sports nutrition education into regular training programmes could significantly improve athlete outcomes.

Second, routine screening using tools such as the LEAF-Q should become standard practice within teams and clubs. Early identification of at-risk athletes allows for timely intervention, reducing the likelihood of progression to more severe manifestations of RED-S. Crucially, screening must occur in a supportive, non-judgmental environment to encourage honest reporting and reduce

Relative Energy Deficiency in Sport (RED-S)



the stigma around discussing menstrual health, fatigue, or eating habits.

Third, addressing LEA effectively requires a multidisciplinary approach. Physicians, dietitians, physiotherapists, psychologists, and coaches all play essential roles in supporting athlete health. In a context like Barbados, where specialist resources may be limited, creative solutions such as shared care models, regional partnerships, or telehealth consultations could help bridge the gap. Partnerships between the Barbados Cricket Association and the Barbados Sports Medicine Association can be beneficial in developing the shared care approach.

This study reinforces a critical message: as women's sport continues to evolve, so too must the systems that support female athletes. LEA is not merely a nutritional issue; it is a performance issue, a health issue, and fundamentally an

equity issue. Ensuring that female cricketers are adequately fueled, informed, and supported is not just beneficial, rather it is essential for the sustainable growth and long-term success of the game in the Caribbean.

By Dr. Chloe Thompson



Dr. Chloe Thompson
Barbados Sports Medicine
Association



What does it truly mean to create “Sport for All”? While many programs focus on increasing participation, few examine how the culture of sport shapes inclusion, belonging, and opportunity. My research explores this through an ethnographic study of Unified Intramural Basketball (UIB), a program that unites people with and without intellectual and developmental disabilities (IDD) on the same team working towards a common goal.

Physical inactivity and social isolation are pressing concerns for both populations, highlighting a need for shared environments that support both physical and social well-being.

Unified Sports aim to address this by fostering connection, confidence, and community through shared play.

However, little is known about how these environments actually facilitate inclusion. Using an ethnographic approach, this study examined participant experiences across four academic semesters, drawing on observations and interactions with participants and caregivers. Guided by Bourdieu’s Theory of Practice, the analysis focused on how individual dispositions (*habitus*), physical and social environment (*field*), and resources such as confidence and relationships (*capital*) interact.

Findings showed that inclusion in UIB is actively constructed through its culture. A key shift was the reframing of success; rather than emphasizing performance, success was celebrated by social connection, teamwork, and shared experience.

This created a space where participants felt comfortable engaging, learning, and supporting one another.

The structure of the program also played a crucial role. Intentional design elements such as mixed teams, modified rules, and self-officiating, encouraged collaboration over competition and reduced pressure on individual performance. These features made participation more accessible and allowed individuals to contribute in diverse ways.

Over time, consistent participation led to meaningful changes in participants’ perspectives and behaviours. Many entered with uncertainty or performance-centered mindsets, but gradually developed greater openness, confidence, and social comfort. This highlights

the importance of sustained engagement in fostering genuine inclusion.

Another key insight was the development of “temporal capital”, the value gained through ongoing involvement. As participants continued to engage, they built relationships, developed skills, and strengthened their sense of belonging. Inclusion was often enacted through small, everyday interactions, such as teammates offering encouragement or sharing strategies during play, creating organic opportunities for connection and learning.

These findings have important implications for sport programming. Creating inclusive

sport environments requires more than access, it demands intentional design that prioritizes engagement, adaptability, and social learning. Programs must consider how structure and culture shape participant experiences over time.

UIB demonstrates that sport can be a powerful vehicle for inclusion when its culture is thoughtfully designed. By redefining success and fostering meaningful, sustained interactions, programs like UIB move beyond participation alone, fostering spaces where individuals can truly belong, grow, and thrive.

By Mr. Marcus Nandu



Mr. Marcus Nandu
Health and Rehabilitation
Sciences
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Who am I, and What Brought me to this Work

Currently serving as Lecturer/ Practicum co-Ordinator, Social Work Programme, UWI, St. Augustine



Sport Social Work and the Promotion of Student-Athlete Inclusion in the Caribbean

Sport has long been more than just an activity engaging youth in primary and secondary schools in the Caribbean. Rather, it is widely viewed by student-athletes and parents as a critical pathway to scholarships, expanded career opportunities, and potential progression into elite or professional sporting arenas. While sport is often positioned as a space for growth and opportunity, there are many barriers to inclusion and wellbeing within school sporting environments.

In many Caribbean contexts, student-athletes encounter a range of challenges that can undermine both their

inclusion and wellbeing, often leading to premature exit from sport or school. These may include isolation, intense performance pressures, limited psychosocial support, inequities in accessing resources, and the ongoing struggle to balance academic demands with training and competition schedules. The feeling of belonging is complicated as they also navigate personal pressures, including strained family relationships, parental expectations, and the challenge of maintaining healthy peer connections. As a result, the school sport environment can, at times, become a source of stress rather than support,

highlighting the need for more intentional structures to safeguard and promote the holistic development of student-athletes. The question arises: Where do athletes access support for navigating these challenges?

An emerging response to this gap is found in the field of Sport Social Work, a growing area of practice that integrates core social work principles within sporting environments to support the wellbeing of athletes. Sport social work is defined as a specialised area of practice that addresses the distinct needs of athletes, those who support them, and the communities they are part of, with the overarching

aim of enhancing athletes' personal well-being, building healthy, inclusive sporting organisations and safe sport environments (Kratz & Rosado, 2022).

The knowledge and skill set of sport social workers position them uniquely to respond to the growing demand of athletes within sporting environments, especially within the school system. Through a sport social work lens, for instance, practitioners are also well positioned to support inclusive and responsive support to para-athletes and other special populations within the school system. In the Caribbean, the training of school social workers in the sub-field of sport social work presents a critical opportunity to enhance the inclusion and well-being of athletes, and promotion of inclusive teams and organisations involved in sport.

Sport social work draws on a diverse theoretical foundation, integrating perspectives from social work, psychology, behavioural sciences, education, and sport sciences to inform practice. At the heart of Sport Social Work lies the sport ecological systems model, which illustrates the potential breadth and depth of intervention of sport social workers across multiple systems in the sporting environment in schools. At the microsystem level, sport social workers focus on the athlete's immediate environment, conduct biopsychosocial assessment of student-athletes and provide support for their well-being through counselling, mental health education, and skill-building,

while also engaging directly with families, peers, and coaches to strengthen relationships. At the mesosystem level, sport social workers facilitate collaboration between key settings such as school, home, sport organisations, and communities, helping to strengthen wellbeing within sport organisations and coordinate support around the athlete. The exosystem involves sport social workers building wellbeing structures that indirectly impact the athlete. This provides the space for social workers to advocate for access to services, inclusive policies, and safer sport practices for student-athletes. At the macrosystem level, practice involves analysing values and societal norms within the student-athletes' environment, research and advocating for systemic changes to address multiple issues including stigma around sport, promoting equity, and challenging harmful ideologies within the sport environment. Finally, the chronosystem considers changes over time, with social workers supporting athletes through transitions such as injury, team selection, academic progression, or movement into elite and professional pathways. Together, these levels highlight the expansive potential of sport social work to respond to the complex realities that complicate student-athletes' feelings of belonging.

There is a pressing need for stakeholders, including schools, sporting bodies, and policymakers, to advance Caribbean sport social work as a specialised field. School social workers must be intentionally trained to move beyond generalist practice toward

specialised sport-informed approaches that address the intersectional experiences of student-athletes. The University of the West Indies has already begun in moving towards this pivotal role by offering specialised Caribbean-based training, engaging in research, and building professional capacity, ensuring formal recognition of the sub-field to ensure Caribbean sport social work is embedded and sustained across school and sport systems.

Sport social work has the potential to promote the inclusion and development of student-athletes in the Caribbean. By addressing the needs and barriers to individual, school, and sport environments, the sport social work profession ensures that sport becomes a space not that enhances athletes' performance but promotes well-being of student-athletes.

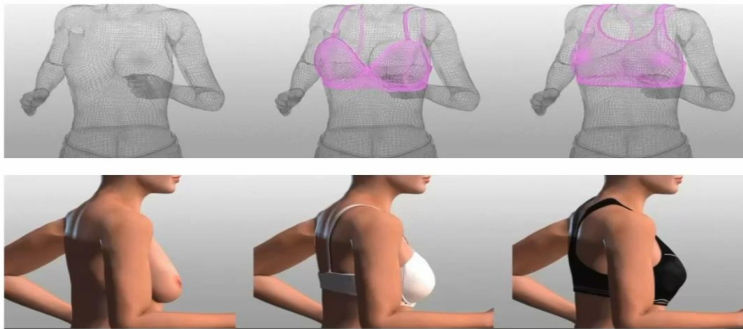
By Dr. Cheryl-Ann Boodram



Dr. Cheryl-Ann Boodram
University of the West Indies
St. Augustine Campus

Breast Biomechanics: Poll

- How many bounces occur during 60mins of jogging?
- A. 1500
- B. 3000
- C. 1200
- D. 600
- E. 10000



Supporting Performance: The Sports Bra as Essential Equipment for the Female Athlete

Supporting Performance: The Sports Bra as Essential Equipment for the Female Athlete,

presented by physiotherapist Marita Marshall at the UWI Cave Hill Campus Caribbean Sports Conference, explored the important but often overlooked role of sports bras in female athletic performance, health, and participation. The presentation highlighted how proper breast support is not simply a matter of comfort or appearance, but a critical component of sports performance, injury prevention, confidence, and long-term participation in physical activity.

The presentation began by addressing a major issue within women's sport: Many female athletes are not receiving adequate breast support. Research presented showed that female breasts contain no substantial anatomical support and that breast tissue is free to move over the chest wall

during activity. Despite this, over 90% of women reportedly wear the wrong bra size, while approximately half of female athletes do not wear sports bras at all. These statistics demonstrate a widespread lack of education and awareness surrounding breast support in sport. The presentation emphasized that even the best-designed sports bra cannot perform effectively if it does not fit correctly.

A major theme throughout the presentation was that sports bras should be viewed as essential athletic equipment in the same way as helmets, mouthguards, braces, or athletic shoes. However, breast support is often ignored in sports medicine and coaching environments. Poor bra fit can negatively affect comfort, confidence, body image, breast health, and overall sporting performance. The presentation argued that female athletes are

frequently unsupported both literally and figuratively because conversations about breast support are often avoided or overlooked.

The presentation also explored broader barriers faced by female athletes. These barriers include physical challenges such as breast discomfort, menstrual cycle changes, pregnancy-related body changes, increased ACL injury risk, and Relative Energy Deficiency in Sport (RED-S). Psychological barriers such as body image concerns, anxiety about breast movement, and reduced confidence were also discussed. Social and cultural issues, including gender stereotypes and discomfort discussing breast health, contribute further to these challenges. The presenter highlighted that puberty often marks a significant dropout point for girls in sport, raising the important question of whether

inadequate breast support unintentionally contributes to decreased participation among adolescent girls.

Another important focus of the presentation was breast anatomy and biomechanics. Breasts vary greatly in size, shape, and development patterns and are supported primarily by skin and Cooper's ligaments rather than muscles. During exercise, breasts move in multiple directions, especially during high-impact activities such as running. Research discussed in the presentation revealed that breasts can experience up to 15 cm of vertical displacement during running, while as little as 2 cm of movement may be enough to cause discomfort. During one hour of jogging, breasts may bounce approximately 10,000 times. Repetitive movement without proper support can place strain on breast tissue and supporting structures, potentially leading to pain and discomfort.

The presentation explained how inadequate breast support can negatively affect athletic performance. Poor support may lead to pain, skin irritation, postural changes, altered running mechanics, and reduced confidence. Athletes may consciously or unconsciously change their movement patterns to minimize discomfort, which can reduce efficiency and performance. Additionally, concerns about breast movement or appearance may discourage girls and women from participating fully in physical activity and sport.

A detailed overview of sports bra types and fitting principles was also provided. Low-support bras, often designed in a crop-top style,

may be suitable for smaller cup sizes and lower impact activities, while high-support bras use encapsulation, wider straps, adjustable bands, moulded cups, racerback designs, and underwires to better control breast movement during high-impact exercise. The presenter emphasized that sports bra selection should be individualized based on activity level, breast size, and comfort needs.

The presentation also taught practical methods for assessing sports bra fit. Signs of poor fit include wrinkling or gapping in the cups, breast tissue spilling over the top or sides, straps falling off the shoulders, or bands and underwires sitting on breast tissue. Properly fitted bras should provide firm but comfortable support, remain level around the rib cage, and stay in place during movement. Athletes were encouraged to perform movement tests such as jogging, jumping, and overhead arm movements when assessing bra fit. The concept of "sister sizing" was also introduced to help women find alternative bra sizes when their exact size is unavailable.

Breast health awareness formed another important component of the presentation. The presenter encouraged women and athletes to become familiar with the normal look and feel of their breasts and emphasized the importance of breast health education. Resources such as the Self Check-Out App and breast health organizations were shared to encourage self-awareness and early detection practices.

The presentation

concluded by emphasizing that promoting gender equity in sport requires recognition of the unique needs of female athletes. Supporting female athletes goes beyond training programs and competition opportunities; it also involves addressing practical issues such as breast support. Coaches, physiotherapists, sports medicine professionals, and sporting organizations were encouraged to normalize discussions about breast health, include breast support in athlete screening, educate girls early in their sporting journey, and recognize sports bras as essential equipment rather than optional clothing items.

Ultimately, the presentation argued that proper sports bra support can improve comfort, confidence, performance, and continued participation in sport. By addressing this often-overlooked aspect of female athlete care, sporting environments can become more inclusive, supportive, and accessible for women and girls.



Ms. Marita Marshall
Barbados Sports Medecine
Association



Whistles and Wisdom: Exploring Female Match Officials' Perceptions of Learning and Development During the CFU Challenge Series Training Workshops

This study examines how female match officials in the Caribbean perceive their learning and development during the Caribbean Football Union (CFU) Challenge Series training workshops. Despite notable growth in women's football globally and regionally, officiating remains a male dominated domain, with Caribbean women underrepresented at elite levels. As officiating represents a key pathway to leadership requiring authority, decision making, and technical expertise, it is important to understand how women experience development within this space.

The CFU Challenge Series serves as both a youth competition and a development platform for match officials. In 2025, an all female officiating delegation participated in workshops combining technical instruction (e.g., Laws of the

Game, fitness) with gender specific topics such as menstrual health, nutrition, and empowerment. However, limited research has explored how women interpret these learning environments. This study addresses this gap by examining perceptions of learning, confidence, inclusivity, mentorship, and the application of knowledge in practice.

Using a qualitative phenomenological approach, data were collected from ten female match officials across the Caribbean through open-ended questionnaires. Thematic analysis identified five key areas: Learning and skill development, confidence and professional identity, inclusivity and gender sensitivity, mentorship and support networks, and barriers to translating learning into practice.

Participants reported that the workshops supported

both technical and cognitive development. Learning extended beyond knowledge of the Laws of the Game to include positioning, teamwork, decision making under pressure, and match management. Reflective practices such as feedback and video analysis enhanced preparedness for real match contexts. These findings reinforce that officiating expertise involves not only technical proficiency but also contextual awareness and reflective learning.

Confidence and professional identity emerged as significant outcomes. Participants described increased self-belief in managing players and asserting authority, alongside motivation to progress within officiating pathways. Confidence was shaped by exposure to elite environments, instructor validation, and peer interaction. Learning

environments thus contributed to both skill acquisition and the development of leadership identity.

Perceptions of inclusivity were mixed. While many participants experienced the environment as respectful and supportive, they noted that gender responsive design was not always explicit. Some indicated that elements such as physical training did not fully consider women's needs. Notably, although gender specific topics were included, not all participants recognized these as intentional inclusive practices. This suggests a gap between pedagogical intent and participant perception, highlighting the need for more visible and clearly articulated gender responsive approaches.

Mentorship and representation were critical to participants' sense of belonging and motivation. Exposure to female instructors and senior officials enabled participants to envision career progression. However, formal mentorship structures were perceived as limited, with many relying on peer networks for support. While mentorship interactions occurred, they were not consistently experienced as part of a structured system, indicating the need for more deliberate and sustained mentorship frameworks.

Participants also identified challenges in applying workshop learning to match environments. Limited post workshop follow up, short intervention duration, and contextual differences between training and competition, constrained

knowledge transfer. These findings emphasize that learning requires ongoing reinforcement, feedback, and contextual adaptation rather than one time interventions.

Interpreted through a Caribbean feminist lens, these findings highlight how learning and development are embedded within broader gendered power relations. Efforts to build confidence and legitimacy reflect ongoing struggles for authority in male dominated sporting spaces. Despite institutional commitments to gender equity, football culture in the region continues to be shaped by hegemonic masculine norms that influence both access and perceptions of competence.

The reliance on peer networks and female role models underscores the relational nature of learning in Caribbean sport contexts. In the absence of strong institutional support, women construct alternative systems to navigate exclusion, aligning with Caribbean feminist perspectives on collective strategies for negotiating structural constraints.

Intersectionality further complicates these dynamics. Caribbean women match officials, positioned at the intersection of multiple identities, may experience "intersectional invisibility" within global officiating structures. Their identities may not align with dominant, often Eurocentric and masculinized, perceptions of authority, leading to marginalization in appointments, mentorship, and advancement opportunities through systemic oversight rather than explicit exclusion.

In conclusion, the

CFU Challenge Series workshops provide valuable opportunities for technical, cognitive, and professional development, enhancing confidence, competence, and leadership capacity. However, more intentional, visible, and sustained approaches to gender inclusive learning are needed. While gender specific content was included, its impact may be limited if not clearly recognized within a broader inclusive framework.

Advancing gender equity in Caribbean football officiating requires not only increased participation but also the transformation of learning environments, mentorship structures, and institutional cultures. Recent CFU initiatives, including enhanced virtual classrooms and annual women's officiating courses, represent important steps toward continuous development and structured support. Centering Caribbean women's experiences remains essential to dismantling barriers and reshaping officiating as an inclusive pathway for leadership in regional football.

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Beyond the Event: Using Sport Tourism to Create Opportunities for Long-Term Sport Development

The conversation around sport tourism in Barbados is continuing to gain traction, and rightfully so. In Issue 1 of 'Sport In View' magazine – Shaping Beach Volleyball as a Catalyst for Beach Sports Tourism in Barbados - I touched on the economic potential sporting events can generate, especially during the quieter tourism months. However, there is another side to that story. When visitors leave, infrastructure is dismantled, and the curtain falls, what's left? This is a topic that deserves further discussion and equal attention, which I hope to highlight in this opinion piece.

In Barbados and most Caribbean Islands, where tourism is the primary economic

engine, these small island developing states, continue to search for ways to stimulate tourism in the off-peak season. Sporting events have become one of the more practical options. Sport event tourism is the deliberate use of sporting events to attract visitors, increase tourism activity, and generate economic returns for host destinations (Gratton & Henry, 2001). For a country like Barbados, the appeal is obvious. The island already possesses the many assets visitors are looking for - the beaches, the climate, the friendly hospitality and culture.

Now, add an international sporting event. With cricket, the main sport of the island, we have seen the masses descend

on this little rock to support their favourite teams. In 2024, Barbados hosted 9 matches for the ICC Men's T20 Cricket World Cup. Barbados recorded an estimated 49,316 long-stay visitor arrivals in June during the World Cup, representing a 34.5% increase over the previous year (Central Bank of Barbados, 2024). This impact is almost immediate, hotels reach full occupancy, there is an increase in restaurant reservations, transportation services from the large operators like 'Sun Tours' to the small taxi entrepreneurs, benefit. Additionally, the island gains exposure through media coverage. Duval (2010), citing estimates from the Barbados Tourism Authority, noted that

the tournament generated approximately US\$225 million in global media exposure for Barbados, with an estimated audience of two billion viewers worldwide. There is no denying that the economic impact is there, Nielsen Sports (2024) estimated that the tournament generated approximately US\$428.4 million in economic impact for Barbados alone, the highest among all Caribbean host countries.

Yet the bigger question remains largely unanswered. What do these events actually do for sport development within the country itself? Economic activity is one thing, sustainable growth in sport is another. Too often, success is measured by hotel occupancy rates, visitor arrivals, or the number of spectators attending an event. Yes, those numbers matter, but they only tell part of the story. Government-led tourism agencies are primarily driven by a central objective - *'putting heads in beds'*. How can we look beyond this to see how sports tourism can also be used as a sport development strategy? There has to be a deeper connection and collaboration between tourism goals and the long-term strengthening of local sporting systems.

Research has repeatedly shown that hosting events alone does not automatically create sustainable sport development. According to Preuss (2007), positive long-term outcomes from sporting events are unlikely to occur without deliberate legacy planning, investment, and developmental structures being embedded within the event strategy. Otherwise, the benefits tend to stay concentrated within

tourism and hospitality while local sporting organizations see little meaningful progress.

One issue that surfaces repeatedly in the literature is the dependence on imported expertise. Major sporting events across developing nations are frequently managed by foreign consultants, technical delegates, and international event specialists. Some scholars describe this as the 'parachute expertise', experts fly in, execute and leave. While external expertise often contributes to successful event delivery, structured knowledge transfer is limited and much operational learning is not retained within host organisations (Qin et al., 2022). The event is completed, the specialists leave, and much of the operational experience disappears with them.

The result is a repeated cycle; the opportunity to host another event arrives, another team of external experts is imported and yes, local volunteers and support staff contribute to the operation significantly, but remain confined to support positions with little opportunity to move into technical or managerial leadership. John Horne (2007) describes mega sporting events as creating a "temporary spectacle," where visible success can mask the absence of long-term sustainable systems. In a similar point, Houlihan (1997) argues that governments often prioritise short-term event success while neglecting long-term sport development and institutional strengthening.

Not to move too far off topic, but this issue extends beyond sports and looks familiar across other sectors.

Similar patterns can be seen throughout the construction industry, where foreign firms frequently oversee major hotel or infrastructure projects while locals are concentrated in lower-level operational roles. The result is a dependence model. Barbados and other Caribbean nations prove capable of hosting international events, yet continue relying on imported expertise each time a new opportunity appears. Meanwhile, local federations may see minimal long-term gains; there is a lack of knowledge transfer and organizational capacity building gaps.

This becomes even more noticeable in beach sports. Unlike stadium-based events that may leave behind permanent infrastructure, beach sporting events are often built almost entirely on temporary systems. Courts are assembled, seating is installed, branding goes up, and within days of the event ending, everything disappears. Very little physical evidence remains.

How are we creating opportunities for our local sporting systems to grow and develop? What exactly is the legacy? Preuss (2007) describes human capital development as a key sport event legacy outcome. It is arguably the most valuable legacy any sporting event can produce, especially within small island developing states. Equipment donations are useful, but real development is not built on spare nets, leftover flooring, or temporary facilities. It comes from providing access for leadership pathways, creating opportunities for operational experience, investing in local expertise and technical education.

Sport tourism can contribute meaningfully to national sport development but this doesn't just happen, intentional planning is required. A more sustainable framework for sport tourism in Barbados could include running certification workshops alongside competitions. Structured mentorship programmes where local federation members shadow international experts throughout the day-to-day operations of the event. Defined pathways created to develop volunteers into professional event management positions overtime; now they aren't just temporary staff who disappear after the event. Exhibition games/ categories and wild cards to create opportunities for local

athletes to compete alongside elite international talent. Even the retention of selected equipment and infrastructure could strengthen grassroots programmes after the event ends. Most importantly, knowledge transfer and documentation systems should not be treated as optional, it should be a non-negotiable clause written directly into hosting agreements.

This is a shift that changes the entire game. It becomes more than a quick economic spike and short-term strategy. It turns into a long-term series for building expertise, creating employment opportunities, strengthening sport federations, and improving athlete development systems over time. Without that shift,

Barbados, and many Caribbean nations like it, stay trapped as consumers of expertise rather than producers of it.

The true value of sport tourism does not lie solely in attracting visitors and filling rooms for a weekend. Its long-term power is whether countries can eventually develop the capacity to organize, manage, and lead these events independently. For sport to become a pillar of tourism development in Barbados, the conversation cannot end when the event does. We can't judge success solely by tourist spend, but also by whether an event leaves behind stronger sporting institutions and more capable workforce.

By Ms. Anicia Wood

