

Gender  
Equality  
in Coaching



# D4.1 Framework for gender mainstreaming in coach education

Work Package 4

Task 4.1  
Lead partner:  
European Network of Sport Education



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<b>Abstract</b>	<p>This document –<i>D4.1 Framework for gender mainstreaming in coach education</i>– has been developed as part of WP4 of the SheCOACH project and provides an overview of the framework for gender mainstreaming in coaching education.</p> <p>This framework offers practical guidance for integrating gender equality into coach education systems. Developed as part of the SheCOACH project, it builds on the outcomes of our Capacity Building Programme and aims to support coach education providers and sports organizations in taking meaningful steps toward gender-inclusive practices.</p> <p>“Mainstreaming” refers to the process of incorporating gender or gender issues into the core elements of sports coaching curricula or training seminars. The document explores how institutions can assess their current capacity, identify necessary conditions for mainstreaming, and apply gender-sensitive strategies throughout their curricula and teaching methods. It includes tools such as gender audits and checklists, and outlines how to develop action plans, assign roles, and monitor progress. Examples of good practice and lessons learned from partner countries and beyond are also provided to support local adaptation.</p> <p>By promoting equal opportunities and greater representation for women in coaching, the framework encourages long-term change in how coaches are educated and supported. It is designed to be a living document that can evolve with the needs of institutions and the realities of the coaching profession.</p>
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# 1. Brief overview of the SheCOACH project

## 1.1 Implementation period and consortium

**SheCOACH: Gender Equality in Coaching** is an **Erasmus+ Sport project**, under the agreement number **101133095 - SheCOACH - ERASMUS-SPORT-2023**, implemented in **Cyprus, Greece, Italy** and **Spain** from **02/01/2024** to **30/10/2026** (34 months duration).

SheCOACH is a multi-stakeholder initiative, involving Basketball Federations, a Coaches' Association, Civil Society Organizations (CSOs), a Higher Education Institution, and expert organizations in the field of sports coaching, sports education and technology. Specifically, the SheCOACH consortium consists of the following **9 members** from **7 countries**:

Project coordinator:

- 1) CYPRUS BASKETBALL FEDERATION (CBF), Cyprus ([basketball.org.cy](http://basketball.org.cy))

Partners:

- 2) SYMPLEXIS, Greece ([symplexis.eu](http://symplexis.eu))
- 3) GREEK BASKETBALL COACHES ASSOCIATION (GBCA or SEPK), Greece ([sepk.gr](http://sepk.gr))
- 4) UNIVERSIDAD DE MURCIA (UMU), Spain ([um.es](http://um.es))
- 5) FEDERACIÓN DE BALONCESTO DE CASTILLA-LA MANCHA (FBCLM), Spain ([fbclm.net](http://fbclm.net))
- 6) L'ORMA SSD ARL, Italy ([ormainternational.eu](http://ormainternational.eu))
- 7) SPORT COACHING EUROPE (SCE), Malta ([sportcoachingeurope.org](http://sportcoachingeurope.org))
- 8) EUROPEAN NETWORK OF SPORT EDUCATION (ENSE), Austria ([sporteducation.eu](http://sporteducation.eu))
- 9) HUB FOR INNOVATION POLICY S.R.L (HIP), Romania ([hubinno.eu](http://hubinno.eu)).

## 1.2 Project aim and objectives

SheCOACH is a multi-stakeholder initiative that aims to **contribute to gender equality in sport coaching** by **promoting the participation of women in (basketball) coaching education** in Greece, Cyprus, Italy and Spain.

SheCOACH's objectives are as follows:

- To improve the mainstreaming of gender issues in sports coaching curricula/ training
  - "Mainstreaming" refers to the process of incorporating gender or gender issues into the core elements of sports coaching curricula or training seminars;
  - The project seeks to make gender considerations an integral and essential part of the overall education and training of sport coaches, rather than treating them as separate or marginalized components;
  - SheCOACH wants to ensure that gender perspectives, concerns & issues are consistently addressed and integrated throughout the curriculum or related educational programs.
- To develop the awareness and skills of providers of coaching education and qualifications to include gender-related elements in their curricula and systems.

- To increase the awareness of national/regional/local education and/or sport authorities to develop/implement gender mainstreaming policies in coaching education systems.
- To raise the awareness among sports clubs, academies and schools of the benefits of including women coaches and encouraging women's participation, especially in traditionally male dominated sports.
- To increase the participation of women in basketball coaching education/training.

### 1.3 Clusters of activities, target groups and main results with KPIs

The SheCOACH objectives will be achieved through the implementation of the following clusters of activities:

- Recommendations for coaching education and qualification providers on mainstreaming gender issues in coaching courses and curricula (*all SheCOACH research reports are available at [www.shecoach.eu/resources](http://www.shecoach.eu/resources)*).
- Online capacity building programme to train coaching education providers in gender mainstreaming (*the full description of the programme is available at [www.shecoach.eu/resources](http://www.shecoach.eu/resources), and the eLearning platform [shecoach-platform.eu](http://shecoach-platform.eu) can also be accessed through the project's main website [www.shecoach.eu](http://www.shecoach.eu)*).
- Framework for gender mainstreaming in coaching education.
- Dissemination and awareness raising.

The primary target groups of the SheCOACH project are:

- National & regional basketball -and other sports- federations
- Coaches' associations
- Coaching education providers (Universities, VET centres, Colleges etc.)
- Local, regional and national sports and education policy-makers.

Additionally, the project targets sports federations—particularly those with a focus on basketball—alongside sports clubs, academies, and schools; networks of sports associations; relevant stakeholders and education providers at EU and international levels; physical education students and researchers in related fields; and the general public.

The main results expected from the implementation of the SheCOACH project are the following, which also reflect the project's main Key Performance Indicators (KPIs) of the project:

- Approximately **80-100 staff** from coaching education providers with new skills in gender mainstreaming;
- At least **15 sports coaching curricula/programmes**, with gender mainstreaming/new gender equality modules;
- At least **50 national/regional/local education & sports authorities** with awareness of implementing gender mainstreaming policies in coaching education;
- At least **130 sports clubs/academies staff/executives/members** with new awareness of the benefits of including women coaches and promoting women's participation;
- At least **30000 people** reached through dissemination and awareness-raising activities.

## 2. Introduction

### 2.1 Purpose and Objectives of the Framework

The Framework for Gender Mainstreaming in Coaching Education aims to provide a structured approach to integrating gender equality into coaching education programs. By addressing the existing gaps in knowledge, policies, and institutional practices, this framework serves as a practical guide for coaching education providers, sports federations, and policymakers to ensure an inclusive, equitable, and supportive environment for women coaches.

The primary objectives of this framework are to establish guidelines for assessing gender perspectives in coaching education, provide practical tools and techniques for mainstreaming gender equality in curricula, support institutions in developing action plans and monitoring mechanisms that promote and sustain gender-inclusive education, ensure that the education of coaches adequately reflects the experiences, values, and leadership roles of women in sports, and facilitate collaborative efforts between sports federations, educational institutions, and relevant stakeholders to advance gender equality in coaching.

By embedding gender considerations into coach education and professional development, the framework ensures that the next generation of coaches is equipped with the necessary competencies to foster an inclusive and diverse coaching environment.

### 2.2 Importance of Gender Mainstreaming in Coaching Education

Gender mainstreaming is a globally recognized strategy for promoting gender equality across various sectors, including sports. In coaching education, mainstreaming gender means ensuring that the design, content, delivery, and evaluation of training programs actively promote gender equality, challenge stereotypes, and create pathways for women coaches to thrive.

Studies have shown that women coaches face numerous barriers, including limited access to leadership roles and career advancement opportunities, institutional biases and cultural stereotypes that undermine their credibility, lack of mentorship and networking opportunities, and work-life balance challenges—especially for women with caregiving responsibilities. These barriers are well-documented in the literature. For example, LaVoi and Dutove (2012) proposed an ecological model identifying barriers at individual, interpersonal, organizational, and socio-cultural levels. Lockwood (2006) highlighted the importance of same-gender role models in fostering women's professional self-efficacy, particularly in male-dominated fields. Barker-Ruchti et al. (2015) emphasized how coaching systems often reflect masculine norms that marginalize women's experiences, highlight how coaching systems impose structural and cultural barriers, such as turning points dictated by gendered expectations. Clarkson et al. (2019) further explored how female football coaches navigate gendered expectations by balancing expressions of femininity and masculinity in their professional identities.

By mainstreaming gender equality into coaching education, we create a more representative, fair, and effective coaching workforce. This is not only beneficial for women coaches, but also for

athletes, sports organizations, and the broader sporting community by fostering a more inclusive environment that values diversity and equal opportunities.

Beyond fairness and inclusion, the lack of gender equality in sport also represents a missed strategic opportunity. Research shows that engaging more skilled and educated women in coaching and sport development yields significant personal, organizational, and societal benefits. Rather than viewing gender considerations as peripheral or obstructive to performance goals, sport stakeholders must recognize gender equality as a prerequisite for sustainable development.

When women are equitably represented—as coaches, mentors, and leaders—they contribute new perspectives, diversify leadership styles, and serve as essential role models for both girls and boys. Gender-equal guidance also helps reduce the high dropout rates among girls and women, mitigates sexist stereotypes, and cultivates a positive and educational sporting climate. For women with disabilities or migrant backgrounds, inclusive sport programs are often pathways to empowerment, employment, and social belonging.

Ultimately, gender equality enhances the overall quality and appeal of sport. It strengthens health outcomes, drives participation, expands the talent pool, and yields economic benefits for stakeholders—ranging from sport organizations to the media and sport-related industries. A more inclusive coaching ecosystem is not just fairer—it is smarter, stronger, and more sustainable.

The SheCOACH research findings (all available at <https://shecoach.eu/resources> in EN, EL, ES, IT) highlight the urgent need to implement structured gender mainstreaming strategies to address these barriers, making this framework an essential tool for guiding such efforts.

### 2.3 Methodology and Development Process

The development of this framework is based on a multi-phase research and consultation process involving data collection, stakeholder engagement, and best-practice analysis. The methodology includes a literature review analyzing existing research on gender mainstreaming in sports coaching, reviewing EU policies, and identifying key trends. Primary data collection was conducted through surveys and structured interviews with stakeholders across partner countries, including coaching education providers, sports federations, coaches, and policymakers. A gap analysis was performed to identify existing challenges, barriers, and opportunities for mainstreaming gender in coaching education programs.

Stakeholder workshops with partners, educators, and advocacy groups form part of the process to validate findings and refine framework recommendations in the ongoing phases of the project. The framework development process involved creating actionable strategies, self-assessment tools, and monitoring frameworks to support implementation. The final version is designed to be a digital resource accessible through the SheCOACH project website & eLearning platform, ensuring broad dissemination and usability.

This rigorous methodology ensures that the framework is evidence-based, contextually relevant, and adaptable to different coaching education systems and cultural contexts.

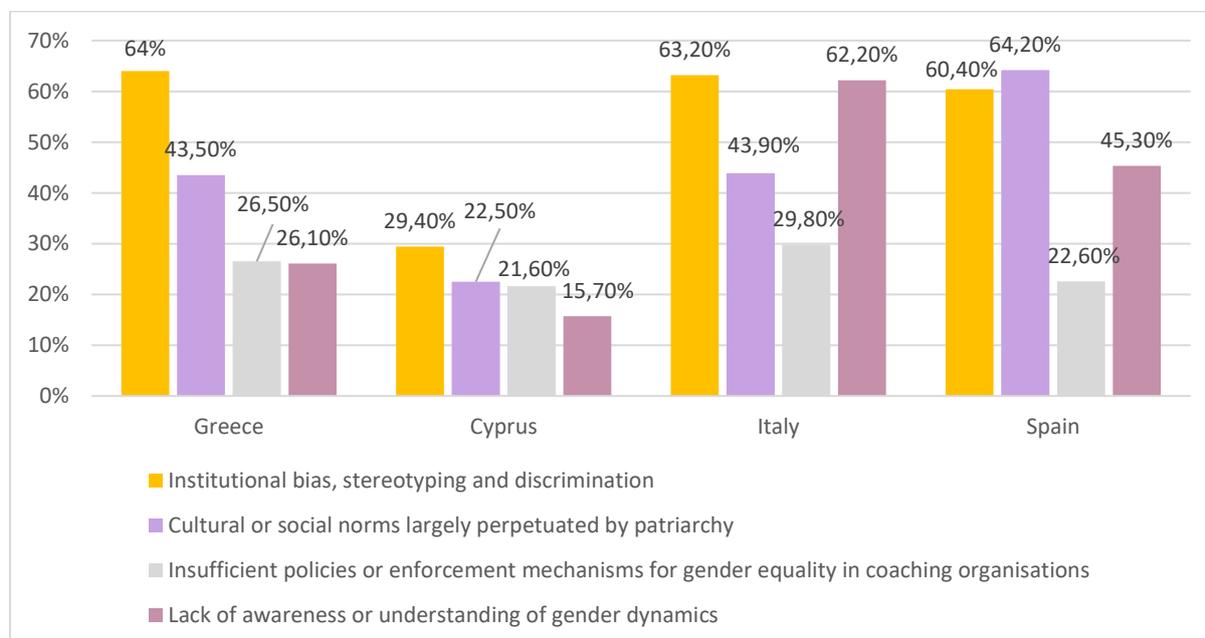
## 2.4 Key Findings from SheCOACH Research

The SheCOACH research, conducted across Cyprus, Greece, Italy, and Spain (April – June 2024), provides critical insights into the current landscape of gender equality in coaching education. Key findings indicate a persistent gender imbalance in coaching roles, with women remaining underrepresented, particularly in leadership positions, due to structural and cultural barriers. The research highlights the lack of gender-inclusive policies in coaching education, as many national and regional coaching programs do not include gender considerations in curricula, training materials, or certification processes. It also underscores limited awareness and training on gender equality, as a significant proportion of coaching educators and trainees lack formal training on gender-sensitive coaching approaches.

Institutional and cultural barriers, including patriarchal norms, gender stereotypes, and unconscious bias, affect how women coaches are perceived and treated within the profession. The research emphasizes the need for targeted mentoring and support networks, as women coaches benefit significantly from structured mentorship, networking opportunities, and targeted leadership training. Survey responses indicate widespread recognition of the importance of integrating gender equality into coaching education but also highlight the lack of concrete strategies for achieving it.

The following graph presents the most commonly reported barriers to gender mainstreaming in coaching education across four partner countries.

Graph 1: Common barriers to gender mainstreaming per country (SheCOACH survey results)



Source: SheCOACH D2.3 Recommendations report to address knowledge gaps in gender mainstreaming (2024), based on data from SheCOACH D2.2 National Reports for Cyprus, Greece, Italy & Spain (2024)

The recent primary research conducted across Cyprus, Greece, Italy, and Spain (SheCOACH D2.3) confirms that awareness alone is insufficient to drive institutional transformation. Across the four countries, fewer than **25% of surveyed coaching education providers** reported having any form of gender equality strategy in place. In Greece and Cyprus, this number dropped below **15%**, highlighting an urgent need for structured guidance. Furthermore, over **85%** of respondents indicated they had **never received formal training on gender-sensitive** pedagogy or the integration of gender content into coaching curricula. When asked to assess institutional barriers, respondents most frequently cited **institutional inertia, lack of awareness among leadership, and limited staff capacity as critical challenges** to advancing gender equality in coaching education. These data points underscore the need for a practical, adaptable framework—like the one presented here—to guide institutions through the process of mainstreaming gender across their systems.

These findings reinforce the necessity of a structured gender mainstreaming framework that provides practical solutions for overcoming barriers, equipping institutions with the necessary tools to assess, plan, implement, and monitor gender equality initiatives in coaching education.

## 3. Institutional Capacity Assessment for Gender Equality

Integrating gender equality into coaching education begins with a clear and honest understanding of the institution's status quo. Without this foundational assessment, efforts to mainstream gender may lack focus or fail to address deeper, structural limitations. A gender-responsive institution is not defined by isolated policies or token programs, but by how thoroughly and consistently gender perspectives are embedded into its values, structures, operations, and outcomes.

### 3.1 Understanding Institutional Readiness

Institutional readiness refers to the extent to which an organization is willing and able to implement gender equality policies in a meaningful and sustainable way. This includes both formal structures (e.g., policies, strategies, resource allocation) and informal cultures (e.g., norms, attitudes, leadership behaviour) that either enable or hinder progress (Norman, 2010). Research highlights that change is most effective when institutions recognize their own position within a wider gendered system and engage in critical reflection and long-term commitment (Clarkson et al., 2020). Findings from the SheCOACH national surveys (D2.2, D2.3) reinforce this, with coaching education providers in all four countries reporting a **gap between institutional mission statements and actual implementation capacity**. While some institutions may express commitment to gender inclusion, the **absence of structured internal policies**, limited staff development, and lack of **gender-disaggregated monitoring data** often impede progress. In structured interviews, stakeholders also highlighted the influence of **personal attitudes of institutional leaders**—either as barriers or as powerful enablers of change—underscoring the importance of leadership accountability as a dimension of readiness.

A robust readiness assessment explores:

- Leadership attitudes and behaviours regarding gender inclusion.
- Existing policies and their implementation gaps.
- Institutional history with diversity or equality initiatives.
- Availability of resources (human, financial, technical).
- Staff competencies in gender-sensitive education and coaching.

Institutions may consider conducting a **gender audit**, an internal review tool that helps identify strengths and weaknesses in gender mainstreaming efforts across policies, procedures, culture, and staffing.

### 3.2 Key Indicators for Gender-Responsive Coaching Education

A gender-responsive coaching education institution does more than include women in its programmes—it ensures that the structures, methods, and culture of learning actively support equity. The following indicators, based on international frameworks (e.g., UNESCO, UN Women, European Institute for Gender Equality), help identify the extent to which an institution is moving toward this goal:

- **Leadership Commitment:** Top leadership champions gender equality visibly and consistently. This commitment is reflected in strategy documents, public messaging, resource allocations, and representation in governance structures (Norman, 2010).
- **Policy Frameworks:** Clear and up-to-date policies are in place to address gender equality in recruitment, training, curriculum development, and grievance procedures. Policies are linked to measurable targets and are publicly available.
- **Balanced Representation:** Women are not only participants in coaching programmes but also serve as mentors, educators, decision-makers, and experts in curriculum design and evaluation (Barker-Ruchti et al., 2015).
- **Curriculum and Pedagogy:** Learning materials are free of stereotypes and reflect diverse realities in coaching. Inclusive pedagogical practices engage with topics such as unconscious bias, gender-sensitive communication, and intersectionality (Shaw & Hoerber, 2003).
- **Access and Participation:** Programmes are designed to be accessible to all. This includes flexible learning options, scholarships, childcare support, and outreach to underrepresented groups (Lockwood, 2006).
- **Capacity Building:** Staff receive regular training in gender mainstreaming, inclusive coaching, and bias mitigation. Continuous professional development is embedded in the institution's HR strategy.
- **Data and Monitoring:** Sex- and gender-disaggregated data are collected systematically and used to evaluate progress, inform programming, and report transparently to stakeholders (Kane, 2013).
- **Safe and Inclusive Environments:** Procedures for addressing harassment and discrimination are clearly communicated and consistently enforced. Support systems (e.g., ombudspersons, anonymous reporting tools) are in place to protect all learners and staff.

These indicators serve not as checkboxes but as evolving benchmarks. Institutions are encouraged to prioritize areas for improvement, set realistic goals, and celebrate incremental progress.

### 3.3 Self-Assessment Checklist for Institutions

To support institutions in identifying where they stand and what steps they might take, this framework offers a self-assessment tool. The checklist is intended to stimulate internal dialogue, guide planning, and surface both strengths and gaps in gender responsiveness. It can be used periodically to track change, as a requirement in internal evaluations, or as part of an accreditation or quality assurance process.

Some of the key questions an institution should ask itself include:

- Does our leadership actively and publicly support gender equality in coaching education?
- Do we have a written policy or strategy that addresses gender mainstreaming?
- Are women equitably represented in leadership, teaching, and curriculum development roles?
- Are our course materials free of gender bias and inclusive of different coaching pathways and identities?
- Do we offer training and support to staff on gender-sensitive practices?
- Have we conducted a gender audit or equity review within the last three years?

- Do we gather and use sex-disaggregated data in our planning and evaluations?
- Do our recruitment and admission procedures include measures to improve gender balance?
- Are safe reporting mechanisms in place for incidents of harassment or discrimination?
- Do we collaborate with women's sports networks or gender advocacy organizations?

The checklist is not about perfection, but about progress. Institutions are encouraged to use their responses as a foundation for planning, set specific and time-bound goals, and revisit the checklist regularly. When used in this way, the self-assessment becomes not just a diagnostic tool, but a driver of real institutional change.

In addition to the checklist provided above, institutions may also benefit from using the “Gender Equity Assessment Tool” by Ann Murray-Brown (2019), which assesses equity across five dimensions: Access, Participation, Resources, Benefits, and Decision-making. Each domain is rated from 1 (no equity) to 5 (full equity). This method provides a quick visual overview of institutional gender dynamics and can support structured reflection and reporting.

Figure 1. Gender Equity Assessment Rubric adapted from Murray-Brown (2019), used to self-assess institutional equity across five dimensions.

Level 1: Gender Discriminatory	Level 2: Gender Blind	Level 3: Gender Sensitive	Level 4: Gender Responsive	Level 5: Gender Transformative
<p>Perpetuates gender inequality by reinforcing unbalanced norms, roles and relations.</p> <ul style="list-style-type: none"> <li>• Privileges men over women (or vice versa)</li> <li>• Often leads to one sex enjoying more rights or opportunities than the other</li> </ul>	<p>Ignores gender norms, roles and relations.</p> <ul style="list-style-type: none"> <li>• Very often reinforces gender-based discrimination</li> <li>• Ignores differences in opportunities and resource allocation for women and men</li> <li>• Often constructed based on the principle of being “fair” by treating everyone the same</li> </ul>	<p>Considers gender norms, roles and relations.</p> <ul style="list-style-type: none"> <li>• Does not address inequality generated by unequal norms, roles or relations</li> <li>• Indicates gender awareness, although often no remedial action is developed</li> </ul>	<p>Considers gender norms, roles and relations for women and men and how they affect access to and control over resources.</p> <ul style="list-style-type: none"> <li>• Consider women’s and men’s specific needs</li> <li>• Intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs</li> <li>• Makes it easier for women and men to fulfil</li> </ul>	<p>Considers gender norms, roles and relations for women and men and that these affect access to and control over resources.</p> <ul style="list-style-type: none"> <li>• Considers women’s and men’s specific needs</li> <li>• Addresses the causes of gender-based inequities</li> <li>• Includes ways to transform harmful gender norms, roles and relations</li> <li>• The objective is often to promote gender equality</li> </ul>

			<p>duties that are ascribed to them based on their gender roles</p>	<ul style="list-style-type: none"> <li>• Includes strategies to foster progressive changes in power relationships between women and men</li> </ul>
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Source: Murray-Brown, A.M. (2019). Useful tool to assess gender equity: WHO Gender Responsive Assessment Scale: Criteria for assessing programmes and policies <https://www.annmurraybrown.com/single-post/useful-tool-to-assess-gender-equity>

## 4. Key Requirements for Effective Gender Mainstreaming

Achieving meaningful gender mainstreaming in coaching education requires more than ad-hoc efforts or symbolic gestures—it demands an integrated institutional strategy supported by clear policies, adequate resources, and long-term commitment. Research underscores that gender mainstreaming is most successful when it is embedded into the broader organizational culture and is backed by leadership, accountability structures, and inclusive policies (LaVoi & Dutove, 2012; Shaw & Hoerber, 2003).

### 4.1 Institutional Commitment and Leadership Support

Leadership plays a pivotal role in setting the tone and direction of institutional change. Studies have consistently found that visible, consistent leadership engagement is one of the strongest predictors of success in mainstreaming gender (Norman, 2010; Clarkson et al., 2020). Institutional leaders must:

- Publicly articulate and reinforce a commitment to gender equality.
- Allocate sufficient financial and human resources to support gender initiatives.
- Serve as role models in inclusive behavior and policy enforcement.
- Establish gender equality as a strategic priority in institutional planning.

Embedding gender equality into mission statements, strategic documents, and governance structures communicates its legitimacy and importance across all levels of an organization.

### 4.2 Policies and Regulations for Gender Equality

Formal policies are foundational for holding institutions accountable and for ensuring consistency in implementation. Gender-responsive coaching education systems require:

- Clear anti-discrimination and equal opportunity policies that are regularly reviewed.
- Integration of gender equality objectives into curricula, recruitment, and evaluation procedures.
- Transparent mechanisms for reporting harassment, bias, or inequality.
- Gender-sensitive language and representation in institutional materials and communications.

Institutions should conduct regular policy reviews to identify and eliminate any systemic bias, and to align with evolving standards and national/european equality frameworks (e.g., European Gender Equality Strategy, EIGE Guidelines).

### 4.3 Allocating Resources and Building Capacity

Mainstreaming gender in coaching education is not cost-neutral—it requires dedicated funding, trained staff, and time to implement systemic change. Literature emphasizes the need for resource planning at both strategic and operational levels (Shaw & Hoeber, 2003).

Key actions include:

- Designating a gender equality officer or focal point within the institution.
- Establishing a dedicated budget line for gender equality programs.
- Providing regular training on gender sensitivity, unconscious bias, and inclusive pedagogies.
- Supporting cross-functional teams or committees to drive change collaboratively.

Capacity building should extend to all stakeholders: faculty, staff, decision-makers, and students. Peer learning, external expert input, and international exchange can further enhance internal capabilities.

By embedding these structural, policy-based, and capacity-oriented practices, institutions can move from isolated good intentions to sustained systemic transformation in coaching education.

## 5. When, What, and Where to Mainstream Gender in Coach Education

Gender mainstreaming should be a comprehensive, continuous process, integrated across all stages of coach education —from curriculum design and recruitment to assessment and professional development. Effective mainstreaming requires intentional decisions about timing, content, and context to avoid tokenism or isolated efforts (Barker-Ruchti et al., 2015; European Institute for Gender Equality, 2016).

### 5.1 Identifying Key Areas for Integration

Gender should be integrated at both structural and instructional levels. The key areas include:

- **Institutional Strategy:** Gender equality objectives should be embedded into institutional visions and long-term strategies.
- **Curriculum and Materials:** Gender should be integrated not only into specific modules but also throughout general content (e.g., leadership, ethics, psychology).
- **Training Delivery:** Gender-sensitive teaching methods and inclusive pedagogical practices should be standard.
- **Assessment and Certification:** Evaluation criteria should consider the application of inclusive coaching strategies.

Mainstreaming must occur during initial training, continuing education, and periodic re-certification to ensure long-term impact.

### 5.2 Gender-Inclusive Curriculum Design

A gender-inclusive curriculum avoids reinforcing stereotypes and actively includes diverse perspectives, experiences, and coaching styles. According to LaVoi & Dutove (2012), such curricula promote awareness, critical thinking, and practical skills to coach diverse populations.

Core principles include:

- Including case studies featuring successful women coaches.
- Addressing unconscious bias, microaggressions, and inclusive communication.
- Discussing intersectionality and its impact on coaching practices.
- Embedding gender equality into leadership, communication, and ethics modules.

Educators should use reflective assignments and role-play to explore real-world scenarios related to gender bias and equity.

### 5.3 Representation and Participation of Women in Coaching

Women remain underrepresented in coaching, particularly in high-performance and male-dominated sports. Research indicates that increasing visibility and participation of women in

coaching requires proactive outreach, role modelling, and the removal of structural barriers (Norman, 2010; Clarkson et al., 2020).

Strategies include:

- Setting institutional targets for gender balance in enrolment and hiring.
- Actively recruiting women into coaching programs.
- Creating pathways from athlete to coach for women.
- Including women in teaching, mentorship, and governance roles.

Ensuring diverse role models among trainers and mentors is key to challenging the perception that coaching is a male domain (Lockwood, 2006).

## 5.4 Gender-Responsive Teaching and Learning Approaches

Teaching approaches must be inclusive and responsive to the different needs and lived experiences of learners. This includes:

- Using inclusive language and materials.
- Encouraging collaborative learning and participation.
- Addressing diverse learning styles and communication preferences.
- Providing a safe, respectful learning environment where all voices are valued.

Trainers and educators should be supported through professional development in gender pedagogy and inclusion. This aligns with best practices in feminist pedagogy and inclusive education (Shaw & Hoerber, 2003).

## 6. Techniques and Tools for Gender Mainstreaming

Effective gender mainstreaming in coach education requires the use of structured techniques and adaptable tools that support institutions in translating policy into practice. A growing body of research confirms that mainstreaming strategies succeed when they are supported by diagnostic instruments, inclusive training design, and continuous evaluation (European Institute for Gender Equality [EIGE], 2016; Adriaanse & Claringbould, 2016).

### 6.1 Conducting a Gender Audit in Coaching Programs

A gender audit is a systematic assessment that evaluates the extent to which gender equality is institutionalized in an organization's policies, practices, and culture. It is both a diagnostic and capacity-building tool (ILO, 2012).

#### Key audit dimensions include:

- Organizational culture and leadership commitment
- Gender sensitivity in recruitment, curricula, and pedagogy
- Representation in decision-making structures
- Allocation of resources and training opportunities
- Harassment and safety protocols

#### Steps in conducting a gender audit:

- Define objectives and scope
- Collect qualitative and quantitative data
- Engage diverse stakeholders through interviews, focus groups, and surveys
- Analyse gaps and strengths
- Formulate recommendations and action plans

Recent examples of gender audits include national Olympic committees and federations as part of EU-funded projects such as GAMES (2023) and SCORE (2016), where structured reviews informed national gender equality strategies in sport governance.

### 6.2 Integrating Gender Equality in Coaching Certification Programs

Coach certification programs are key levers for institutional change. Integrating gender equality at this stage ensures that future coaches are equipped with inclusive skills from the beginning.

#### Recommendations for integration:

- Include mandatory modules on gender equality, unconscious bias, and inclusive coaching
- Assess understanding through scenario-based evaluations
- Recognize prior experience of female athletes as part of entry criteria
- Establish pathways for female assistant coaches to become certified instructors

Research shows that incorporating gender-inclusive components in certifications contributes to higher confidence and retention among women coaches (Norman, Rankin-Wright & Allison, 2018).

### 6.3 Training Modules and Educational Materials

Inclusive coach education must include pedagogically sound training modules that reflect diverse coaching realities. Studies highlight that most materials still centre male-dominated norms and examples (LaVoi, 2016).

#### **Core content areas:**

- Gender and intersectionality in sport
- Recognizing and addressing stereotypes
- Inclusive communication and leadership styles
- Designing safe, supportive environments

EIGE (2022) suggests using interactive tools such as e-learning modules, video cases, and gender-neutral checklists to reach different learning preferences and enhance retention.

### 6.4 Addressing Gender Bias and Stereotypes in Sport Coaching

Biases—both conscious and unconscious—remain significant barriers for women in coaching. These biases influence recruitment, evaluation, and leadership pathways.

#### **Effective tools to address bias include:**

- Implicit Association Tests (IAT) in training sessions
- Reflective journaling and peer feedback exercises
- Structured mentorship programs pairing male and women coaches
- Storytelling from diverse coaching voices to challenge dominant narratives

Recent research by Evans and Pfister (2020) found that exposing coaches and educators to personal testimonies and data on structural inequality improved empathy and policy advocacy.

## 7. Developing a Gender Mainstreaming Plan

Developing a gender mainstreaming plan involves moving from awareness to structured action. This section outlines the key components of such a plan and offers guidance on how to build institutional commitment, assign responsibilities, define goals, and monitor impact. Gender mainstreaming is most effective when integrated into the institutional strategic plan, with stakeholder ownership and adequate resources.

### 7.1 Key Components of a Gender Mainstreaming Plan

An effective gender mainstreaming plan typically includes:

- **Situation Analysis:** Baseline data collection on gender equity across staff, leadership, curriculum, and access.
- **Goals and Objectives:** Specific, measurable goals based on identified gaps (e.g., 50% increase in women’s participation in certification programs).
- **Action Areas:** Curriculum updates, training for staff, mentorship programs, inclusive recruitment policies.
- **Timelines and Milestones:** Clear timeframe with checkpoints for implementation.
- **Indicators and Evaluation Methods:** Pre-defined performance indicators and how they will be monitored.
- **Budgeting and Resource Allocation:** Funds for training, gender audits, and capacity building.

### 7.2 Roles and Responsibilities of Stakeholders

The success of any gender mainstreaming plan hinges on clarity around stakeholder roles. Responsibilities must be distributed across levels and functions:

- **Senior Management:** Sets vision, ensures accountability, approves funding.
- **Gender Focal Points or Equality Officers:** Coordinates implementation, provides technical expertise.
- **Coaching Educators:** Integrate gender perspectives into pedagogy and evaluation.
- **Students and Trainees:** Provide feedback on inclusivity and learning experience.
- **External Partners:** NGOs or national agencies may support training or evaluation.

### 7.3 Setting Objectives and Expected Outcomes

Effective mainstreaming plans should translate values into actionable and measurable objectives. Use the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound):

Examples:

- Train 100% of coach educators in gender-sensitive pedagogy by year-end.
- Achieve gender balance in applicant pools for Level 1 coaching licenses by 2026.
- Develop and pilot a mentorship program with 40% female mentees.

## 7.4 Monitoring and Evaluation System for Gender Inclusion

Without systematic monitoring, gender equality plans risk becoming symbolic. Institutions must build an evaluation framework that includes both qualitative and quantitative data.

Recommended tools:

- Regular gender audits (internal or external)
- Annual reports with sex-disaggregated data
- Student/staff feedback surveys on inclusion
- Case study collection and learning reviews

Recent research by Evans & Pfister (2020) emphasizes the importance of participatory monitoring, involving women coaches and trainees in evaluating changes.

## **8. Implementation Strategies for Coaching Education Providers**

Gender mainstreaming cannot be successful without practical implementation strategies that are grounded in the real-world experiences of institutions, educators, and learners. This section presents a collection of approaches and good practices, many of which come from SheCOACH partner countries. It is designed to help coaching education providers translate principles into action.

### **8.1 Best Practices and Case Studies from Coaching Programs**

This section offers a curated set of examples from partner countries that highlight how gender equality has been integrated into coaching education systems. Each practice illustrates concrete strategies and mechanisms that others can replicate or adapt.



## Play to Train

### Countries

Italy (coordinated by OPES, implemented in Italy, Slovenia, Bulgaria under Erasmus+ Sport)

### Organization(s) Involved

OPES – Organizzazione per l’Educazione allo Sport (Italy, project coordinator), Champions Factory (Bulgaria), Association Academy Rudi Hiti (Slovenia)

### Description of the Practice

Play to Train is an Erasmus+ Sport collaborative partnership (April 2019 – September 2021) aimed at increasing the number of women coaches at grassroots level and raising awareness among male coaches about gender equality in sport. The project trained multipliers via two international training courses, supported national pilot activities, conducted an awareness campaign, and produced a replicable Toolkit to help sport organisations foster women’s participation in coaching

### Main Objectives

- Promote representation and participation of women coaches, both volunteer and employed, at grassroots level.
- Increase the number of women coaches through tools and supportive environments.
- Raise awareness about gender inequality in sport among coaches and leaders.

### Key Activities

- Kick-off meeting in Rome (April 2019) to align stakeholders.
- Training course for multipliers (Rome Oct 2019), second international training in Slovenia (Jan 2020).
- Local pilot activities in Italy (and partner countries) led by trained participants.
- Online awareness-raising campaign targeting grassroots sport communities.
- Final evaluation meeting (Ljubljana Aug 2021) and final conference in Sofia (Sep 2021).

### Target Groups

- Female athletes, trainers, coaches, volunteers aged 18+ in grassroots sport clubs.
- Male coaches and sport leaders (awareness component).
- Sport organisations and clubs in Italy willing to adopt gender-equality practices

### Results / Impact

- Development and publication of the Play to Train Toolkit, providing guidelines, diagnostic tools, templates and good practice examples for sport organisations to replicate initiatives to support women coaches.

- At least two international training courses (Italy, Slovenia) training multipliers capable of launching local pilots.
- Implementation of grassroots pilot actions by participants in Italy.
- Awareness raised in the brownfield of grassroots sport about gender imbalance and coaching inclusion (via campaign & local activities).

*(Note: detailed quantitative evaluation metrics from local pilots are not publicly available.)*

### **Challenges Faced**

- Project impacted by COVID-19 delays, requiring rescheduling and extension to September 2021.
- Limited visibility on quantitative outcome data (e.g. number of women coached, employed as coaches) at national level.
- Dependence on volunteer engagement and local resources to run pilots.

### **Transferability**

- Toolkit is broadly replicable by other sport organisations and clubs beyond pilot countries.
- Training model (two-phase international courses + local pilots) can be adapted in national or regional contexts.
- Approach is multisport and grassroots-focused, allowing replication across different sports and countries.

### **Link or Supporting Material**

Sito ufficiale del progetto – OPES International

#### **Descrizione, obiettivi, attività, toolkit:**

<https://international.opesitalia.it/projects/play-to-train>

#### **Call for Participants (2019) – OPES Italia**

#### **Documento con target group, struttura, info pratiche del training in**

**Italia:** <https://www.opesitalia.it/wp-content/uploads/2019/04/Call-for-participants-PLAY-TO-TRAIN.pdf>

#### **Toolkit del progetto (scaricabile da OPES)**

#### **Parte del materiale finale prodotto – linee guida e strumenti replicabili:**

<https://international.opesitalia.it/wp-content/uploads/2021/10/Play-to-Train-Toolkit.pdf>

## **Calcio+ (Calcio+15)**

### **Country**

Italy (implemented nationally by FIGC – Settore Giovanile e Scolastico)

### **Organization(s) Involved**

Italian Football Federation (FIGC) – Youth and School Sector

Club Italia – regional-national technical and multidisciplinary coordination

## Description of the Practice

Calcio+ (also known as Calcio+15) is an Italian national programme launched by the FIGC in 2007, aimed at promoting the **technical and personal development** of Under-15 female footballers. The initiative combines high-level training with training sessions on nutrition, health, psychology, career guidance and non-technical pathways. In 2023-24 won the **UEFA Grassroots Award for Best Education Initiative**, thanks to a holistic educational approach aimed at girls and technical figures.

## Main Objectives

- Promotion of female empowerment in youth football, through technical and cultural growth.
- To offer an integrated path that combines sports training and personal awareness, enabling future roles (coaches, managers, technical staff).
- Create regional and national development hubs to connect clubs, coaches and families towards women's football.

## Key Activities

- Selection and participation in national Under15 stages in 18 regional teams.
- Technical training on the field flanked by workshops on nutrition, psychology, professional life.
- Involvement of multi-sport ambassadors and staff (players, former players, sportsmen and women from other sports).
- Sharing of experiences and networking between coaching, families and companies part of the territory.

## Target Groups

- Under15 girls selected at regional level for technical growth.
- Families, coaches and managers of the clubs affiliated with the youth sector.
- Clubs, football schools and grassroots stakeholders involved in the women's football movement.

## Results / Impact

- Official recognition as the **UEFA Best Education Initiative 2023-4**
- High percentage of female students entering the **youth national teams** and the **senior national team** (20 out of the 25 called up for the 2023 World Cup)
- Numerous former participants now active in the football supply chain: as **coaches, managers, technical or medical staff** (e.g. Nicole Peressotti, Valentina Casaroli).

## Challenges Faced

- Initial focus strong on personal technical development, but **less explicit** on **direct support** for the careers of women coaches.
- The **specific training component for women coaches** is not explicitly described, therefore it should be valued as a potential pipeline.

- It is **necessary to improve quantitative data collection** on technical roles held by former participants outside the athletic path.

### Transferability

- The **scalable regional-national model**, with federal structures and local hubs, is replicable in other sports or countries.
- The holistic approach **combines technical training and personal growth**, adaptable to women's coaching programs in other contexts.
- Former participants in technical roles suggest a potential **mentoring/training system** for future women coaches.

### Link or Supporting Material

#### UEFA – Grassroots Awards 2023/24 (Calcio+ as Best Education Initiative):

<https://www.uefa.com/news-media/news/028c-1abc5016216a-f1a44d82dcc9-1000--uefa-grassroots-awards-2023-24-best-education-initiative>

#### UEFA – How Calcio+ helps prepare Italy’s female football leaders:

<https://www.uefa.com/news-media/news/029a-1dfbce532525-cef199a77bb8-1000--from-calcio-15-to-the-azzurre-preparing-italy-s-female-s>

#### FIGC – News from regional youth development (example: Liguria):

<https://www.figc.it/it/giovani/coordinamenti-regionali/mappa-del-territorio/liguria/news/calcio-plus>

### Erasmus + project “Step Up Equality” (SUE)

#### Countries

Italy, Poland, UK, Germany, Italy, Netherlands

#### Organization(s) Involved

- Gea Coop Sociale, Italy
- Association Democracy in Sport/ AKS Zły (Poland)
- Associazione Nazionale Atlete - ASSIST (Italy)
- Fare Network (United Kingdom)
- Discover Football (Germany)
- GEA Cooperative Sociale (Italy)
- Women Win (Netherlands)

#### Description of the Practice

- The Step Up Equality (SUE) Project is a three-year project funded by the European Commission, implemented from January 2019 until December 2021.

## **Main Objectives**

The main objective of this proposal has been to promote women leadership and thus speed up progress towards gender equality within European sport. This involves challenging structural barriers and cultural norms within sport as well as gender-based discrimination and places a large focus on cooperation and the exchange of best practices and expertise between different sports and countries. Ultimately, the basic aim of the project was to push for much-needed towards an equal and more inclusive sport.

### **Specific objectives:**

1. Strengthen the specific skills of women currently active within grassroots sport organisations to navigate and challenge existing norms and structures and increase their influence and presence as trainers, coaches and managers and their visibility and appropriate coverage in media
2. Increase awareness and mainstreaming of gender equality in sport, spreading examples of female leadership in sport and reducing gender stereotypes and other barriers that exclude women from leadership roles, producing impact and change from the grassroots level
3. Promote public sport initiatives and events to increase opportunities for engagement in sport activities of women from disadvantaged groups, promoting an exchange of skills, experiences and inspiration between women in sport
4. Prepare, test and promote a European system to report gender discrimination in grassroots sport
5. Increase networking and cooperation between women in coaching and leadership positions from mainstream sports (e.g. football and volleyball) and emerging sports (e.g. roller derby) in Europe.

### **Key Activities**

- Best practice exchange & capacity building: Partner organizations collaborated to share strategies to challenge structural barriers and cultural norms in sports
- Training & awareness programmes: Developed tools like the SUE app (a digital platform designed to facilitate learning & peer sharing), a handbook (compilation of experiences from at least six countries, including Greece), translated frameworks, questionnaires, and workshops to strengthen women's skills and the ability to report gender discrimination.
- Data collection & needs assessment: Launched multilingual surveys targeting female athletes and leaders to better understand training needs and stakeholder engagement in women's sports
- Network building & events: Organized grassroots sports events, a European-level final conference, and stakeholder networking initiatives across partner countries.
- Pilot reporting systems: Created and piloted a European framework for reporting gender discrimination in grassroots sports

### **Target Groups**

- Women coaches and leaders in grassroots sports

- National and local sports organizations
- Sports clubs, educational bodies, media involved in sports coverage
- Young female athletes with potential for coaching or leadership

### **Results / Impact**

- Leadership Development: Grassroots-level women gained skills and confidence to assume coaching or organizational roles.
- Policy & Frameworks: Local clubs and partner organizations equipped with tools and frameworks to address gender bias and promote equality.
- Community & Pan-European Engagement: A growing network of women coaches and sports leaders continues to collaborate across country lines.
- Groundwork for Sustainability: Reporting systems and materials set up foundations for long-term gender inclusion strategies in grassroots sports.

### **Challenges Faced**

- Dissemination at national level: actions remain limited without follow-up in Greece
- Linguistic/cultural barriers: use of English materials can be a barrier for some stakeholders
- Project duration (3 years) and need for institutionalization

### **Transferability**

- Cross-sport applicability: the handbook and app can be adapted to basketball, volleyball, track & field, etc.
- Grassroots focus can extend to schools and NGOs

The gender discrimination reporting system mirrors best practices and can be widely adopted

### **Link or Supporting Material**

Project's website: <https://stepupequality.geacoop.org>



## Antetokounmpo Academy or AntetokouBros' Academy

### Country

Greece

### Organization(s) Involved

- Charles Antetokounmpo Family Foundation (CAFF) – Founder and core sponsor
- Kaizen foundation
- Growthfund, the National Fund of Greece
- Nike – Main athletic sponsor
- The American College of Greece (Pierce – Deree – Alba)
- Eurohoops Organization – Program implementation and coordination
- Bioiatriki Nutrition
- Ergon Foods
- Desmos Non-profit foundation

### Description of the Practice

The AntetokounBros Academy was officially launched in 2019 by Giannis, Thanasis, Kostas, and Alex Antetokounmpo. The Academy is a free, pro bono basketball and life skills program based in Athens, designed to empower youth from low-income families through sports, education, and character development.

Inspired by the personal story and values of Giannis Antetokounmpo and his brothers, the Academy provides an inclusive environment focused on diversity, gender equality, and long-term community impact. Through basketball, mentorship, and academic support, the program helps young people grow into responsible athletes, teammates, and citizens.

### Main Objectives

- Empower youth through sports and education
- Provide inclusive opportunities regardless of nationality, gender, or religion
- Promote girl/women empowerment and combat stereotypes
- Foster life skills like leadership, teamwork, and conflict resolution
- Offer basketball and academic pathways, including scholarships
- Train future coaches and mentors
- Build a lasting legacy for underserved communities

### Key Activities

- Bi-weekly Basketball Training with professional coaching (Evina Maltsi, Head Coach)
- Inspirational Leadership Workshops (4 annually) covering critical thinking, communication, active listening

- Mentorship Programs by scholarship recipients and former participants
- Basketball School Sessions analyzing in-game decision making
- University & Sports Scholarships through the American College of Greece and basketball academies
- Coach Training for young adults (18–25)
- Annual Talent Recognition Events
- Material & Support Packages (Nike equipment, Bioiatriki nutrition and cardio checks, Legal consultation for families, Hot meals and food boxes via Ergon)

### **Target Groups**

- Boys and girls aged 10–17 from low-income or refugee backgrounds
- Young adults aged 18–25 interested in coaching

### **Results / Impact**

- Over 100 youth participants annually
- More than 35 nationalities represented
- Numerous recipients of academic and basketball scholarships
- Participants return as mentors, promoting a cycle of empowerment
- Positive transformation in confidence, teamwork, and inclusion skills
- Recognition from local and international stakeholders as a model of community impact.

In particular, the key results and impacts of the Antetokounmpo Academy related to girls’ and women’s empowerment and the breaking of stereotypes are as follows:

- The Academy is inclusive of all nationalities, religions, genders, actively promoting girls’ and women’s empowerment and standing against stereotyping.
- “One Team for All” philosophy fosters a mixed-gender space, normalizing girls’ participation in basketball, while leadership and mentoring challenge traditional gender roles, equipping girls with critical social skills. The program deliberately supports girls in basketball, breaking traditional gender norms in a male-dominated sport.
- Annual inspirational workshops and speaking sessions include themes of women’s empowerment and diversity, anti-bullying, showcasing strong role models such as Head Coach Evina Maltsi and guest speakers.
- Former women participants and scholarship recipients become junior coaches, creating a visible path for girls and reinforcing gender balance in coaching roles. Visible women role models—from coaches to scholarship recipients—reshape expectations and represent new pathways for girls in sports and education.
- Academic & career opportunities for young women: AEG scholarships and the “One of a Kind” program through the Onassis Foundation enable women participants to access academic and athletic scholarships, furthering their education and professional development. Women coaches also benefit from contract opportunities, reinforcing sustainable empowerment paths.

### **Transferability**

The Academy model is adaptable in other contexts by:

- Building partnerships between sport organizations, NGOs, and educational institutions that prioritize gender inclusion and create leadership pathways for women coaches.
- Integrating sports with life-skills training and holistic support, while promoting women’s role models in coaching to inspire and mentor young girls.
- Creating scalable and inclusive community engagement programs that intentionally recruit, train, and empower women coaches, challenging gender stereotypes and expanding representation in sports leadership.

### **Link or Supporting Material**

**Website:** <https://antetokounmpoacademy.com>

### **Contact Person (Optional)**

**Official contact form at:** <https://antetokounmpoacademy.com/en/contact-en>

## Erasmus+ project “GAMES: Guidance to Achieve More Equal leadership in Sport”

### **Countries**

Greece, Turkey, Belgium, Latvia, Ireland, Czech Republic, Germany and North Macedonia.

### **Organization(s) Involved**

GAMES gathers a prestigious consortium involving the International Olympic Committee (IOC), the European Olympic Committees (EOC) EU Office, European National Olympic Committees (NOCs) from Greece, Turkey, Belgium, Latvia, Ireland, Czech Republic, Germany and North Macedonia), experts and researchers from “Equal Rights in Sports” and “I Trust Sport”, as well as National Federations, sports clubs & training bodies.

### **Description of the Practice**

GAMES project aims to improve gender equality in the key leadership and decision-making positions of NOCs by promoting structural changes in the governance, enhancing the understanding on the existing cultural barriers and encouraging the NOCs to work with their member federations to create a sustainable change.

The GAMES project ran for two years - from April 2022 to March 2024 - under the guidance of the European Olympic Committees (EOC) EU Office.

### **Main Objectives**

- General investigation on the status of NOCs regarding the implementation of policies for gender equality in leadership positions.
- Definition and validation of a “Global Pool of Actions” divided on key areas (i.e structural changes, culture, pathways for women) to implement policies to boost gender equality across European NOCs.

- Creation and implementation of tailored Action Plans to promote gender equality in leadership positions and tackle the gender gap for each of the partner NOCs.
- Communication and dissemination of the “Global Pool of Activities” to other NOCs and relevant sports stakeholders.

### **Key Activities**

- Needs assessment and baseline study: a questionnaire assessed capacity in promoting gender equality within each partner NOC. A written review of the collected data was produced and shared within the consortium.
- Global pool of actions: a global pool of actions was developed and made publicly available. It provided pathways for NOCs and sport governing bodies to develop capacity in gender equality
- National Action Plans (NAPs): NAPs were created and implemented by each partner, providing tailored pathways for capacity building in gender equality.

More specifically, in Greece, the Hellenic Olympic Committee (HOC) was involved in the following:

- Baseline study & surveys on gender culture & barriers
- Pilot implementation of NAP, with events, indicators, and feedback
- Webinars & workshops open to stakeholders, athletes, and coaches
- Midterm & National Launch Events to present and evaluate the NAP
- Awards & scholarships for women in coaching/management
- Institutional support: strengthening the Gender Equality Commission and partnerships with HOC, municipalities, etc.

### **Target Groups**

- Women coaches, managers, referees, and sports doctors
- National Federations & clubs: staff and management
- Policy structures in sports education and governance
- Athletes, parents, NOC staff

### **Results / Impact**

- Submission and adoption of the NAPs in August 2023
- Midterm Conference held in Athens with participation from 8 NOCs & 50+ stakeholders
- Recognition of impactful initiatives and increased women’s representation in administrative bodies
- Scholarships awarded for coaching studies (IEK Alfa) and awards by Gender Equality Commission
- 30% representation target integrated into local federations' governance

### **Challenges Faced**

- Gap between policy and implementation
- Resistance from entrenched structures to cultural change
- 24-month timeframe – needs continuation

- Need for post-NAP monitoring & evaluation

### **Transferability**

- NAP & gender training model exportable to other sports (e.g. football, basketball, volleyball, individual sports)
- Baseline–NAP–Webinars–Awards–Monitoring model is flexible for NOCs, federations, or even education policy structures
- GAMES consortium pilots transfer of good practices to 7 European countries

### **Link or Supporting Material**

**Project’s website:** <https://games-project.com>

**The Hellenic Olympic Committee hosts the Mid-Term Conference for the GAMES project:**  
<https://www.hoc.gr/en/hocnews/the-hellenic-olympic-committee-hosts-the-mid-term-conference-for-the-games-project>

**Celebrating Gender Equality at the Hellenic Olympic Committee Award Event:**  
<https://www.hoc.gr/en/hocnews/celebrating-gender-equality-at-the-hellenic-olympic-committee-award-event>

### **Contact Person**

- HOC Gender Equality Commission – President: Vasiliki Millousi
- EOC EU Office – GAMES coordinator contact: e.g. Folker Hellmund
- Contact HOC: info@hoc.gr

## **“It’s a Woman’s Game”**

### **Country**

Greece

### **Organization(s) Involved**

- Hellenic Football Federation (EPO) – lead organization of the program
- FIFA Women’s Football Development Programme – support and funding body
- Regional football associations/clubs, municipalities, UEFA C training schools (for scholarships)

### **Description of the Practice**

- The “It’s a Woman’s Game” program aims to develop the grassroots base of women’s football, focusing on
- introducing women to coaching. It is primarily aimed at girls under 12, parents, women interested in
- becoming coaches, and women’s clubs.

## **Main Objectives**

- Strengthen the culture of women's football and create favourable conditions for girls and women
- Increase the number of registered women and their representation in coaching
- Raise parental awareness of football's benefits
- Support aspiring women coaches with UEFA C scholarships

## **Key Activities**

- Interactive Fair Play festivals for girls in public spaces
- Information sessions for players, parents, clubs, and coaches
- Donations of sports equipment to academies and free giveaways
- UEFA C Scholarships for women pursuing coaching education
- Pilot futsal program for women to gain experience in organized coaching

## **Target Groups**

- Girls under 12 and their parents
- Women wishing to become coaches
- Women's clubs & football academies
- Local football communities and public institutions

## **Results / Impact**

- Increased engagement: Fair Play festivals and new events boosted women's involvement in football
- Rise in registered girls (through schools and academies)
- Applications submitted for UEFA C scholarships – some were accepted with full cost coverage
- Launch of a women's futsal pilot program with local team participation

## **Challenges Faced**

- Stereotypes: acceptance of women's football still limited
- Need for continuity: festivals are positive steps but long-term support is essential
- Organization: limited resources to expand the program nationwide

## **Transferability**

The "It's a Woman's Game" is a strong example of good practice: combining events, education, social awareness, and support for women coaches. It shows potential for expansion through future initiatives and funding. The model is suitable for adoption by other sports, organizations, and regions at national and international levels.

In more details:

- The structure – festivals, parent outreach, scholarships, futsal pilot – can be applied to other sports (e.g. basketball, volleyball)

- The method of combining women’s festivals + coaching pathway offers a replicable model for sports academies
- The futsal pilot can be expanded to other cities and sports to build grassroots systems

### **Link or Supporting Material**

#### **Official presentation - EPO “Programs” section (detailed program information):**

[https://www.epo.gr/Default.aspx?a\\_id=44806+&utm](https://www.epo.gr/Default.aspx?a_id=44806+&utm)

#### **Greek FA launches its women's football strategy with FIFA support:**

<https://inside.fifa.com/womens-football/news/greek-fa-launches-its-womens-football-strategy-with-fifa-support?utm>

**Hellenic Football Federation – Inside FIFA:** <https://inside.fifa.com/about-fifa/associations/GRE?utm>

### **Contact Person**

- EPO – Women’s Football Department, Email: epo@epo.gr | Tel: +30 210 930 6000
- Program Manager: Iakovos Filippousis (Executive Director)

## Erasmus+ project “Fair Coaching”

### **Countries**

Greece, Italy, France, Netherlands, Sweden

### **Organization(s) Involved**

- KEA – Fair Play CODE Hellas (Greece)
- Lega Pallavolo Serie A (Italy) – coordinator
- ASSIST – Associazione Nazionale Atleti (Italy)
- Alice Milliat Foundation (France)
- Fare Network (Netherlands)
- Other partners: Finnish Coaches Association, Serbian Rugby League Federation, Girls In Sport (Sweden)

### **Description of the Practice**

- The Fair Coaching project (2020–2022) aimed at promoting respect and values among professional and most of all grassroots coaches and trainers, contrasting sexist, violent and discriminatory behaviours to ensure a healthy and inspiring sport environment for professional and young athletes.

### **Main Objectives**

- Broad awareness for coaches, athletes, and families about non-violent and non-discriminatory behavior
- Prevention of problematic behavior through institutional Codes of Conduct

- Promotion of good coaching practices and support for young women - athletes and coaches

### **Key Activities**

- Development of Codes of Conduct, guidelines, and training packages for coaches
- Transnational exchange and workshops through the partner network (Italy, Greece, Finland, Serbia, Netherlands, Sweden)
- Dissemination of good practices through narratives and mentoring among women coaches and athletes

### **Target Groups**

- Coaches and trainers at amateur and professional levels
- Young women athletes — focus on vulnerable groups
- Athletes, parents, and club administrators
- Sports schools and community centres

### **Results / Impact**

- A European framework (Code of Conduct + guidelines) was developed focusing on protection and support for women athletes
- Experience and regulation exchanges between partners (e.g., Italy–Greece)
- Creation of mentoring and peer-support structures for supporting women in coaching
- Integration of practices in policy bodies for preventing sexism in sport

### **Challenges Faced**

- Cultural differences required adaptations in each country
- COVID-19 restrictions impacted the delivery of on-site activities
- Lack of institutional regulations in federations — official adoptions are still needed

### **Transferability**

Fair Coaching was a significant good practice for promoting gender inclusion in coach education, emphasizing the protection of women athletes, use of codes of conduct, mentoring, and intercultural exchange. Its model is ready for wide implementation in other sports and contexts.

The framework is fully adaptable to other sports (e.g., basketball, football, volleyball, individual sports). It can be integrated into educational programs for coaches in schools and clubs, while the mentoring model can also support other vulnerable groups beyond women.

### **Link or Supporting Material**

**Project's website:** <https://www.faircoaching.eu>

**Greek project description:** <https://www.leonkaraiskos.com/fair-coaching-2020-2022.html?utm>

## Contact Person

Leonidas Karaiskos, President of KEA – Fair Play CODE Hellas

## gWomen Sports Summit

### Country

Greece

### Organization(s) Involved

- Gazzetta Women – main organizer (gWomen is an initiative by the Greek sports media platform Gazzetta.gr, focused on promoting women in sports and advocating for equality, empowerment, and representation)
- Gazzetta.gr – key supporter & media partner
- Municipality of Piraeus – co-organizer
- Ministry of Sports, Ministry of Social Cohesion & Family – supporters
- Participating athletes, coaches, media and cultural figures

### Description of the Practice

The “gWomen Sports Summit” is a two-day annual event held in Piraeus, Greece, with its first edition in November 2022, followed by the second in December 2023 and the third in November 2024.

Its mission is to promote women’s presence and leadership in sports by bringing together athletes, coaches, public figures, and key stakeholders from the fields of sports, culture, and media. The summit features thematic panels, public talks, and networking opportunities designed to increase the visibility of women in sports and create a vibrant forum for the exchange of experiences and best practices.

- Discussions explore a wide range of issues including women’s career development, leadership, and motherhood in sports, often involving dialogue with political and sports leaders. The event also includes a social responsibility dimension, with proceeds supporting vulnerable communities through charitable initiatives.

### Main Objectives

- Increase visibility of women in sports
- Create a forum for coaches, athletes, and organizations to exchange experiences and practices
- Explore topics such as women’s career paths, motherhood in sports, through dialogues with political and sports leaders
- Support vulnerable communities (e.g., through proceeds donated to charitable causes)

## **Key Activities**

- Annual conference with keynote speeches, panels, and networking sessions
- Collaboration with the Municipality of Piraeus to broaden reach and accessibility
- Revenue donations to schools for sports equipment (e.g., after storm Daniel in Thessaly)
- Involvement of representatives from sports, culture, and media in discussions – including volleyball, basketball, swimming

## **Target Groups**

- Female athletes and coaches across different sports
- Sports bodies, club representatives, coaches
- Political figures
- Media
- Students and children through parallel actions

## **Results / Impact**

- Organization of three events with notable personalities and institutions
- Establishment of a recognized institution for gender representation discussions in media
- Charitable support for schools and vulnerable communities with sports equipment
- Development of a professional community (athletes, coaches, media) on an annual basis

## **Challenges Faced**

- Ensure follow-up and implementation of summit outcomes by organizations through practical, real-world applications.
- Accurate measurement of attitude/awareness change in coaching programs
- Financial sustainability to ensure continuity beyond one-off events

## **Transferability**

The gWomen Sports Summit is a powerful example of practical awareness-raising for promoting gender in sports education. It includes structured actions, institutional partnerships, school support, and formal participation from public figures. Its model can be integrated into postgraduate studies, coaching seminars, and European policies. In more detail:

- The format – conference with panels, workshops, and dialogues – can be applied to other areas of coach education
- Elements such as school donations, municipality involvement, and multi-sector panels can be adopted by other sports conferences (e.g., volleyball, track and field)
- Institutional content (talks, experiences, best practices) can be integrated into coaching seminar modules

## **Link or Supporting Material**

**GWomen, 1st Women's Sports Summit:** <https://specials.gazzetta.gr/the-gazzetta-women-sports-summit/index.html>

**GWomen, 2nd Women’s Sports Summit:** <https://specials.gazzetta.gr/the-gazzetta-women-sports-summit-2/index.html>

**GWomen, 3rd Women’s Sports Summit:** <https://specials.gazzetta.gr/the-gazzetta-women-sports-summit-3>

### **Contact Person**

Vasso Nikopolidis, PR Director – Liquid Media (GWomen Summit), via Municipality of Piraeus & Gazzetta Women

## “Make Place For One More Woman”

### **Country**

Greece

### **Organization(s) Involved**

- Hellenic Olympic Winners Association (ΣΕΟ/in Greek)
- Greek & International Olympic Committees (IOC, HOC)
- Sports federations (e.g. Handball Federation)
- ALFA Vocational Training Institute

### **Description of the Practice**

“Make Place For One More Woman” is a national initiative launched in 2017–2018 to increase women’s representation across all areas of sport, including coaching, refereeing, and administration. Inspired by Voula Kozomboli—Olympic silver medalist in water polo and recipient of the 2015 IOC Women and Sport Award (Europe)—the campaign empowers women through awareness efforts, grassroots tournaments, scholarships for financially underprivileged girls, and annual awards that recognize outstanding contributions to women’s participation and leadership in sports.

### **Main Objectives**

- Promote equal opportunities for women across all roles in sport (athletic, coaching, administrative)
- Encourage women’s full participation by addressing structural and cultural barriers
- Support career pathways for women through targeted scholarships in coaching, physiotherapy, and sports business
- Provide access to opportunities for girls and women from financially or socially disadvantaged backgrounds
- Recognize and celebrate the achievements of female athletes, coaches, and sports professionals

## **Key Activities**

- Organizing the “Make Place For One More Woman” awards to honor outstanding women contributors in sports (launched in 2019, second held in 2022)
- Hosting grassroots events and charity tournaments—such as WeLoveBasketballForGirls—to promote girls’ participation in sports
- Awarding sports scholarships to young women, especially those from disadvantaged backgrounds, in fields like coaching, physiotherapy, and sports business
- Running media campaigns and building partnerships with national federations (e.g., Handball Federation) and private sponsors to expand outreach and impact

## **Target Groups**

- Women athletes, coaches, referees, sports administrators
- Financially disadvantaged girls and young women pursuing education in sport-related fields

## **Results / Impact**

- Raised national awareness of women’s roles in sports through campaigns, grassroots events, and award ceremonies (e.g., 2019, 2022)
- Supported numerous young women—especially from underrepresented backgrounds—through sports scholarships and inclusive tournaments like WeLoveBasketballForGirls
- Secured formal support and visibility from multiple sports federations, including alignment with International Women’s Day campaigns
- Strengthened partnerships among Olympians, vocational institutions (e.g., IEK ALFA), and national sports bodies to promote sustainable gender equity in sport

## **Challenges Faced**

- Ensuring sustainable funding and consistent programming beyond annual awards and one-off events
- Expanding geographic reach to include rural and underserved areas, not just urban centers
- Strengthening long-term support structures, including vocational and career development pathways
- While the initiative saw strong engagement in its early years, recent activity has been limited, underscoring the importance of revitalization efforts

## **Transferability**

The program offers a scalable and replicable framework -including scholarships, award-based recognition, and grassroots events- that sports federations and Olympic committees can adopt in other countries. Its integrated partnership approach between Olympians’ associations, educational institutions, and federations provides a strong template for developing sustainable career pathways and promoting female talent in sports globally.

## **Link or Supporting Material**

**Facebook Page:** <https://www.facebook.com/makeplace41morewoman>

**Hellenic Olympic Winners Association – info about the program:**

<https://olympicwinners.gr/make-place-for-one-more-woman>

**Voula’s Zygouri website – info about the program:**

<https://voulazygouri.gr/tag/make-place-for-one-more-woman>

**Contact Person**

Voula Kozoboli, +30 694 973 7319, voulakozo@yahoo.gr

**EU project “Whistle”**

**Countries**

Greece, Italy, Turkey, Bulgaria, Poland, Spain

**Organization(s) Involved**

Italy (USMA, Si può fare, Comune di Padova), Turkey (SPELL), Bulgaria (Courage Foundation), Greece (KEAN, Hellenic Volleyball Federation), Poland (Fundacja Instytut Partnerstwa Strategicznego) and Spain (Actividades Alternativas).

**Description of the Practice**

Whistle is a movement aimed at preventing and combating verbal sexual harassment (VSH) and catcalling in sports. Funded by the European Commission, the project brought together municipalities and associations from multiple countries, and was implemented from January 1, 2021, to April 30, 2024.

**Main Objectives**

The “Whistle” project envisions a world where everyone—women, men, girls, and boys—can participate in sports and physical activity in a safe, respectful environment, free from all forms of harassment, especially catcalling and sexual harassment. By fostering such inclusive spaces, athletes and coaches can focus on performance without fear or distraction, leading to reduced dropout rates, improved results, and greater participation. More women and girls will be empowered to engage in sports or adopt active lifestyles—contributing to a healthier, more equitable society overall.

The project’s specific objective are the following:

1. Raise Awareness about verbal sexual harassment (catcalling) in sports.
2. Educate Stakeholders—including coaches, athletes, parents, and staff—through training and workshops.
3. Prevent Dropout of women in sports by addressing harmful environments.
4. Develop Tools and Guidelines to help organizations combat harassment.
5. Promote Cross-Country Collaboration among municipalities and associations.
6. Create Safe, Inclusive Sports Environments for women and girls.

## **Key Activities**

Testimonies, Interviews & podcasts with athletes and coaches, awareness raising campaigns and meetings with policymakers

## **Target Groups**

The project target groups are the following: a. Young female athletes in organized settings, b. Women practicing open air (runners, cyclists...), c. Coaches of female team + Trainers female sports, d. Sport managers, e. Public authorities and policy makers, f. Women and civic associations managers and staff, g. Psychologists, h. Fans at grassroots level in elite, i. Public of women's matches, j. Men in general.

## **Results / Impact**

### **1. Establishment of WHISTLE ADVISE SYSTEMs (WAS)**

Over 30 sports clubs across participating countries have implemented the WHISTLE ADVISE SYSTEMs (WAS). These systems provide a structured and supportive framework for women to report incidents of verbal sexual harassment and receive appropriate assistance. The sustainability of these systems is ensured through ongoing collaboration with local stakeholders, aiming for long-term impact in promoting safer sports environments.

[couragefoundation.eu](http://couragefoundation.eu)

### **2. Empowerment of over 150 Women**

The project has directly engaged more than 150 women, empowering them to share their experiences and participate in pilot programs designed to address and prevent VSH. This empowerment has contributed to a broader cultural shift towards recognizing and addressing harassment in sports.

[couragefoundation.eu](http://couragefoundation.eu)

### **3. Awareness campaigns targeting key stakeholders**

Creative awareness campaigns have been developed to highlight the effects of catcalling on women's participation in sports. These campaigns have effectively reached a wide audience, including male athletes, coaches, sports professionals, managers, and fans, fostering a collective responsibility to combat harassment.

## **Challenges Faced**

Key challenges faced in addressing verbal sexual harassment in sports, relevant to the WHISTLE project:

- Fear of retaliation, which discourages victims from reporting harassment.
- Lack of clear reporting mechanisms, making it difficult for individuals to come forward.
- Cultural and institutional silence, which prevents open discussion and whistleblowing.
- Insufficient legal protections, leaving whistleblowers vulnerable.

## **Transferability**

The WHISTLE project offers strong transferability potential, as its tools, awareness campaigns, and reporting systems can be adapted by sports organizations and local authorities across different countries and contexts.

In addition, its collaborative model, engaging municipalities, clubs, and civil society, can provide a scalable framework for tackling verbal sexual harassment in diverse sporting environments.

## **Link or Supporting Material**

<https://whistleproject.eu>

## **Contact Person**

Asterios Patsiaouras, Hellenic Volleyball Federation, spat@uth.gr

## Teaching modules in mixed gender classes

### **Country**

Greece

### **Organization(s) Involved**

Aristotle University of Thessaloniki, Department of Physical Education and Sport Science

### **Description of the Practice**

From 2013 all obligatory Modules are taught in groups of mixed gender. For example, in the modules Teaching Rhythmic Gymnastics I & II classes are mixed gendered.

### **Main Objectives**

The module, as all modules, gives the appropriate knowledge and skills for all students (regardless their gender) to teach rhythmic gymnastics, as well as other sports. The successful attendance and examination give them the possibility to receive a coaching licence from the National Government. This why there is no exclusion for females as coaches.

Recently, the Department appointed a committee on Gender Equality and Combating Discrimination. The Committee will get actions form the new academic year (2025-2026).

### **Key Activities**

Training modules

### **Target Groups**

All female physical educators and preservice-coaches

## Results / Impact

Participants are increasingly engaged, as they find the module both challenging and valuable for their professional development.

## Link or Supporting Material

[www.phed.auth.gr](http://www.phed.auth.gr)

## Contact Person

Evdoxia Kosmidou

## E-journal Γυναίκα & Άθληση (Women & Sport – In Greek)

## Country

Greece

## Organization(s) Involved

Panhellenic association for the promotion of women in sports and athletics (P.E.P.G.A.S – the acronym in Greek - Πανελλήνια Ένωση για την Προώθηση των Γυναικών στον Αθλητισμό και τα Σπορ)

## Description of the Practice

PEPGAS publishes a bi-annual open-access scientific e-journal titled Women & Sport (ISSN 2654-0037), dedicated to research at the intersection of gender and athletic practice. Initially print-based (until 2017), it transitioned to digital-only distribution to increase accessibility

## Main Objectives

- Disseminate original peer-reviewed research on sport, physical activity, and women.
- Enhance visibility and scholarly dialogue concerning women's involvement in sport.
- Encourage academic contributions by offering accessible publishing routes.

## Key Activities

Publishes two issues a year, featuring anonymized double peer review by at least two experts per manuscript.

Accepts original scientific articles in Greek or English—with abstracts in both languages—and maintains free online access via its website.

## Target Groups

- Researchers and academics focused on gender equity in sport.
- Policy makers, coaches, and practitioners seeking evidence-informed strategies.
- Students, practitioners, and the general public interested in women's sports.

- All women involved in sports, as athletes, coaches, judges, administrators

### **Results / Impact**

- Enhanced scholarly output on women's sports in Greece, spanning topics like media representation, disability sport, technology in youth training, nutrition, and body image.
- Facilitated interdisciplinary dialogue and international visibility in gender-sport studies.

### **Challenges Faced**

PEPGAS was the first association focusing on women in sports in Greece

### **Transferability**

This example showcases how a sports association dedicated to the promotion of women in sport can implement an open-access academic publication to foster research, policy discourse, and visibility on gender and sport, offering a robust, replicable model for similar initiatives.

This model—transitioning to an open-access, peer-reviewed e-journal—can be replicated by similar associations or NGOs internationally. Simple requirements include securing an ISSN, establishing a review board, and using standard submission platforms.

### **Link or Supporting Material**

<https://pepgas.gr/περιοδικό>

### **Contact Person**

Evdoxia Kosmidou (Member of the Administrative Council)

## **Women's Football League Development**

### **Country**

Greece

### **Organization(s) Involved**

Hellenic Football Federation (Greek acronym: EPO, transliterated in Latin characters)

### **Description of the Practice**

The aim of the program is the development of women's football and the advancement of women's role in football in Greece. Part of the program directly addresses gender equality, particularly in relation to coaching staff.

It focuses on creating opportunities for women to engage as football coaches, reducing gender stereotypes, improving working conditions, and providing education and training.

It was carried out between April and July 2025, with the support of UEFA. It was addressed to the entire football community, local associations, clubs, management bodies, coaches, and female football players.

### **Main Objectives**

The initiative aims to reduce gender stereotypes, increase the representation and number of women in coaching positions, and improve both the skills and professional attitudes of women coaches

### **Key Activities**

1. Awareness-raising sessions on women's football were conducted across all UEFA coaching renewal courses.
2. Five educational seminars were organized, both in person and online.
3. Incentives were provided through the reimbursement of tuition fees for UEFA C coaching courses, specifically for women coaching candidates.

### **Target Groups**

Officials, coaches, and women football players

### **Results / Impact**

- 5 seminars conducted, and more than 550 people attended the seminars (both men and women, in-person and online).
- 40 sessions on women's football held within the UEFA coaching refresher courses reached approximately 4,000 licensed coaches. In particular, 10, 20, and 8 educational sessions were delivered for the UEFA A, B, and C coaching licenses, respectively, with appr. 500, 2,700, and 800 coaches in attendance (both men and women).
- A total of 39 candidate women coaches benefited from the tuition reimbursement program for UEFA C license courses.

### **Challenges Faced**

One of the most significant obstacles was the prevailing bias that the Federation was not genuinely interested in women's football, as well as the scepticism regarding the usefulness of all these activities.

Another challenge was the difficulty in mobilizing stakeholders —particularly administrative officials— to participate in the educational activities.

In some cases, long travel distances posed a barrier to attending in-person sessions. However, this issue was effectively addressed through the option of online participation. Finally, in certain instances, a lack of digital literacy presented a hurdle.

## **Transferability**

Both the underlying philosophy and the implementation approach of the initiative can be transferred to other sports, provided that appropriate adaptations are made to suit the specific context, structure, and needs of each sport discipline.

## **Link or Supporting Material**

### **Info-day UEFA Women's League Development (Volos) – In Greek**

Site: [https://www.epo.gr/News.aspx?a\\_id=54774&NewsType=21](https://www.epo.gr/News.aspx?a_id=54774&NewsType=21)

Social Media: [https://www.instagram.com/p/DLPpw5TN\\_hT](https://www.instagram.com/p/DLPpw5TN_hT),  
[https://www.instagram.com/p/DLKjVONNj9R/?img\\_index=1](https://www.instagram.com/p/DLKjVONNj9R/?img_index=1)

### **Info-day in Athens (in Greek)**

Site: [https://www.epo.gr/News.aspx?a\\_id=54763&NewsType=21](https://www.epo.gr/News.aspx?a_id=54763&NewsType=21)

Social Media: [https://www.instagram.com/p/DK4jZ5ONVl7/?img\\_index=1](https://www.instagram.com/p/DK4jZ5ONVl7/?img_index=1),  
<https://www.instagram.com/p/DK947oKt1tm>

### **Info-day in Rethymno (in Greek)**

Site: [https://www.epo.gr/News.aspx?a\\_id=54721&NewsType=21](https://www.epo.gr/News.aspx?a_id=54721&NewsType=21)

Social Media: [https://www.instagram.com/p/DKXSI3HNStq/?img\\_index=1](https://www.instagram.com/p/DKXSI3HNStq/?img_index=1),  
<https://www.instagram.com/p/DKccJValTFS>

### **Info-day in Thessaloniki**

Site: [https://www.epo.gr/News.aspx?a\\_id=54698&NewsType=21](https://www.epo.gr/News.aspx?a_id=54698&NewsType=21)

Social Media: [https://www.instagram.com/p/DKFKN-ztzh1/?img\\_index=1](https://www.instagram.com/p/DKFKN-ztzh1/?img_index=1),  
<https://www.instagram.com/p/DKHjgzMNhxP>

## **Contact Person**

Evangelos Karamoulas

(EPO - Project Manager, Strategic Planning Directorate)

## **Shaping Talents and Achieving Vocational Excellence in Sports – STARS**

### **Countries**

France, Germany, Greece, and Spain

### **Organization(s) Involved**

Organizations from EUROPE: The European Association of Institutes for Vocational Training (EVBB) & The European Observatoire of Sport and Employment – (EOSE)

Organizations from FRANCE: 135 BPM, Ligue Hauts-de-France d’Athlétisme, L’Université de Picardie, Ministère des sports, de la jeunesse et de la vie associative, Région académique Hauts-de-France

Organizations from GERMANY: BK Consult GmbH, Leipzig University, Bezirksregierung Düsseldorf

Organizations from GREECE: Metropolitan College,

The Institute of Vocational Training AKMI, General Secretariat of Sports, Hellenic Volleyball Federation

Organizations from SPAIN: Universidad Politécnica de Madrid, Sport Innovation Hub, Spanish Futsal Players Association

### **Description of the Practice**

STARS is the first Erasmus+ Centre of Vocational Excellence (CoVE) in sport. It will be implemented from 1-3-2024 until 31-12-2027 (duration of 36 months).

The STARS mission is to establish a sustainable and inclusive sports sector that promotes vocational training and the wide variety of professions in the sector, by contributing to the continuous upskilling and reskilling of sports professionals and athletes, identifying specific skill gaps and providing high-quality training aligned with job-related key competences and current needs of the sector. Innovation in teaching methods is therefore at the heart of the project, enhancing the validation of prior and informal skills as well as dual careers opportunities for athletes.

### **Main Objectives**

The project aims to promote excellence in vocational training in the sports sector, both at the regional and European scale, by bringing together a wide range of stakeholders, from sports professionals to industry and VET representatives to create a European framework enabling to support of all sport professionals in their careers.

Key objectives include the following:

- Enhancing vocational training to meet the unique needs of the sports sector.
- Promoting inclusion, equality, and diversity by designing inclusive education models and fostering equal access for all.
- Supporting dual careers for athletes, combining sports with education and career transition programs.
- Enhancing employment opportunities through career guidance and validation of prior learning.

### **Key Activities**

- Agreement for a Large-Scale Skills Partnership in Sport
- Reports on the Activities of Regional and EU wide Skills
- Building Block 1: transition package to an Open Sports Scholl
- Building Block 2: A role model of a Support Service of Dual Career for Athletes
- Building Block 3: In Sports School Anti-GBV and Racism mechanism

- Building Block 4: A Comprehensive model for the facilitation of the Collaboration of Sport Schools with Industry Stakeholders, for the conduction of Applied Research developed
- Building Block 5: Portfolio of Learning Pills for the Upskilling and Reskilling of Sport Professionals and Educators
- Building Block 6: A valid and broadly recognized system for the validation of prior and informal learning of skills and competences that Athletes developed during their career
- Building Block 7: A comprehensive and analytical guide for the application of different financial models in Sports Education
- Building Block 8: Sport School Mega Sport Event Management Support Service developed
- Sports CoVE Governance Model
- Report on the piloting of the Building Blocks at each of the pilot countries
- Final Transferability Package for the transformation of Sports Education Providers into Sports CoVEs

### **Target Groups**

- The target groups of the STARS project include sports professionals (such as coaches and trainers), vocational education and training (VET) providers, policymakers, public authorities, and young athletes. The project also aims to reach sports clubs, educational institutions, and organizations working on social inclusion, gender equality, and anti-discrimination in sports.

### **Results / Impact**

The project is still in progress. However, the main impact areas include the following:

- Establishment of a sustainable, inclusive sports ecosystem.
- Pioneering gender equality initiatives and providing support systems.
- Driving innovation by developing strategies that create sustainable impacts in the sports sector.

### **Challenges Faced**

The project is still in progress.

### **Transferability**

The project is still in progress.

### **Link or Supporting Material**

<https://shapingsport.eu/the-project>

### **Contact Person**

Asterios Patsiaouras, Hellenic Volleyball Federation, spat@uth.gr

## Promoting Gender Equality through Inclusive Sports Education Events

### **Countries**

Greece

### **Organization(s) Involved**

Democritus University of Thrace (DUTH) – Gender Equality and Anti-Discrimination Committee & Department of Physical Education & Sport Science

### **Description of the Practice**

The Gender Equality and Anti-Discrimination Committee of DUTH implemented a series of public events and awareness actions in collaboration with the Department of Physical Education & Sport Science to promote gender equality in sports education. These included inclusive workshops, recognition of women's contribution in sport, and student participation initiatives.

### **Main Objectives**

- Promote gender mainstreaming in sports education
- Raise awareness on gender discrimination and inclusion
- Highlight female role models in coaching and physical education

### **Key Activities**

- Event “Games with a scent... of woman” with Second Chance School participants
- Participation in the 33rd International Congress of Physical Education and Sport
- Honorary award to Anastasia Kelesidou (celebrated Greek former discus thrower and Olympic medalist)
- Public campaigns and university-wide sensitization initiatives

### **Target Groups**

- University students in physical education
- Academic and local community stakeholders

### **Results / Impact**

- High visibility and participation in events
- Strengthened community ties around gender equality

### **Challenges Faced**

- Need for structural integration of gender mainstreaming in curricula
- Resistance to change in traditionally male-dominated sports culture

## **Transferability**

This practice can be adapted by other universities or sports education institutions by creating synergies between gender equality committees and physical education faculties, especially through community-based actions.

## **Link or Supporting Material**

Website: <https://genderequality.duth.gr>

Social media: [https://www.instagram.com/equality\\_duth](https://www.instagram.com/equality_duth)

<https://www.facebook.com/genderequalityduth>

## **Contact Person**

Prof. Sevastí Chatzifotiou, President of the Gender Equality Committee, DUTH, Email: [genderequality@duth.gr](mailto:genderequality@duth.gr)

## **Slovenia &** **Europe**

### FIBA European Women's Basketball Summit (formerly FIBA Europe U15 Girls' Camp)

#### **Country**

Slovenia (Postojna)

#### **Organization(s) Involved**

- FIBA Europe (overall coordination)
- Slovenian Basketball Federation (KZS) (local host)
- European National Federations (NFs) which are invited to nominate a woman coach and a woman referee annually to the Summit.

#### **Description of the Practice**

- The annual event, previously run under the banner of FIBA Europe U15 Girls' Camp, is organized by FIBA in cooperation with the Slovenian Basketball Federation (KZS). The Camp was launched in 2007 and is one of the most stable programs in FIBA Europe calendar.
- FIBA European Women's Basketball Summit is an annual two-part development summit — originally focused on U15 female players, now inclusive of coaches and referees. Hosted in Postojna, Slovenia, it combines elite on-court training, mentoring from top European instructors, and off-court networking through various activities.

#### **Main Objectives**

- Enhance technical skills of U15 women players in an international environment
- Develop coaching and refereeing capacity among women
- Foster leadership and exchange among stakeholders in European women's basketball

#### **Key Activities**

- Player training: drills, skill development, competitive games
- Coaches clinics: led by renowned European coaches
- Referee training: fitness, mechanics, game management sessions
- Networking: group workshops, team-building, and stakeholder dialogues
- Cultural activities: e.g., trips to Postojna Cave and social events

#### **Target Groups**

- Women U15 basketball players
- Adult women coaches and referees nominated by NFs

## **Results / Impact**

- Since 2007, more than 1,460 participants from 47 national federations have attended the event.
- Over the years, some of the most renowned women's basketball players, coaches and referees at major international tournaments, have shared their vast experience with the camp participants.
- The highest participation (135 persons) was recorded in the 2019 edition.
- 17th edition (July 2024): 23 women coaches and 24 referees from 31 countries participated in clinics and mentorship.

## **Challenges Faced**

- Balancing technical development and networking across diverse participants and roles
- Ensuring continuity and consistent impact at the grassroots level after the summit
- Scaling from a U15 camp to a broader women-in-basketball platform

## **Transferability**

- The model can be adapted to other regions —pair training, coaching, and refereeing
- Offers a template for blended technical, leadership, and cultural exchange programs

## **Link or Supporting Material**

**FIBA Europe Summit page:** <https://about.fiba.basketball/en/regions/europe/activities/women-in-basketball/summit>

## **Contact Person**

FIBA Europe Women in Basketball Coordinator – contact via FIBA Europe regional office

Slovenian Basketball Federation (KZS) – local organizing unit in Postojna



## ICOACHGIRLS

### Country

10 countries across Europe

Ireland, United Kingdom, Belgium, Czech Republic, Lithuania, Spain, Netherlands, Hungary, Slovakia, Romania

### Organization(s) Involved

- ICOACHKIDS
- Sport Coaching Europe (SCE)
- Sport Ireland (SI)
- FIBA
- Lithuanian Sport University (LSU)
- Special Olympics (SO)
- Dutch Olympic Committee (NOC\*NSF)

### Description of the Practice

ICOACHGIRLS ran from 2022 to 2025. It aims to increase sport participation levels among girls aged 5-12, and increase the number of women coaches. It involves the delivery of girls only play centres, targeted at the relevant age group. These play centres move away from traditional competitive sport, and offer girls the opportunity to have a say in how they want to be active – the voice of the girls is a key underpinning principle. Each play centre is staffed by a team of experienced head coaches, and new to coaching apprentice coaches (all female). The head coaches' job is to mentor, guide and support the assistant coaches to develop their skills, competence and confidence.

### Main Objectives

- 70 Head Coaches appointed to run the 'Girls Play Centres'
- 350 newly qualified or new-to-coaching women coaches completing a 'Come into Coaching' course and attending the 'Girls Play Centres' to receive mentoring from Head Coaches
- 95% satisfaction among Head Coaches and mentee coaches
- 95% of coaches improve their coaching competence
- 80% of coaches improve their confidence to lead coaching sessions

### Key Activities

- Bespoke training for ICOACHGIRLS coaches (12 hour training delivered over 4x3 hour workshops)
- Ongoing formal mentoring from head to assistant coaches

- Transition into regular coaching opportunities

### **Target Groups**

- Women head coaches
- Women new to coaching (including mothers/family members of participants, local athletes who have never coached, school and university students)

### **Results / Impact**

- Overall, a total of 337 women coaches were trained and deployed on the ICOACHGIRLS programme across 6 partner organisations and 10 countries.
- Overall, 250 new-to-coaching assistant coaches were trained and co-delivered the 10-week ICOACHGIRLS programmes
- Overall, 95.4% of coaches were satisfied with their experience in ICOACHGIRLS, and 96.2% enjoyed being part of the programme.
- Overall, 86.3% of coaches agreed with the statement “my coaching ability has improved because of ICOACHGIRLS”.
- Overall, 84% of coaches agreed with the statement “Because of ICOACHGIRLS, I feel more confident as a coach”

### **Challenges Faced**

- Recruitment of women coaches
- Transition into regular coaching
- Ensuring consistency of mentoring across contexts and countries

### **Transferability**

- Modelling of head and assistant coaches would be easy to replicate (ensure mentoring is part of HC job description)
- Provide training linked to coaching skills and listening to voice of child

### **Link or Supporting Material**

<https://icoachkids.org/learn/coaching-girls/icoachgirls/about>

### **Contact Person**

Dr Ruth Brazier, [r.brazier@leedsbeckett.ac.uk](mailto:r.brazier@leedsbeckett.ac.uk)

## UEFA Disney Playmakers

### Country

All countries across Europe

### Organization(s) Involved

- UEFA
- Disney
- ICOACHKIDS
- All National Federations across Europe

### Description of the Practice

UEFA Playmakers, in partnership with Disney, aims to deliver a fun and safe introduction to football, for girls aged 5-8 years old. Sessions are hooked onto classic Disney tales, inspiring girls to move by putting them at the centre of their favourite characters and films, such as The Incredibles, Moana and Frozen.

Playmakers sessions are delivered in over 40 European Countries, creating 30 Playmaker Centres in each, and has so far engaged over 50,000 girls. Their sessions are designed on the latest research around storytelling and play-based learning, meaning their impact has been positive in attracting previously disengaged girls.

Moreover, using child friendly material has been successful in raising girls' interest in a traditionally male dominated sport. Participants are given 'adventure passports' so that they can continue to immerse themselves in the stories, even after the sessions have finished. All Playmakers coaches are given bespoke training in advance of the sessions, enabling them to understand specific issues the girls may face and to understand the purpose of scope of the project.

### Main Objectives

- Introduce girls aged 5-8 to football through storytelling activities
- Increase confidence
- Increase fundamental movement skills
- Develop new coaches

### Key Activities

- Bespoke training for Playmakers coaches
- Material provided to support delivery of sessions

### Target Groups

- Girls aged 5-8
- Coaches

### Results / Impact

- More than 83,000 girls have participated

- More than 4,000 coaches trained
- 91.76% of parents agreed that using Disney to introduce girls to football was a good idea
- 95.28% of parents were satisfied with their daughter's participation and 96.34% of girls said they enjoyed the sessions
- In addition, coaches and parents believed the programme was positively influencing football, movement and life skills.

### **Challenges Faced**

- Transition into regular/traditional training sessions provided by existing clubs was seen as a big step by many girls and their parents
- Recruiting girls who currently don't play football
- Keeping newly trained coaches in the programme and transitioning them to regular coaching

### **Transferability**

This programme offers transferability to other programmes. Mainly, the programme methodology of using storytelling and imaginative play to help introduce children to sport for the first time or to reintroduce them after a negative experience. Anyone wishing to use this methodology is advised to provide initial training for coaches and a clear guidebook for beginner coaches or teachers for them to follow and deliver a session confidently

### **Link or Supporting Material**

<https://www.uefa.com/playmakers/en>

# Spain

## Incorporating Gender Mainstreaming in Coach Education Curricula at the University of Murcia

### Country

Spain

### Organization(s) Involved

University of Murcia (Faculty of Sports Sciences), in collaboration with regional sports federations and local councils.

### Description of the Practice

The University of Murcia integrated gender mainstreaming strategies into its coach education and sports science programs. This includes mandatory modules on gender equality, inclusive leadership, and the prevention of gender-based discrimination and violence in sports. The practice also involves workshops with women coaches and athletes, promoting role models and peer learning.

### Main Objectives

- Embed gender awareness in initial and continuing coach education.
- Increase the number and visibility of women coaches.
- Challenge gender stereotypes in sports settings.
- Provide tools for coaches to implement gender-sensitive practices.

### Key Activities

- Development of gender-focused training materials.
- Guest lectures and seminars with experts in gender and sport.
- Mentoring programs for women coach candidates.
- Assessment of gender bias in existing curricula and content revision.

### Target Groups

- Student coaches in training (undergraduate/graduate level)
- Licensed coaches in continuing education programs
- Female athletes interested in coaching
- Coach educators and program designers

### Results / Impact

- Increased awareness of gender issues among future coaches
- Measurable improvement in students' understanding of inclusive coaching practices
- Uptake of more female participants in coaching education pathways

- Institutional commitment to sustainable integration of gender equality

### **Challenges Faced**

- Initial resistance or lack of awareness among some coach educators
- Lack of existing gender-sensitive materials in Spanish
- Limited representation of women in sports leadership positions

### **Transferability**

The structure, content, and methodology can be adapted to other universities, coaching education institutions, or regional federations.

### **Link or Supporting Material**

Unidad para la Igualdad entre Mujeres y Hombres <https://www.um.es/web/unidad-igualdad/>

La participación de la mujer en el deporte es un indicador del desarrollo igualitario en el mundo, según un estudio de la UMU: <https://www.um.es/web/ucc/-/la-participación-de-la-mujer-en-el-deporte-es-un-indicador-del-desarrollo-igualitario-en-el-mundo-según-un-estudio-de-la-umu>

### **Contact Persons**

Salvador Angosto, Guillermo F. López

## **Universo Mujer III**

### **Country**

Spain

### **Organization(s) Involved**

Consejo Superior de Deportes

### **Description of the Practice**

UNIVERSO MUJER III is a program that aims to promote and increase female participation in all areas of sport, contributing to social improvement and transformation through the values of sport. The goal is to achieve a more egalitarian society where women and sport are an essential part of the country's growth.

### **Main Objectives**

UNIVERSO MUJER III aims to delve into the social and cultural dimension of sport to drive change in the lifestyles of Spaniards and encourage women to participate in sports through promotion and visibility.

## Key Activities

UNIVERSO MUJER III materializes through the implementation of projects that seek to disseminate and promote women's sports through five main pillars:

- Training as an element of excellence
- Sports development plan: from the grassroots to the elite
- Visibility and promotion of women in sports and society
- Leadership
- Women, health, and sports

## Target Groups

Women athletes, coaches and leaders in sport sector

## Results / Impact

- Funded projects: 121 projects
- Funds mobilized: €21.66 million in private contributions
- Pillars of action: Training, development, visibility, leadership, health
- Cities visited in 2025: Guadalajara, Segovia, San Sebastián, La Laguna
- Public investment (2018-2025): €12.6 million from the CSD (Center for Sustainable Development)
- Collaboration with Iberdrola: 80% more women's sports licenses since 2018

## Challenges Faced

- Structural inequalities persist in access to management positions and sports leadership.
- Significant dependence on public funds and private donations with tax benefits.
- Sustained low media coverage for women's sports outside of specific events.
- Difficulty measuring the real and sustained long-term impact of the program.
- Territorial inequality in access to activities, resources, and visibility.
- Lack of an intersectional approach that integrates women with disabilities, migrants, or those at risk of exclusion.

## Transferability

The structure, content, and methodology can be adapted to other universities, coach education institutions, or regional federations.

## Link or Supporting Material

Website: <https://www.csd.gob.es/test.php/es/promocion-del-deporte/universo-mujer-iii>

## Contact Persons

Salvador Angosto Guillermo F. López

## Universo Mujer III - Scholarship

### Country

Spain

### Organization(s) Involved

Consejo Superior de Deportes

### Description of the Practice

A specific scholarship line within Universo Mujer III, managed by the Fundación Deporte Joven together with the CSD and Iberdrola, which subsidizes the official training of women as Technicians/Coaches and Referees/Judges

### Main Objectives

- Increase the number of women coaches in men's and women's teams, both in grassroots and elite sports.
- Train female referees and judges to improve the presence of women in these technical roles.

### Key Activities

Scholarships for training in sports techniques to fully or partially finance the tuition of women pursuing official qualifications in: Intermediate Sports Technician & Advanced Sports Technician

Areas: Olympic and non-Olympic sports, always recognized by the Ministry of Education or approved federations.

### Target Groups

Women athletes, coaches and referees in sport sector

### Results / Impact

- Total budget: €60,000: €50,000 for training (Intermediate/Advanced Sports Technician) & €10,000 for referees/judges
- 111 women funded for training activities

### Challenges Faced

- Limited scope: only covers tuition fees, not accommodation, transportation, or materials.
- Limited training period: only courses completed between early 2022 and September 2024 are funded.
- Impact difficult to assess: lack of public data on the actual number of trainees, their job placement, and retention in technical structures.
- Periodic renewal: requires monitoring to ensure continuity and increase funding in future calls.

- Unequal access: some sports may be excluded if they do not have official training within the competitive framework.

### **Transferability**

The structure, content, and methodology can be adapted to other universities, coach education institutions, or regional federations.

### **Link or Supporting Material**

<https://rfec.com/index.php/en/smartweb/seccion/noticia/rfec/institucional/56341-Fundacion-Deporte-Joven-y-el-CSD-convocan-las-Becas-Universo-Mujer-III-para-formacion-de-mujeres-tecnicas-y-arbitras>

<https://www.csd.gob.es/es/igualdad-en-el-deporte/convocatoria-de-ayudas-mujeres-deportistas-en-el-ano-2025>

### **Contact Persons**

Salvador Angosto, Guillermo F. López

# Cyprus

## Memorandum of Understanding

### Country

Cyprus

### Organization(s) Involved

Cyprus Basketball Federation, Commissioner for Gender Equality

### Description of the Practice

A Memorandum of Understanding (MoU) was signed between the Cyprus Basketball Federation and the Office of the Commissioner for Gender Equality.

The MoU represents a formal commitment to promote gender equality in basketball, through joint actions and long-term collaboration. The initiative positions basketball as a vehicle for social change and gender inclusion, aiming to reshape attitudes, policies, and practices within the sport.

### Main Objectives

The main objectives of the MoU are:

- Increase female participation in basketball across all levels.
- Educate stakeholders (athletes, staff, board members, and fans) on issues of gender equality.
- Promote equal opportunities for male and female basketball players.
- Encourage applications to European programmes like Erasmus+ that support equality-based initiatives.
- Raise awareness through events and campaigns focused on inclusion and fair representation.

### Key Activities

The goal of the MoU is to enhance the participation of women in the sport of basketball through innovative programmes and actions such as:

- Conduct equality training for professional staff, board members, and athletes.
- Organise campaigns and awareness activities during 3x3 basketball events and U8 tournaments.
- Establish a working group and a monitoring and coordination committee to oversee implementation.
- Run educational initiatives such as 'Her World Her Rules' to attract more girls to the sport.
- Plan informational and educational actions to foster a culture of respect and inclusion.

## Target Groups

- Female athletes, particularly girls and young women
- Basketball federation staff and board members.
- Male athletes and fans, to promote shared responsibility in promoting equality.
- Policy-makers, through collaboration with ministries and national organisations.
- The wider public, via campaigns and public sporting events.

## Results / Impact

The implementation of the MoU demonstrates positive impacts across institutional collaboration, public awareness, and policy commitment.

Specifically:

- Strengthened collaboration between sports and equality institutions.
- Raised visibility for women's basketball and related challenges.
- Increased institutional commitment to equality-based reforms (e.g., training, policy updates).
- Encouragement from government and public bodies, with the Ministry of Education and the Cyprus Sports Organisation endorsing the initiative.
- Positive momentum toward changing perceptions of women's sports and addressing stereotypes.

A particularly important outcome was the decision by the Cyprus Basketball Federation (CBF) to provide equal allowances to male and female national team players. Since 2023, all athletes representing Cyprus in international competitions receive the same daily allowance and benefits, including costs for travel, clothing, and meals. This decision, made in cooperation with the Commissioner for Gender Equality and the Ministry of Education, Sport and Youth, reflects the Federation's commitment to gender equality and is a clear step toward reducing the gender gap in Cypriot sports.

Furthermore, gender-equal representation has been secured in the Cyprus national basketball teams across the U16–U18 age groups.

## Challenges Faced

As they work toward gender equality in sports, stakeholders face several ongoing and deep-rooted challenges:

- Ongoing stereotypes that undermine women's roles and value in sports.
- The underrepresentation of women in decision-making positions within the sports sector.
- Structural inequalities and the traditional male dominance of sports culture in Cyprus.
- Difficulty in changing the public perception that men's sports are more legitimate or important.

## Transferability

The practice is highly transferable to other sports and countries, especially where similar gender gaps exist.

Key elements for successful replication include:

- Strong institutional partnerships between sports federations and equality bodies.
- Clear commitment to actionable goals and monitoring.
- Support from government bodies and sports authorities.
- Inclusion of education, training, and public campaigns to shift attitudes and behaviors.

#### **Link or Supporting Material**

Μνημόνιο συναντίληψης ΚΟΚ – Επίτροπος Ισότητας Φύλων (In Greek):

<https://www.cbf.basketball/el/events/details/event-9644>

Ιστορική απόφαση: Ίσες παροχές στην κυπριακή καλαθοσφαίριση για άνδρες και γυναίκες διεθνείς (In Greek): <https://shorturl.at/C8UTL>

#### **Contact details**

Cyprus Basketball Federation

Phone: 00357 22449830

### **Cancel Gender Based Violence in Basket (CGBV in Basket)**

#### **Country**

Cyprus

#### **Organization(s) Involved**

- Hellenic Basketball Federation (EOK) – project coordinator
- Cyprus Basketball Federation (CBF)
- Bulgarian Basketball Federation (BBF)
- Basketball Federation of North Macedonia
- Center for Social Innovation (CSI)
- Universal Education AKMI KEK S.A

#### **Description of the Practice**

CGBV in Basket is a European Erasmus+ Sport initiative that aims to eliminate gender-based violence (GBV) within basketball communities across Southeast Europe. The project involved national basketball federations, a VET institution, and a research centre from Greece, Cyprus, Bulgaria, and North Macedonia. The practice focused on early detection of deviant behaviours, empowering survivors, and raising awareness about GBV in basketball through structured educational and support activities.

The core of the initiative was the development and implementation of a comprehensive training and awareness programme targeted at coaches, trainers, athletes, and administrative staff. It includes a Handbook, surveys, face-to-face workshops, an e-learning platform, and a future case management system. These efforts aimed at building capacity within basketball organisations to prevent, identify, and respond to GBV, and at fostering a safer, more inclusive

environment across all levels of the sport The project had 24 months duration (01/12/2022-30/11/24) and Co-funded by the European Union.

### **Main Objectives**

Main objectives of the project were:

- Early detection of deviant and abusive behaviour in basketball settings
- Engage the basketball community in actively preventing and eliminating GBV
- Provide tailored psychological and legal support to survivors of GBV
- Raise awareness and build knowledge on GBV issues at a European level
- Equip coaches and staff with practical tools for prevention and intervention
- Promote a culture of safety, equity, and respect in basketball

### **Key Activities**

The key activities of the project were:

- Development of the “Raising Awareness Handbook” for coaches and staff
- Design and delivery of a training curriculum on GBV identification and response
- Creation of an interactive e-learning platform for asynchronous learning
- Conducting field research including interviews and surveys across four countries
- Organising empowerment workshops and CBT-based activities for athletes
- Planning a Case Management System for reporting and monitoring GBV incidents
- Collaborative events with FIBA, advocacy groups, and national stakeholders

### **Target Groups**

The project was addressed to:

- Basketball coaches and trainers
- Youth and professional athletes (both women and men)
- Sports administrators and federation staff
- Sports psychologists and legal advisors
- Basketball clubs and associations across the partner countries

### **Results / Impact**

The project delivered important outputs contributing to a broader understanding of gender-based violence in basketball and helping lay the groundwork for long-term systemic change:

- Produced a comprehensive GBV Handbook based on research and best practices
- Conducted 40 in-depth interviews and distributed a multi-country survey
- Identified the main types and causes of GBV in basketball (verbal abuse, gender pay gap, lack of policies)
- Raised awareness at national and European level through events and media outreach
- Laid the foundation for long-term cultural change in the sport by influencing training and policies
- Sparked discussions among stakeholders and increased public recognition of GBV in sport

## **Challenges Faced**

Key obstacles and challenges were revealed during the implementation:

- Lack of existing GBV-specific regulations in most basketball organisations
- Cultural reluctance to speak openly about abuse and discrimination
- Inadequate reporting mechanisms and low trust in institutions
- Difficulty in identifying early signs of psychological abuse or subtle harassment
- Unequal access to legal and psychological support for victims in partner countries

## **Transferability**

The CGBV in Basket practice is highly transferable to other sports and contexts.

- The training modules, e-learning platform, and Handbook can be adapted to suit other sports disciplines.
- The case management system can serve as a model for other federations.
- Key principles such as early detection, survivor support, and staff education are relevant across the entire sport sector.
- The consortium's partnership model demonstrates how national organisations can collaborate on shared social goals under EU frameworks

## **Link**

<https://cgbvbasket.eu>

## **Contact details**

Cyprus Basketball Federation, Phone: 00357 22449830

# Austria

## Female Leaders in Olympism and Training

### Countries

Austria, Slovenia, Africa

### Organization(s) Involved

TAFISA, ENSE – European Network of Sport Education, Slovenian Olympic Committee, African Union Sport Council Region 5

### Description of the Practice

FLOT is a transnational Erasmus+ Sport project that aims to advance gender equality by fostering the development of female leaders in the international sport movement, with a particular emphasis on Olympism, leadership skills, and intercultural dialogue. The project brings together sport education and governance institutions from Europe and Africa

### Main Objectives

- Strengthen the presence and influence of women in sport leadership roles across continents
- Promote Olympic values such as respect, equality, and solidarity as foundations for inclusive leadership
- Develop and pilot an innovative training curriculum to empower emerging female leaders

### Key Activities

- Needs assessment and gap analysis on women in leadership in European and African contexts
- Co-creation of a modular leadership training curriculum rooted in Olympic values and gender equity
- Cross-continental training labs, workshops, and mentoring activities
- Dissemination through conferences, digital learning, and open educational resources

### Target Groups

- Women in early-to-mid stages of sport leadership careers
- Olympic committees, sport federations, and sport education institutions

### Results / Impact

- A tested and transferable curriculum for gender-sensitive leadership in sport

- Enhanced international cooperation between Europe and Africa on gender and sport education
- Increased competence, confidence, and visibility among participating women leaders

### Challenges Faced

- Addressing diverse cultural and institutional barriers across partner regions
- Ensuring sustainability and long-term institutional uptake beyond project lifetime

### Transferability

The FLOT leadership curriculum and toolkit are designed as open-access resources that can be adapted by sport federations, coaching programs, and educational institutions globally.

### Link

<https://www.flotsport.org>

## Through a Gender Lens – Young Women in Sports

<b>Countries</b>	Austria, Portugal, Türkiye, Czech Republic, Spain
<b>Organization(s) Involved</b>	Youth Power Austria, AENIE (Portugal), Ordu Youth Center & Active Cities Association (Türkiye), European Youth Center Břeclav (Czech Republic), Asociación Cultural y Deportiva La Hoya (Spain)
<b>Description of the Practice</b>	This transnational Erasmus+ project, led by Youth Power Austria, addresses the persistent gender imbalance in youth sports participation. It was designed to counter the high dropout rates among girls and young women in sports and promote equal access to sport and physical activity through a gender-mainstreamed, youth-centered approach. The project actively involved 30 young women and 6 group leaders over a 7-day intensive learning exchange and continues with follow-up implementation through a piloting phase in partner organizations.
<b>Main Objectives</b>	<ul style="list-style-type: none"> <li>• Promote equal participation of young women in sports activities across Europe</li> <li>• Tackle social, cultural, and institutional barriers leading to girls’ dropout from sport</li> <li>• Foster motivation, relevance, and accessibility in sport through a gender-responsive coaching lens</li> <li>• Support European cooperation among youth and sport organizations to share solutions</li> <li>• Develop sustainable strategies and toolkits for inclusion in local coaching practices</li> </ul>

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Youth-led focus groups and survey “What’s Stopping Women Being More Active?”</li> <li>• Toolkit development: “How to Make Sports Better for Women and Coaching through a Gender Lens”</li> <li>• Mentoring of young women by trained coaches and facilitators</li> <li>• Gender-inclusive volleyball tournament to build confidence and teamwork</li> <li>• Launch of the Be an Ambassador for Women piloting phase within partner youth organizations</li> <li>• Establishment of women’s councils within youth sport structures</li> <li>• Personal development programs supporting women’s leadership and sport involvement</li> </ul>
<b>Target Groups</b>	<ul style="list-style-type: none"> <li>• Girls and young women (15–30) with limited access to sport opportunities</li> <li>• Licensed coaches and sport youth leaders promoting gender-responsive practices</li> <li>• Youth organizations implementing gender-equality measures in sport</li> </ul>
<b>Results / Impact</b>	<ul style="list-style-type: none"> <li>• Youth Power Austria and other partner organizations committed to raising female sport participation by 50–60% in their local programs</li> <li>• Introduction of inclusive coaching techniques and women-led decision-making bodies</li> <li>• Positive increases in motivation, self-esteem, and retention among young female athletes</li> <li>• Enhanced youth citizenship and intercultural exchange aligned with EU values and the European Year of Youth 2022</li> </ul>
<b>Transferability</b>	<p>Project materials such as surveys, toolkits, and workshop templates are available in English and can be translated and adapted by other youth or sport organizations. The model is suitable for youth groups, schools, and federations.</p>
<b>Link</b>	<p><a href="https://yp-at.org/projects/through-a-gender-lens-young-women-in-sports">https://yp-at.org/projects/through-a-gender-lens-young-women-in-sports</a></p>

## 8.2 Overcoming Barriers to Gender Mainstreaming

Despite progress, gender mainstreaming continues to face structural and cultural resistance. The following strategies have proven effective in overcoming barriers:

### A. Addressing Institutional Resistance

- Secure leadership buy-in through regular briefings and policy alignment.
- Use pilot projects and data to demonstrate success and scalability.

### B. Bridging the Participation Gap

- Offer scholarships and targeted outreach to underrepresented groups.
- Implement mentorship and return-to-coaching schemes for women leaving sport.

### C. Enhancing Learning Environments

- Introduce codes of conduct and feedback mechanisms.
- Create anonymous reporting tools for exclusion or harassment.

### D. Building Peer Support

- Form women-in-coaching networks.
- Facilitate knowledge exchange through conferences and digital communities.

## 9. Action Plan for Sports Federations and Coaching Associations

Sports federations and coaching associations play a crucial role in shaping the environment in which coaches are recruited, trained, and supported. This section outlines a strategic action plan tailored to these bodies to accelerate gender mainstreaming in coach education and practice. The plan builds on the findings from SheCOACH's research and good practices presented in Section 8.

### 9.1 Policy Recommendations for National and Regional Bodies

To facilitate structural transformation, federations and associations should:

- Integrate gender equality goals into their statutes, codes of ethics, and long-term strategic plans.
- Establish or strengthen gender equality committees or task forces with decision-making power.
- Mandate gender training for coach developers, technical directors, and certification bodies.
- Require gender-responsive curricula in all coach education programmes.
- Link public funding and recognition to gender equity performance, following models used in Scandinavian countries (Adriaanse & Claringbould, 2016).

*Example:* The GAMES Project (2023), co-funded by the European Union, supported eight National Olympic Committees—including Greece, Germany, Turkey, and Ireland—in developing tailored National Action Plans (NAPs) to advance gender equality in leadership. These NAPs addressed structural barriers by introducing governance reforms, setting representation targets (e.g., 30% minimum female representation in decision-making), launching gender equality commissions, and offering scholarships for women coaches. The project also included baseline assessments, capacity-building workshops, and policy dialogue to institutionalize change. The model is directly transferable to national federations and sport governing bodies seeking to formalize gender mainstreaming strategies.

### 9.2 Creating an Inclusive Coaching Environment

Creating an inclusive environment requires cultural, procedural, and physical adjustments:

- Ensure **safe spaces** in coaching education (e.g., codes of conduct, anti-harassment protocols).
- Promote **inclusive imagery** and language in all communication.
- Design **flexible** certification pathways to accommodate family responsibilities.
- Provide on-site **childcare or subsidies** where possible for coach education events.

### 9.3 Strengthening Mentorship and Support Networks for Women in Coaching

Sustained participation of women in coaching depends on support beyond training. Federations should:

- Develop **peer mentorship programmes** linking new and experienced women coaches.
- Establish regional women-in-coaching **hubs or networks**.
- **Collaborate** with NGOs and advocacy groups for additional **support and visibility**.
- **Encourage male allyship** and reverse mentoring initiatives to challenge bias across gender lines.

*Model:* The ICOACHGIRLS project trained senior coaches to mentor junior women coaches, boosting both competence and confidence.

### 9.4 Advocacy and Awareness Campaigns

Public perception influences women's uptake of coaching roles. Federations can lead advocacy by:

- Running campaigns that feature diverse women coaches in visible leadership roles.
- Celebrating International Women's Day and other key dates through sport events.
- Publishing gender equality reports with transparency on progress and challenges.
- Partnering with media outlets to promote stories of women coaching success.

*Example:* The gWomen Summit and Make Place for One More Woman initiative in Greece created high-visibility platforms for women in sport.

## 10. Monitoring, Evaluation, and Reporting

Monitoring and evaluation (M&E) are essential components of any gender mainstreaming strategy, ensuring that initiatives are not only implemented but are effective, measurable, and continuously improved. Within the context of coach education, robust M&E processes provide critical insights into whether gender equality goals are being met and how strategies can be adapted in response to emerging challenges and opportunities.

Evaluation in gender mainstreaming should be both formative and summative. Formative evaluation occurs throughout the implementation of gender initiatives, allowing for real-time feedback and iterative improvements. Summative evaluation, by contrast, takes place after a project or intervention has concluded, assessing its overall effectiveness, impact, and sustainability (EIGE, 2022).

A key principle in gender-responsive evaluation is the use of sex-disaggregated data. Without it, institutions lack the visibility needed to identify disparities in participation, representation, outcomes, and experiences. Disaggregated data allows stakeholders to assess the distribution of benefits, access to opportunities, and progress toward equity benchmarks (UN Women, 2015).

Beyond quantitative indicators, qualitative tools such as focus groups, interviews, reflective journaling, and storytelling are crucial for capturing the lived experiences of women coaches, trainees, and staff. These approaches provide nuanced insight into how gender policies are experienced and perceived, and they often reveal invisible barriers that numbers alone cannot expose (Evans & Pfister, 2020).

Effective M&E systems also include feedback loops. These are mechanisms through which stakeholders—especially underrepresented groups—can offer input on what works and what needs change. Feedback loops might take the form of anonymous surveys, structured listening sessions, or participatory evaluation workshops.

Reporting should be regular, transparent, and audience-specific. Annual gender equality reports can support internal learning, demonstrate accountability to funders, and strengthen public trust. Reports should go beyond compliance and focus on storytelling, lessons learned, and forward-looking goals. Including case studies or testimonials enhances relatability and deepens understanding of the changes being made.

Ultimately, monitoring and evaluation are not add-ons but integral to the practice of inclusive, evidence-based coach education. They are what transform gender mainstreaming from a theoretical aspiration into a measurable, evolving institutional reality.

### 10.1 Key Performance Indicators for Gender Equality in Coach Education

Key performance indicators (KPIs) are a critical component of measuring progress toward gender equality in coaching education. They provide concrete benchmarks that allow institutions to move beyond aspirational language and assess the effectiveness of their gender mainstreaming strategies with clarity and accountability.

In the context of coaching education, KPIs should be both quantitative and qualitative, offering insight into participation rates, institutional policies, learning outcomes, and the lived experiences of trainees and educators. A well-constructed KPI framework captures both outputs (e.g., number of women trained) and outcomes (e.g., increased retention, leadership progression, or perceptions of inclusion).

Relevant KPIs in this context may include: the percentage of women enrolled in coaching certification programmes across different levels; the proportion of women in instructional, mentoring, or leadership roles within coach education systems; the presence of gender-responsive content in curricula; the frequency and quality of gender sensitivity training for educators and administrative staff; and the proportion of coaching institutions that implement gender equality policies, conduct gender audits, or produce annual equality reports.

Beyond counting representation, performance indicators should also reflect the quality of engagement and institutional change. For example, assessing the level of satisfaction among women coaches, the degree to which mentoring opportunities are available and utilized, and the inclusiveness of learning environments are equally vital. These are often captured through mixed-method approaches that combine surveys with narrative-based tools such as interviews, reflective assessments, and focus groups (Evans & Pfister, 2021).

The development of KPIs must be iterative and participatory. Institutions are encouraged to co-create indicators with stakeholders, particularly those from underrepresented groups, to ensure relevance and credibility. Furthermore, alignment with national and international frameworks—such as the Council of Europe’s Gender Equality in Sport Indicators (2016) or the EU Gender Equality Index—can strengthen comparability and policy coherence.

Ultimately, KPIs serve not just to monitor progress but to embed gender equality into the core logic of institutional development in coach education. They turn values into metrics, and metrics into actionable change.

## 10.2 Data Collection and Reporting Mechanisms

Reliable data collection and reporting mechanisms are central to institutional accountability and transformation in gender mainstreaming. Without appropriate data systems, even well-designed strategies can fall short of implementation. As new research underscores, comprehensive gender data is essential not only for diagnosing inequality but also for crafting targeted, evidence-based interventions (UNESCO, 2022; EIGE, 2023).

Modern gender data systems must be built on several core principles: consistency, disaggregation, accessibility, and relevance. First, data collection should be systematic, integrated into routine operations (e.g., enrolment, certification, and recruitment), and occur at regular intervals. Second, all gender-related data should be disaggregated by sex and—where feasible—by age, ethnicity, disability, geography, and socioeconomic status to identify intersectional disparities. Third, data must be accessible not just to internal staff but also to external evaluators, funders, and stakeholders through public reports and open-access dashboards. Lastly, all metrics must align with clearly defined institutional goals for gender equality and inclusion.

Promising developments include digitalized dashboards and the use of institutional equality indices. For example, the Equality Standard: A Framework for Sport (UK, 2020) and Gender Equality Index for Sports Organizations (developed by EIGE) allow organizations to benchmark their performance across multiple dimensions and compare with sector-wide progress.

Data should not only be quantitative. Focus groups, staff and learner surveys, exit interviews, and participatory evaluations offer a necessary qualitative layer. These can uncover the dynamics of inclusion and exclusion, the subtle experiences of bias, and the contextual enablers or barriers to change. Integrating both quantitative and qualitative sources enables a more accurate, inclusive picture of gender dynamics.

Institutional reporting must go beyond technical compliance. Annual gender equality or inclusion reports should be treated as key strategic tools that integrate insights, outline challenges, and guide improvements. These reports can showcase not only indicators but also case studies, testimonials, and gender budgeting updates. The shift from passive data collection to dynamic, reflective reporting is central to a culture of institutional learning.

### 10.3 Feedback and Continuous Adaptation of Strategies

Gender equality in coach education is not a static goal but a dynamic process. To remain responsive, institutions must adopt feedback-driven systems that continuously adapt their gender mainstreaming strategies. This approach is increasingly endorsed in global best practices, including the 2022 UNESCO Global Education Monitoring Report and OECD gender mainstreaming frameworks.

Feedback mechanisms should be embedded throughout all phases of the education and policy cycle—from planning to delivery and review. These can include anonymous student and staff surveys, regular feedback loops between course instructors and participants, open consultation processes, and co-creation forums with underrepresented stakeholders.

Key to effective feedback is creating a psychologically safe environment in which individuals can speak openly about their experiences. Institutions should foster trust by making clear how feedback will be used, by whom, and with what follow-up. Visual dashboards or "you said, we did" summaries are one example of responsive communication that builds trust and demonstrates accountability.

The iterative use of feedback enables institutions to refine programme design, update training content, adjust recruitment approaches, and strengthen mentoring schemes. For example, feedback may reveal that mentoring works best when structured around identity-based affinity (e.g., matching women coaches of similar sports backgrounds or age groups), or that gender modules need updating to address emerging issues such as non-binary inclusion in sport.

Feedback must also be linked to governance and budgeting. Institutions that embed adaptation into their decision-making structures—through advisory committees, budget reviews, or staff development strategies—are more likely to sustain progress and close implementation gaps.

In sum, feedback and adaptive learning are essential to transforming gender equality from policy rhetoric into lived reality. They empower coaching education institutions to not only respond to change but to lead it.

# 11. Digital Accessibility and Dissemination

In an era where digital transformation is redefining education, advocacy, and stakeholder engagement, digital accessibility and strategic dissemination are indispensable to advancing gender equality in coach education. Section 11 outlines how institutions can leverage digital tools and inclusive communication practices to expand the reach and impact of gender mainstreaming initiatives.

## 11.1 Leveraging the SheCOACH Platform

The SheCOACH platform serves as the central digital hub for knowledge sharing, training, and advocacy within the project. It functions as both a repository and a learning environment, designed to enhance the accessibility of gender-sensitive resources for coaching education providers across Europe.

The platform integrates modular training content, interactive assessment tools, self-paced learning resources, and good practice case studies. All content is provided in multiple languages (EN, EL, ES, IT). Coaching education providers can also access downloadable lesson plans, activity sheets, and relevant resources. The SheCOACH Capacity Building Programme Certificate confirms that the learning outcomes of the courses are aligned with European Qualifications Framework (EQF) Level 5 standards.

## 11.2 Strategies for Engaging Stakeholders and Target Groups

Dissemination is not just about sharing content—it is about creating engagement, building ownership, and sparking dialogue. To maximize reach and impact, institutions are encouraged to adopt a multi-channel, multi-format strategy.

Key strategies include:

- **Social Media Campaigns:** Visual storytelling, spotlight features on women coaches, and campaign hashtags (e.g., #SheCOACH, #WomenInCoaching) to raise visibility.
- **Webinars and Online Panels:** Live discussions featuring coaches, policy experts, and researchers to discuss key findings and share experiences.
- **Email Newsletters and Project Updates:** Regularly distributed to stakeholders, including summaries of progress, new resources, and calls to action.
- **Institutional Partnerships:** Collaboration with universities, national federations, and ministries to integrate SheCOACH content into existing systems.
- **Multilingual Access:** Ensuring all dissemination products are available in partner languages and accessible formats.

The goal is not simply to inform, but to activate. By treating dissemination as a strategic and participatory process, institutions that work towards gender equality in coaching can foster a vibrant, transnational community of practice committed to transforming coaching education.

## 12. Conclusion and Recommendations

The SheCOACH Framework provides a comprehensive, evidence-based approach for integrating gender equality into coaching education systems. Built on international standards, national practices, and the lived experiences and insights of sports professionals across Europe, this document serves as both a strategic guide and a practical toolkit for institutions seeking to become more inclusive, equitable, and forward-looking.

Throughout the previous sections, the Framework has demonstrated that gender mainstreaming is not an isolated intervention or a box-ticking exercise, but a systemic commitment that must permeate every layer of institutional functioning—from policy to pedagogy, and from leadership structures to monitoring and evaluation processes. It is a dynamic and ongoing journey that requires long-term vision, adaptable implementation, and reflective practice.

The diversity of tools, indicators, case studies, and models presented herein reflects both the complexity of gender inequality in sport and the possibility for meaningful transformation when actions are intentional, collaborative, and sustained. From institutional self-assessment checklists and curriculum design strategies to mentoring programs and good practices from across Europe, the Framework offers adaptable solutions grounded in evidence and tested in context.

Crucially, the Framework underscores that gender equality cannot be achieved through isolated efforts or symbolic gestures. It must be embedded in institutional cultures, incentivized through leadership, and continuously evaluated to ensure relevance and effectiveness. This means integrating gender perspectives into strategic plans, accreditation processes, coach licensing systems, and funding mechanisms. It also requires investing in capacity building—not only for women entering the coaching profession, but for the entire ecosystem of decision-makers, educators, and administrators.

Looking ahead, the sustainability of gender-inclusive coach education depends on multi-level partnerships. National federations, universities, ministries, and grassroots clubs must work together to ensure that progress made is institutionalized, resourced, and scaled. Cross-sector collaboration—between sport, education, gender advocacy, and digital innovation—will be key to creating resilient ecosystems for gender equity in coaching.

The SheCOACH Framework is not a final answer, but a starting point. It is designed to evolve through feedback, practice, and innovation. We encourage all stakeholders to not only use it, but to adapt it, expand it, and contribute to its continued development. The pursuit of gender equality in coaching education is as much about transformation as it is about accountability—and the Framework equips institutions with the tools to achieve both.

### 12.1 Summary of Key Actions for Gender Mainstreaming

To enable practical uptake, the SheCOACH Framework encourages institutions and stakeholders to consider the following priority actions:

- Conduct regular gender audits and equity assessments, using validated tools

- Embed gender-sensitive modules into all levels of coach education
- Train educators, staff, and mentors in inclusive practices and unconscious bias mitigation
- Develop formal mentorship and peer support systems for women in coaching
- Collect and use gender-disaggregated data to inform strategy
- Establish institutional KPIs and monitor progress through dashboards and reports
- Ensure digital platforms and communication channels meet accessibility and equity standards

## 12.2 Future Directions and Sustainability Measures

Sustaining gender equality efforts requires institutionalization. This means embedding gender equality goals into national sport policies, coach accreditation criteria, strategic planning cycles, and funding requirements. It also entails capacity-building across all levels—from grassroots clubs to national federations.

SheCOACH partners are encouraged to form or strengthen working groups, policy task forces, or cross-institutional alliances that champion implementation and monitor follow-through. Furthermore, the integration of gender equality indicators into national databases and sport development indices will be critical for systemic visibility and accountability.

International cooperation remains essential. As demonstrated through the project's transnational composition, peer learning and comparative analysis can enrich national practices and inspire innovation. The SheCOACH platform and community of practice will remain active beyond the life of the project, evolving with the needs and realities of those working in coach education.

## 12.3 Call to Action for Sports Organizations and Coaching Educators

To all institutions, federations, educators, and stakeholders engaged in coach development: gender equality in sport is not optional—it is fundamental. As the sporting world evolves, so too must the systems that prepare and empower its leaders. Coaches are not merely technical instructors; they are educators, mentors, role models, and powerful agents of change. When coach education embraces gender inclusion, the ripple effects extend far beyond the field, shaping organizational cultures, influencing policy, and transforming the experiences of athletes at all levels.

The SheCOACH Framework is more than a resource—it is a strategic tool to guide meaningful institutional transformation. We call upon all stakeholders to not only adopt this Framework but to embed its principles into their day-to-day operations. This means translating commitments into action: reviewing curricula, adjusting recruitment practices, elevating women into decision-making positions, and fostering environments where equity is non-negotiable.

The pathway to gender equality in coaching is diverse and context-specific, but it begins universally—with intentionality. It requires courage to challenge existing norms, vision to reimagine inclusive systems, and a collective will to act in solidarity. No single organization can drive systemic change alone; real progress depends on collaboration across federations, ministries, academic institutions, grassroots clubs, and civil society.

We urge sports organizations to:

- **Review** and revise policies through a gender lens;
- **Pilot** inclusive training and mentorship programs;
- **Invest** in data collection and transparency;
- **Support** women in navigating leadership pathways; and
- **Celebrate** progress while continuing to push for equity.

Coach educators and training providers must lead by example—by integrating gender modules into certification programs, modeling inclusive pedagogies, and championing diversity among their staff.

SheCOACH invites you to take this Framework forward: share it, apply it, critique it, and build upon it. Let it be the foundation for long-term change, tailored to your reality and driven by your values.

This is not a moment—it is a movement. Join us!

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