

Gender
Equality
in Coaching



D2.2 National Report Greece

Work Package 2

Task 2.1, Task 2.2
Lead partner: Symplexis

Partner responsible
for the national report:

symplexis

in collaboration with



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Document information

Work Package	2: Recommendations for coach education and qualifications providers on mainstreaming gender issues in coaching courses and curricula
Tasks	2.1: Assessment of the level of knowledge of providers of (basketball) coaching education and qualifications 2.2 Elaboration of Report with recommendations on addressing gaps in knowledge on gender mainstreaming
Deliverable	D2.2 National Reports
Title (if different from that of the deliverable)	National Report, Greece
Lead partner	Symplexis
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Responsible partner for the national report	Symplexis (https://symplexis.eu) in collaboration with the Greek Basketball Coaches Association (https://www.sepk.gr)
Dissemination level	Public
Abstract	<p>This report (D2.2) presents the results of the SheCOACH research in Greece, conducted within the project's WP2, Task 2.1: Assessment of the level of knowledge of providers of (basketball) coaching education and qualifications & Task 2.2: Elaboration of Report with recommendations on addressing gaps in knowledge on gender mainstreaming. The SheCOACH primary research was conducted in Greece between 22 April and 3 June 2024 and included an online survey and structured interviews targeting: a) professionals from national or regional basketball and/or other sports federations, associations & sports clubs; b) staff/ educators/professionals from coaching education providers (universities, vocational training, private colleges, etc.). The online questionnaire was distributed by email to all members of the Greek Basketball Coaches Association and through the Symplexis network, resulting in 253 responses. Additionally, Symplexis and the GBCA conducted interviews with five relevant stakeholders/experts in the field. The conclusions of the national report on gender equality in coaching in Greece will contribute to the development of SheCOACH D.2.3: Report with recommendations on measures to address the gaps in knowledge on gender mainstreaming.</p>
Status	Final
Version(s) & date(s)	v.1.0: 20 June 2024, v.0.1: 18 June 2024 (draft)
Please cite as:	SheCOACH: Gender Equality in Coaching – D2.2. National Report, Greece (2024). Responsible Partner: Symplexis in collaboration with the Greek Basketball Coaches Association. Project Ref. Number: 101133095 — SheCOACH — ERASMUS-SPORT-2023. Website: www.shecoach.eu



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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**, which will be 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, Coaches' Associations, 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)

Partners:

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

1.2 Project aim and objectives

SheCOACH is a multi-stakeholder initiative, which 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.

The SheCOACH objectives are the following:

- To improve the mainstreaming of gender specific topics/gender issues in sports coaching curricula/ education
 - "Mainstreaming" refers to the process of incorporating gender or gender issues into the core elements of sports coaching curricula or education;
 - 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 and issues are consistently addressed and integrated throughout the curriculum or related educational programs.

- To develop the awareness and skills of providers of coach education and qualifications on including gender related elements in their curricula and systems
- To enhance the awareness of national/regional/local education and/or sports authorities on developing/ implementing policies for mainstreaming gender in the coaching education systems
- To raise the awareness of sports clubs, academies and schools on the benefits of including women coaches and promoting women participation, esp. in traditionally “masculine 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 coach education and qualifications providers on mainstreaming gender issues in coaching courses and curricula
- Online capacity building programme for coaching education and qualifications providers on gender mainstreaming
- 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
- Associations/federations of coaches
- Other coach education providers (HEIs, VET, private)
- Local, regional and national sports (and education) policy-makers.

Additionally, the project targets: other sports governing bodies at all levels; international basketball (and other sports) federations; sports clubs/academies/schools; networks of sports associations, actors, education providers at EU/international level; 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):

- About **80-100 staff of coach education providers** with new skills on gender mainstreaming;
- At least **15 sports coaching curricula/programmes**, having mainstreamed gender issues/new gender equality modules;
- At least **50 national/regional/local education & sports authorities** with awareness on implementing policies for mainstreaming gender in coach education;
- At least **130 sports clubs/academies staff/executives/members** with new awareness on the benefits of including women coaches and promoting women participation;
- At least **30.000 persons** reached through dissemination & awareness raising actions.

2. Overview of the SheCOACH primary research in Greece

2.1 Basketball coaching in Greece

The role of the coach is of significant importance for the physical and mental development of athletes, as well as for their education, with the objective of fostering their overall well-being, enhancing their performance, and instilling values such as teamwork, discipline, and fair play.

In Greece, the profession of basketball coach is accessible only to those who hold a professional license from the General Secretariat of Sports under the auspices of the Ministry of Education, Religious Affairs and Sports. A licence to coach (for all sports, not only basketball) is granted by the General Secretariat to those who have completed a degree in physical education and sports science at a Greek university, or who have gained previous experience in the sport they wish to coach and have attended coaching seminars organised by the General Secretariat of Sports. In addition to the aforementioned university sports programmes, those aspiring to become coaches in Greece may also attend seminars, workshops, and certification programmes offered by public and private vocational centres or private colleges. In order to obtain a licence, they must then gain professional experience and attend the Coaching Schools of the General Secretariat of Sports.

2.1.1 Statistics and Gender in Coaching

In the 2023-2024 season, the number of active coaches in the Greek Basketball Coaches' Association (GBCA) is 3290. Of these, only 282 are women (approximately 8%). It is not possible to ascertain the number of coaches who are employed but not members of the GBCA.

In Greece, coaching is traditionally considered a male profession, and gender equality is hindered by social perceptions. Men rarely entrust female coaches with the responsibility of leading men's or even young boys' teams. Women coaches typically are employed in sports with a high female participation rate and coach mainly girls, although they have recently begun to appear in national leagues, such as basketball.

2.1.2 Women coaches in national leagues

In the 2023-2024 season, only 2 of the 11 teams in the women's A1 division (18%) were led by a female coach. In the women's A2 division, 9 of the 26 teams (35%) had female coaches. In the men's leagues, there were no female head coaches. However, in October 2023, Lia Gkouzini became the first woman to temporarily serve as head coach in a men's A1 division game. This was preceded by the suspension of Maroussi's coach, Giorgos Skarafigkas, with a second technical penalty. This was the inaugural occurrence in the men's A1 division, though it was relatively brief.

2.1.3 Coaching schools of the General Secretariat of Sports

The coaching schools of the General Secretariat of Sports provide an opportunity for individuals who wish to obtain a basketball coaching license to do so without the need to have graduated from the Departments of Physical Education and Sports Science of the Greek Universities. The training programme comprises theoretical and practical elements and leads to three levels of certification: C (the lower), B and A (the higher).

The graduation statistics for the Coaching Schools completed in 2022 and 2023 are as follows:

- C-level school: A total of 271 individuals completed the programme, of whom 31 (12%) were women.
- B-level school: The total number of graduates is 169, of whom only 9 (5%) were women.
- A-level school: 17 coaches graduated, of whom 2 (12%) were women.

The data demonstrate a notable participation of women, particularly in the C and A level schools, while in the B level school the percentage is lower.

2.1.4 Prospects and Development Championships

The Hellenic Basketball Federation previously did not assign women in the role of head coach for national teams, but the situation is beginning to change. From 2020, FIBA requires at least one female coach to be on the benches of national teams in the development leagues. In the summer of 2024, the national girls', junior girls' and youth women's teams will be led by three female coaches for the first time.

2.1.5 Female coaches from Greece working abroad

As is the case with many Greek male coaches, there are also some -few- female coaches who seek to work professionally in more competitive leagues abroad. One of them is Stella Kaltsidou, who has achieved great success. In the 2023-2024 season, she led the London Lions to win the women's Eurocup, which was the first European title in the club's history. In addition, she also celebrated winning the Great Britain Championship in the same season. These achievements have led to Stella Kaltsidou becoming the first Greek female coach to win a European basketball title.

2.2 The SheCOACH research in Greece

The SheCOACH research in Greece was conducted under the project's Work Package 2, Task 2.1: Assessment of the level of knowledge of providers of (basketball) coaching education and qualifications & Task 2.2: Elaboration of Report with recommendations on addressing gaps in knowledge on gender mainstreaming.

The SheCOACH WP2: Recommendations for coach education and qualifications providers on mainstreaming gender issues in coaching courses and curricula, has focused on primary research¹ in the form of **an online survey** and **structured interviews** conducted in Cyprus, Greece, Italy and Spain, targeting:

- At least **200 staff/professionals (minimum 50 per country) from national/regional basketball and/or other sport federations and coaching education providers** (universities, vocational training, private) [online survey].
- At least **20 executives (minimum 5 per country) from national/regional basketball and/or other sports federations and coaching education providers** (higher education, vocational, private) [structured interviews].

The objective of Task 2.1 was to evaluate in all aforementioned countries the extent of knowledge and deficiencies among coaching education and qualifications providers regarding gender equality in coaching and the integration of gender issues into coaching courses and curricula.

The objective of Task 2.2 is the development of a report (e-publication), summarizing the main findings of the research in the 4 countries, and providing recommendations on policies and measures to be taken by providers of (basketball) coaching education and qualifications in order to address the gaps in awareness and knowledge for mainstreaming gender in coaching courses/programmes and curricula.

As the WP2 leader, Symplexis developed research guidelines (D2.1) in collaboration with all project partners. These guidelines included guidance for the implementation of the SheCOACH online survey and interview questions for one-to-one interview sessions. The SheCOACH primary research has been approved by the Ethics Committee of the University of Murcia (Spain).

The SheCOACH primary online research was implemented in Greece between **22 April and 3 June 2024**. The questionnaire under the title “Gender Equality in Coaching and Mainstreaming Gender Issues in Coaching Courses & Curricula” was translated and adapted into Greek and subsequently published via Google Forms.

The survey targeted: a) staff/professionals from national/regional basketball and/or other sport federations & sport clubs; b) staff/educators/professionals from coaching education providers (universities, vocational training, private colleges etc.)

The online survey comprised eight sections, with 21 questions (the majority of which were multiple choice and some optional) and required approximately 7 to 9 minutes to complete. Respondents were given the option to complete the questionnaire anonymously or to provide their email address for the purpose of receiving project updates. In all cases, all responses were kept confidential.

¹ Primary research involves collecting data that has not been collected before, i.e. first-hand research, rather than using information and data that has been collected by someone else and found in a book, database, journal, etc. (secondary research).

The questionnaire was distributed via e-mail to all members of the Greek Basketball Coaches Association and through Symplexis' network. In total, **253 responses** were collected.

In addition, Symplexis and GBCA conducted interviews with **5 relevant stakeholders** between **23 May and 3 June 2024**. The SheCOACH structured interview questions followed the themes used for the questionnaires, with the aim of enabling participants to reflect on their actual experiences, to provide insight into the phenomenon of gender equality in coaching, and to discuss ideas and effective ways of mainstreaming gender equality in coaching programmes and educational frameworks.

The presentation of the primary research results (online survey & interviews) will be provided in the subsequent pages.

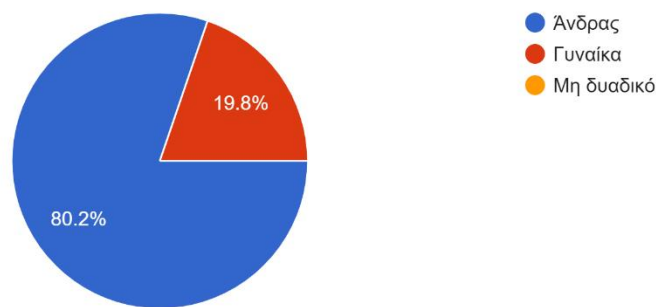
3. Online Survey Results in Greece

Gender Equality in Coaching and Mainstreaming Gender Issues in Coaching Courses & Curricula

3.1 Demographic Information

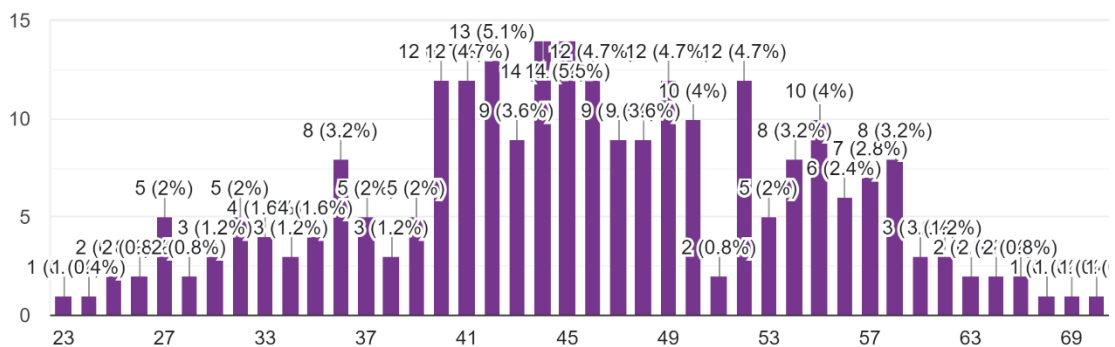
In the SheCOACH online survey conducted in Greece, the vast majority of the 253 participants were men (80.2% or 203 individuals), while 19.8% (50 individuals) were women.

1. Κοινωνικό φύλο:
253 responses



The ages of the 253 participants ranged from 23 to 70 years, with a mean age of 45,65 years (the average age of all respondents) and a median age of 45 years (which suggests that half of the participants are younger than 45 and half are older). Taken together, these measures suggest that the age distribution is relatively symmetrical around the mid-40s, with no significant skewness.

2. Ηλικία (αναφέρετε αριθμό):
253 responses



The majority of respondents, 64.4% (163 individuals), are professionals in basketball clubs, mainly coaches with experience ranging from a few years to decades.

A further 17.4% (44 respondents) are professionals from national or regional basketball associations/federations, including coaching, administrative and management staff.

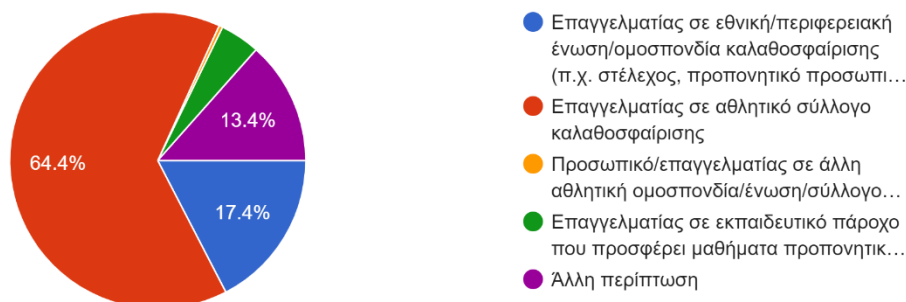
In addition, 4.3% (11 respondents) are staff/professionals from educational providers offering coaching courses, such as universities, vocational centres, colleges and private institutions, including faculty members, trainers/ instructors and administrative staff.

There was also one respondent (0.4%) who was a staff/professional from other (non-basketball) sports federation/ association/club, while 13.4% (34 respondents) selected “other”. Of those who chose “other”, the majority are coaches with expertise in different developmental age groups (e.g. children or adolescents, boys and/or girls). Others are board members or hold management positions in sports clubs or associations, or work in the private sector while also coaching amateur basketball teams. Some have teaching experience as physical education teachers in primary or secondary schools or academies, and there are also people with experience in individual coaching and even researchers in the field.

In summary, the participants have a variety of professional activities and experiences, contributing to the development of basketball at different levels and in different environments.

3. Επαγγελματική ιδιότητα/ρόλος/θέση:

253 responses

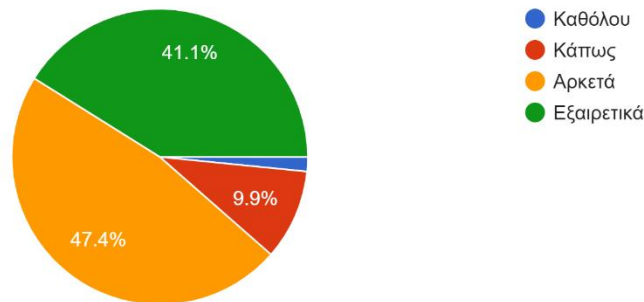


3.2 Knowledge and Awareness

3.2.1 Familiarity with the concept of gender equality in coaching

When asked “How familiar are you with the concept of gender equality in coaching?”, the majority 47,4% answered “very familiar”. A significant percentage, 41,1% said “extremely familiar”, 9,9% answered “somewhat familiar” and only 1,6% said “not familiar at all”.

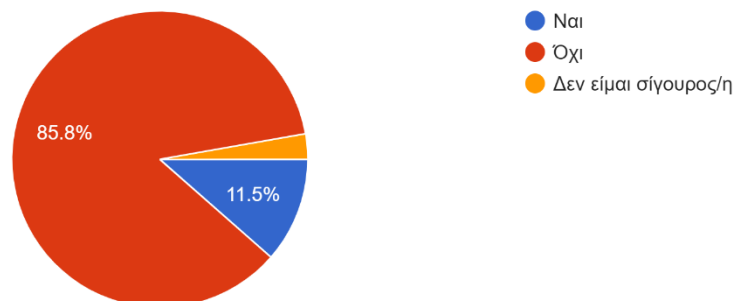
4. Πόσο εξοικειωμένοι/ες είστε με την έννοια της ισότητας των φύλων στην προπονητική;
253 responses



3.2.2 Formal training or education on gender equality in coaching

However, when asked “Have you attended any course/seminar/training related to gender equality and specifically gender equality in coaching?”, the vast majority, 85,8% answered “no”, 11,5% answered “yes”, while 2,8% answered “not sure” and some of them explained that they had attended seminars by women coaches but nothing focused on gender equality in coaching.

5. Έχετε παρακολουθήσει μαθήματα/σεμινάρια/εκπαίδευση σχετικά με την ισότητα των φύλων και συγκεκριμένα την ισότητα των φύλων στην προπονητική;
253 responses



3.3 Current situation

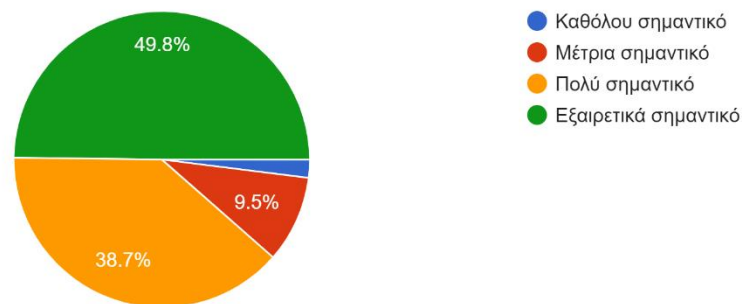
3.3.1 The importance of promoting gender equality in basketball coaching

At this point, the questionnaire presented the interpretation of “gender equality in coaching” as perceived in the context of the SheCOACH: *Gender equality in coaching is about the fair and equal treatment of individuals, regardless of gender, within the coaching profession. The SheCOACH project focuses on gender equality for women - female coaches. Gender equality in coaching includes aspects related to equal opportunities, support and inclusion, equal pay and*

resources, equal representation and media coverage and the elimination of bias, stereotypes and discrimination (sexism).

Participants were then asked “How important do you think it is to promote gender equality in coaching?”. Almost half of the respondents, 49,8% answered “extremely important” and a significant percentage of 38,7% answered “very important”. A lower percentage of 9,5% answered “moderately important” and only 2% answered “not important at all”.

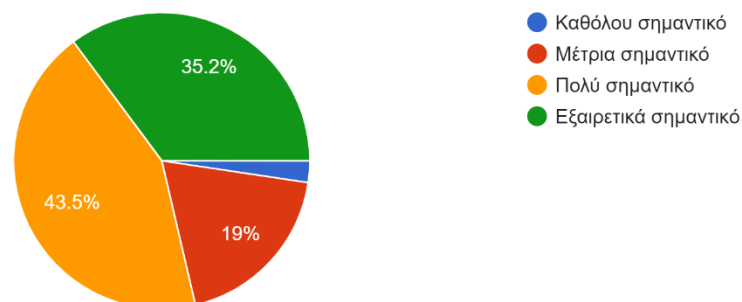
6. Πόσο σημαντικό θεωρείτε ότι είναι να προωθηθεί η ισότητα των φύλων στην προπονητική;
253 responses



3.3.2 The importance of integrating gender issues in coaching courses & curricula

The following question was “How important do you think it is to integrate gender issues in coaching courses & curricula?”. The majority, 43,5% answered “very important”, while a significant percentage of 35,2% answered “extremely important”. A lower but still high percentage of 19% said “moderately important” and only 2,4% answered “not important at all”.

7. Πόσο σημαντικό πιστεύετε ότι είναι να ενσωματωθούν τα ζητήματα φύλου σε σεμινάρια και προγράμματα σπουδών προπονητικής;
253 responses

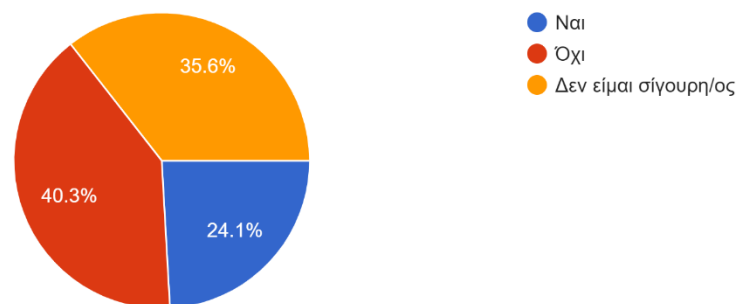


3.3.3 Assessing the promotion of gender equality in coaching in Greece by sports associations/ federations/clubs etc.

To the question “Do you believe that sports associations/federations/clubs etc. in Greece promote gender equality in coaching?” the majority, 40,3% answered “no”, a significant percentage, 35,6% answered “not sure”, while a relatively high percentage of 24,1% answered “yes”.

8. Πιστεύετε ότι οι αθλητικές ενώσεις/ομοσπονδίες/ σύλλογοι κ.λπ. στην Ελλάδα προωθούν την ισότητα των φύλων στην προπονητική;

253 responses

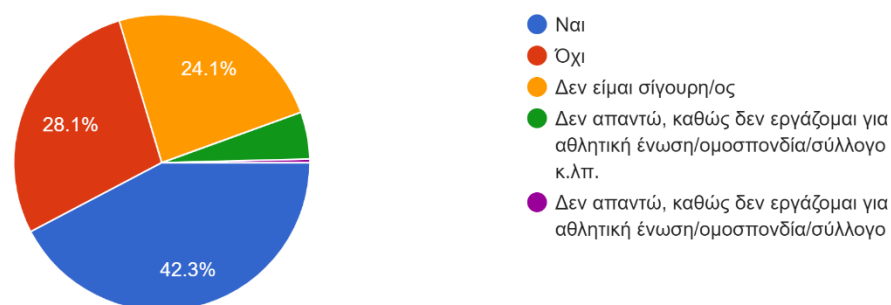


3.3.4 The promotion of gender equality in coaching by association/federation/clubs etc.

To the question “Does your association/federation/club etc. promote gender equality in coaching?”, the majority, 42,3% answered “yes”, 28,1% answered “no”, while a relatively high percentage, 24,1% were “not sure”. It is noted that 5,1% answered “Not applicable because I don’t work for a sports association/federation/club”.

9. Η αθλητική ένωση/ομοσπονδία/σύλλογος ή ο φορέας σας (π.χ. Υπουργείο, Γ.Γ. κ.α.) προωθεί την ισότητα των φύλων στην προπονητική;

253 responses

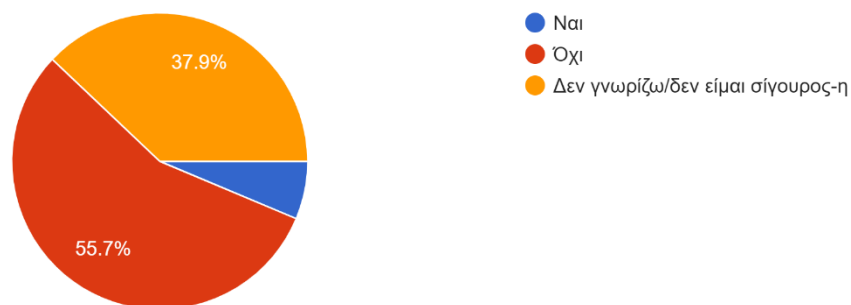


Individuals who answered “yes” or even “not sure” were asked -optionally- to give more details, and some observations follow from the summary of their responses:

- Some noted that boys and girls participate in the same teams or that there are women in important positions in their clubs and associations.
- Others noted that there are female coaches at all levels of men's and women's leagues.
- There are examples of many sport clubs with female coaches who have the same rights and obligations as their male colleagues.
- Some reported that women coaches are scarce, suggesting that circumstances prevent women from entering coaching.
- The need for seminars and education on gender equality in coaching was noted.
- Some observed that in other countries, such as Norway, gender equality is taken for granted and actively promoted by federations.
- Finally, it was pointed out that there is no specific plan or strategy for promoting gender equality in coaching in Greece.

When asked “Does your federation/association/sport club or educational institution has a gender equality plan or gender equality policy?”, the vast majority, 55,7% answered “no”, a high percentage of 37,9% answered “not sure”, while only 6,3% answered “yes”.

10. Διαθέτει η ομοσπονδία/ένωση/αθλητικός σύλλογος ή το εκπαιδευτικό σας ίδρυμα ή ο φορέας/οργανισμός σας (π.χ. ΓΓ) σχέδιο δράσης ή επίσημη πολιτική για την ισότητα των φύλων;
253 responses



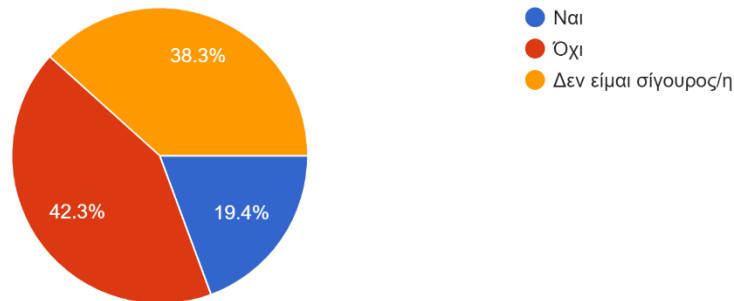
Participants who answered “yes” were asked -optionally- to provide more details or even a link, but the only answers received were: “The Board of our sports club is mainly composed of women” and “My club follows the EU White Paper on Sport”.

3.3.5 Assessing the integration of gender related issues in current coaching courses & curricula in Greece

The following question was “Do you think that current coaching courses & curricula in Greece adequately address gender issues in general?”. The vast majority, 42,3% answered “no”, a high percentage, 38,3% answered “not sure”, while 19,4% answered “yes”.

11. Πιστεύετε ότι τα υφιστάμενα προγράμματα σπουδών προπονητικής ή εκπαιδευτικά σεμινάρια στην Ελλάδα αντιμετωπίζουν επαρκώς τα ζητήματα φύλου;

253 responses



3.3.6 The integration of gender related issues into existing coaching courses & curricula

In response to the question “Does your educational institution integrate gender related issues into existing coaching courses & curricula?”, 37,2% answered “no”, 22,1% were “not sure”, 12,6% answered yes, while it should be noted that 28,1% answered "not applicable because I don't work for an educational institution or my organisation doesn't offer coaching seminars".

12. Ενσωματώνει το εκπαιδευτικό σας ίδρυμα/φορέας ζητήματα που σχετίζονται με το φύλο στα σεμινάρια και προγράμματα σπουδών προπονητικής;

253 responses



Individuals who answered “yes” or even “not sure” were asked -optionally- to give more details, and some indicative answers follow:

- *There is no difference in coaching methods or coach training between male and female coaches. It is exactly the same. I see no reason for gender issues to arise.*
- *In every coaching school we try to have discussions and topics on this subject, but unfortunately the participation of female coaches is very low.*
- *I took part in a seminar organised by the Hellenic Basketball Federation (EOK) on the growth of women's basketball.*

- *The Hellenic Basketball Coaches Association (ESKANA), as far as I know, has not organised any seminars on this subject.*
- *The Basketball Coaches Association treats these issues with respect.*
- *Discussing the unique aspects of training women is a start, but more emphasis and attention is needed. Efforts are also being made to promote women's basketball, but there is considerable room for improvement.*

3.4 Barriers and Challenges

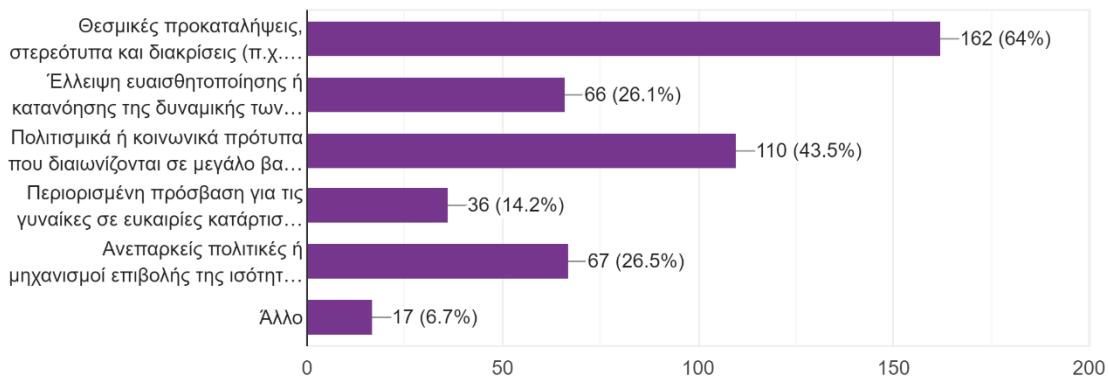
3.4.1 The main barriers to gender equality in the coaching profession in Greece

In response to the question “What do you think are the main barriers to gender equality in the coaching profession in Greece?”, where multiple answers were allowed, most participants (64%) said that “Institutional bias, stereotyping and discrimination (e.g. lack of support, opportunities and resources, gender pay gap, under-representation of female coaches, etc.)” was the number one barrier. “Cultural or social norms largely perpetuated by patriarchy (e.g. traditional gender roles)” was the second most popular response (43.5%). “Insufficient policies or enforcement mechanisms for gender equality in coaching organisations” (26.5%) and “Lack of awareness or understanding of gender dynamics” (26.1%) were the next two responses. Only 14.2% of respondents mentioned “Limited access to training/development opportunities and networking” as a barrier, while there were also some respondents (6.7%) who selected “other” and gave further explanations as follows:

- *In my opinion, there are no obstacles/ There are no barriers.*
- *Different playing styles between men and women*
- *Low participation of female coaches/ There are fewer women involved in basketball, whether as players or coaches, compared to men/ Perhaps the profession of coaching does not interest women so much.*
- *There are very few female coaches who have worked with men's teams, and it's not easy for male players to accept them. In women's teams, I don't think there is any issue.*
- *I do not believe there is a problem with equality, as I have not personally encountered any lack of respect or different treatment based on gender.*
- *I don't think there is gender inequality in a profession that few consider as a “real profession”. There are very few full-time professionals, whether men or women.*
- *Insufficient training for women.*

13. Ποια πιστεύετε ότι είναι τα κυριότερα εμπόδια για την ισότητα των φύλων στο προπονητικό επάγγελμα στην Ελλάδα; [Επιτρέπονται πολλαπλές απαντήσεις]

253 responses

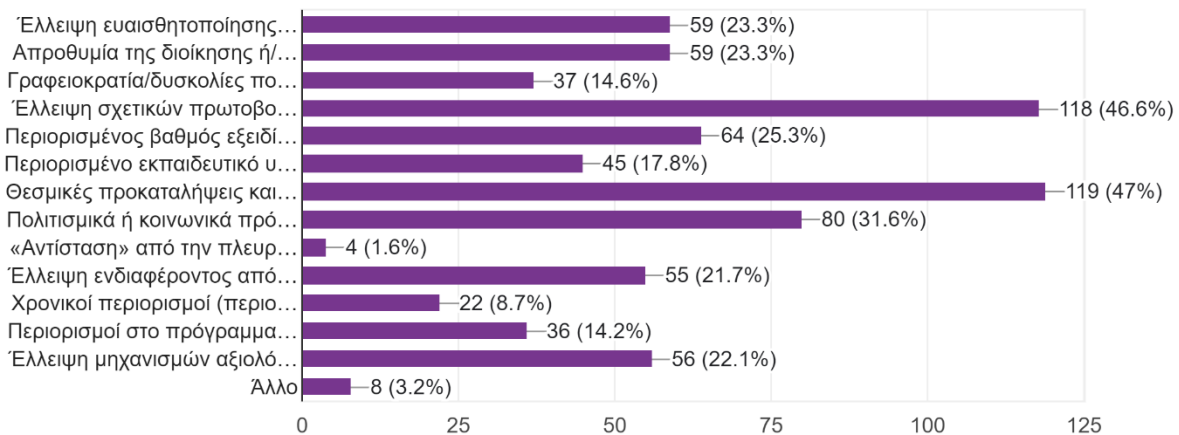


3.4.2. The main challenges and barriers to integrating gender issues into existing coaching courses/curricula in Greece

In response to the question “What do you think are the main barriers to integrating gender issues into existing coaching courses/curricula in Greece?”, respondents identified several significant obstacles. The most commonly cited barrier was institutional bias and stereotypes regarding gender roles and abilities, mentioned by 47% of respondents. This was closely followed by a lack of relevant initiatives and institutional support, cited by 46.6%. Cultural or social norms perpetuated mainly by patriarchy were identified by 31.6% of respondents. The limited expertise of professors, trainers, and faculty members was highlighted by 25.3%, while both the lack of awareness or understanding from administration and/or faculty members, and their reluctance to embrace change were noted by 23.3% each. Additionally, 22.1% pointed to a lack of mechanisms to evaluate the effectiveness of efforts. Limited educational resources on related topics were mentioned by 17.8%, bureaucracy and difficulties associated with updating curricula by 14.6%, and curriculum constraints by 14.2%. A lack of student interest was cited by 21.7%, whereas time constraints limiting the ability to include additional gender content were seen as a barrier by 8.7%. Student resistance, or the fear of it, was seen as a minor barrier, noted by only 1.6% of respondents. Lastly, 3.2% mentioned other reasons, with many stating there were no significant barriers or challenges to note.

14. Ποια πιστεύετε ότι είναι τα κυριότερα εμπόδια για την ενσωμάτωση ζητημάτων που αφορούν τη διάσταση του φύλου στα υφιστάμενα ...ν Ελλάδα; [Επιτρέπονται πολλαπλές απαντήσεις]

253 responses



3.4.3 Specific challenges or barriers in promoting gender equality in coaching within -mainly basketball- associations/federations/sport clubs

The following question was “Have you encountered any specific challenges or barriers in promoting gender equality in coaching within your association/federation/sport club?”. Almost half of the respondents (44,7%) answered “no”, however it was also high the percentage of the participants (37,5%) who answered “No specific action taken to face barrier”. 4,3% of the respondents were “not sure”, while 9,5% answered “yes”. It is noted that 4% answered “Not applicable (I don’t work for a sports association/federation)”.

Those who answered “yes” were asked -optionally- to briefly describe the challenges they have faced and their answers follow:

- *Many teams hire only male coaches.*
- *Many parents prefer male coaches for their children.*
- *In the sport clubs where I worked, I always got the last say, the worst hours, and the sections no one else wanted. As a single mother, I received no favourable treatment; no one helped when issues arose with my child, among many other challenges.*
- *They never explicitly said no to my proposal to include women in the staff, but they supported a man for the position instead.*
- *There is a small number of female coaches and a lack of trust from the management.*
- *Female coaches face different treatment compared to male coaches, including lower pay.*
- *There are less opportunities, lack of recognition, exclusion from promotions, and a hostile, discriminatory work environment.*
- *In the summer of 2019, I tried to include a female coach in the academy's coaching team and as a "volunteer" in the men's team staff, but my request was not accepted.*
- *Men's basketball is much stronger «product». Women's basketball does not interest the public, does not generate revenue, and is not promoted, staying low-profile. The “Greek*

female coach” is typically associated with women's basketball and is not considered for staff positions in men's teams or as the head coach.

15. Έχετε αντιμετωπίσει συγκεκριμένες προκλήσεις ή εμπόδια στην προσπάθειά σας να προωθήσετε την ισότητα των φύλων στην προπο... αθλητικής σας ομοσπονδίας/ένωσης/συλλόγου;

253 responses

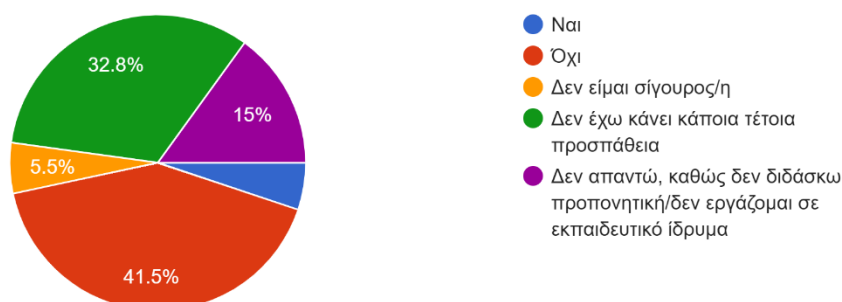


3.4.4 Specific challenges or barriers to integrating gender related issues to promote gender equality in coaching within educational institutions

The next question was “Have you encountered any specific challenges or barriers in your attempt to integrate gender related issues to promote gender equality in coaching within your institution?”. 41,5% of the respondents answered “no”, while 32,8% answered “No specific action taken to face barrier”. 5,5% were “not sure”, while 15% answered “Not applicable because I don’t work for an educational institution/I don’t teach in coaching seminars”. Only 5,1% said yes, but only 1 person explained further by saying “I received reduced interest and irony”.

16. Έχετε αντιμετωπίσει συγκεκριμένες προκλήσεις ή εμπόδια στην προσπάθειά σας να ενσωματώσετε θέματα που σχετίζονται με το φύ...ική στο πλαίσιο των μαθημάτων που διδάσκετε;

253 responses



3.5 Suggestions and Recommendations

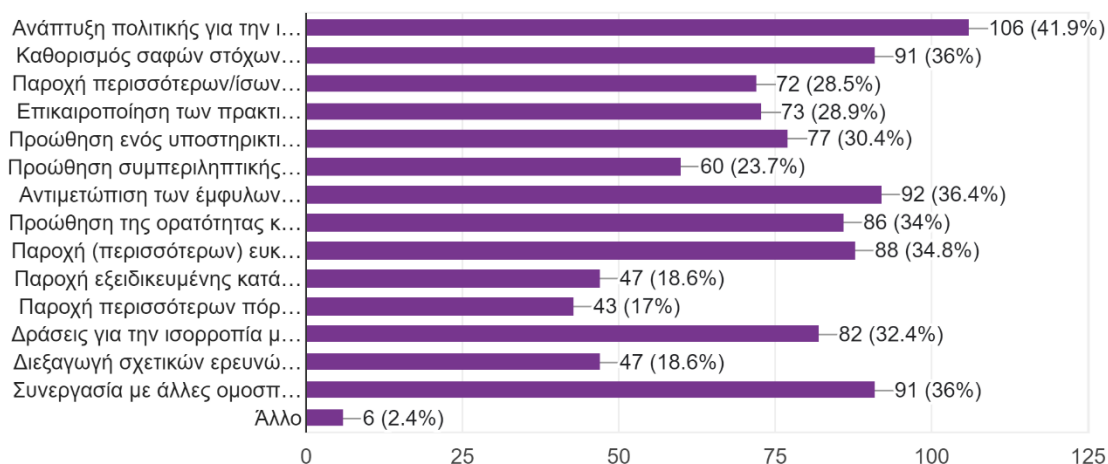
3.5.1 Strategies or methods that could use sports associations/federations/clubs etc. to promote gender equality in coaching in Greece

Participants were then asked to answer the question “Which of the following strategies or methods could sports associations/federations/clubs etc. use to promote gender equality in coaching in Greece?” and multiple answers were allowed.

The most popular strategy was to develop a gender equality policy (41.9%), followed by tackling gender bias and stereotyping (36.4%). Setting clear goals to promote diversity and inclusion in coaching (36%) and collaborating with other federations, associations, and sports clubs for joint actions and sharing of best practices (36%) were also highly recommended. Providing work-life balance initiatives and relevant support (32.4%), promoting a supportive and inclusive environment through mentoring programmes and networking opportunities (30.4%), and updating recruitment and hiring practices to prioritize diversity and inclusion while ensuring fair and transparent selection processes (28.9%) were also seen as important measures. Additionally, respondents suggested promoting visibility and recognition (34%), providing more leadership opportunities (34.8%), and offering more or equal opportunities for education and training (28.5%). Promoting inclusive language (23.7%), carrying out relevant research to determine the current situation and guide further action (18.6%), offering specialized training (18.6%), and providing more resources, funding, and support (17%) were other recommended strategies.

17. Ποιες από τις ακόλουθες στρατηγικές ή μεθόδους θα μπορούσαν να χρησιμοποιήσουν οι αθλητικές ενώσεις/ομοσπονδίες/σύλλογοι κ.λπ....ην Ελλάδα; [Δυνατότητα πολλαπλών απαντήσεων]

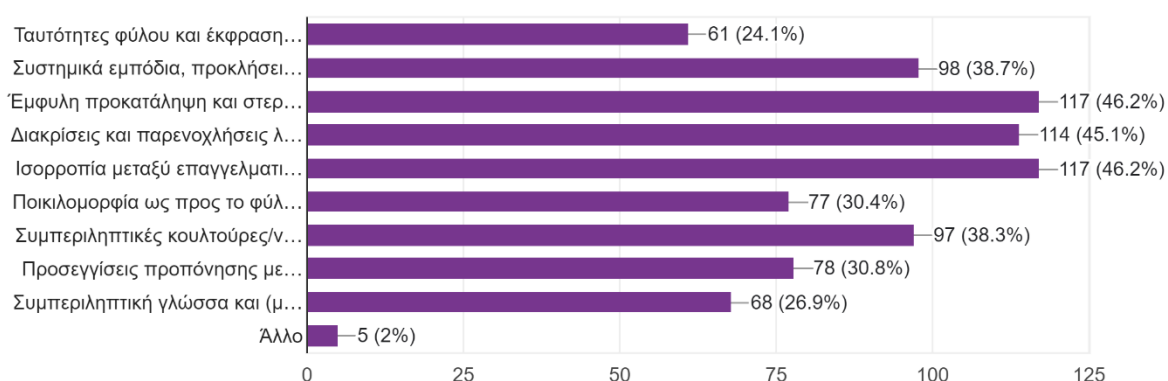
253 responses



3.5.2 Specific gender-related topics that should be included in coaching courses & curricula

In response to the question “What specific gender-related topics do you think should be included in coaching courses & curricula?”, the respondents identified several key areas, listed here in order of popularity. The most frequently mentioned topics were gender bias and stereotyping (46.2%), work-life balance (46.2%), and gender-based discrimination and harassment (45.1%). Following these were systemic barriers, challenges, and inequalities (38.7%) and inclusive coaching cultures (38.3%). Other suggested topics included gender diversity in leadership (30.4%), gender-sensitive coaching approaches (30.8%), inclusive language and communication (26.9%), and gender identities and gender expression (24.1%). A small percentage (2%) suggested other topics but didn't elaborate in the optional follow-up question.

18. Ποια συγκεκριμένα θέματα που σχετίζονται με το φύλο πιστεύετε ότι πρέπει να συμπεριληφθούν στα σεμινάρια και τα προγράμματα προπονητικής; [Δυνατότητα πολλαπλών απαντήσεων]
253 responses



3.6 Brainstorming section (general comments & selected answers)

The final section of the survey was a brainstorming activity and participants were asked to fill in the following sentences with the first thing that came to mind:

- Women in coaching/ Female coaches _____
- Male coaches _____
- Gender equality in coaching _____

Here we summarise the main points of the given answers, also including some quotes.

a) Most of the responses highlight that there are few women in (basketball) coaching, but that those who are active are just as competent as men. They face challenges in terms of recognition and equal opportunities, but their contribution to the field is seen as necessary and valuable. There are also some responses mentioning that women are already treated equally to men in coaching, while others point out that they are better suited to children's teams.

More specifically, the following key points about women in coaching emerge from the brainstorming session:

- Numerical under-representation: Female coaches are few in number and many responses highlight their numerical minority compared to men.
- Competencies and skills: Many responses mention that female coaches are just as capable as their male counterparts and can be just as successful.
- Equal opportunities: There is a strong feeling that women in coaching are not given the same opportunities for development and 'good jobs' as men.
- Treatment and recognition: Many responses indicate that women coaches are often treated with contempt and not given the respect they deserve. It is reported that they often have to work much harder to prove their worth.
- Contribution and importance: Female coaches are seen as indispensable and have much to contribute to the field of coaching. It is noted that their presence can bring new ideas and a different perspective.
- Perception and social image: There is a perception that society and the professional environment maintain patriarchal views that negatively affect the progress of women coaches. It is also reported that it is not a common image for the public and players to have female coaches.

Some indicative quotes follow: Women in coaching/Female coaches.....

- ✓ *...are few and far between and have to work much harder to prove their worth.*
- ✓ *...are just as capable as male coaches and lack nothing.*
- ✓ *...are treated with contempt by almost all male coaches and relevant stakeholders. There is a lack of respect, appreciation and equal opportunities in our field.*
- ✓ *.... should have the same opportunities as men and be judged only on their work.*
- ✓ *... do not have sufficient knowledge and there is a problem of enforcement when working with men's teams.*
- ✓ *...are not given the same opportunities as male coaches and that's one reason why there are far fewer of them.*

b) The majority of the responses describe various stereotypes and perceptions of men in (basketball) coaching, also outlining the current situation and challenges faced by women in coaching and underlining the need for change and progress towards equality. The highlights are as follows:

- Numerical dominance and more job opportunities: Men make up the vast majority of coaches and have more job and career opportunities than women. They occupy the majority of positions, even in women's teams.
- Respect and equality: Many responses emphasise the need for more respect and equality for female coaches. Male coaches should treat female coaches as equals and avoid arrogant and offensive attitudes.
- Stereotypes and attitudes: There is a perception that male coaches are better at coaching and think they know everything. Some responses characterise them as arrogant and selfish, and comment that they treat women with fear or contempt.

- Experience and training: Male coaches are often seen as more experienced and better trained. At the same time, the need for ongoing training and information, particularly on gender equality issues, is highlighted.
- Collaboration and improvement: It is recognised that collaboration between male and female coaches can be beneficial and that men can learn a lot from women and vice versa. Improving relationships and working together is crucial to the development of the field.

Some indicative answers follow: Men in coaching/male coaches.....

- *...are the vast majority.*
- *...should treat female coaches with equality and respect.*
- *...have more opportunities than women.*
- *...think they know everything.*
- *...usually treat female coaches or women in power with contempt.*
- *...occupy 90% of the positions even in women's teams/ in women's leagues.*
- *...get promoted in less time and with less effort than a female colleague.*
- *...have the same passion and dedication as women.*
- *... have more opportunities. A large percentage of male coaches use sexist language - even if they are not aware of it - and reproduce stereotypes and pass them on to the new generation of female athletes.*
- *...are qualified and well esteemed.*

c) Gender equality in coaching is widely recognised as important and necessary throughout the brainstorming activity. Despite the progress that has been made, there are still serious challenges and barriers that need to be overcome and a collective effort and commitment from all stakeholders is required to address inequalities. Some more detailed key points follow:

Positive Views

- Essential and necessary: Many respondents emphasise that gender equality in coaching is necessary and required to improve the field, as it leads to more opportunities for growth, improvement and balance.
- Progress acknowledged: While respondents acknowledge that progress has been made, there is still a need to continue efforts to address inequalities.
- Commitment to improvement: Gender equality in coaching needs to be promoted and we need to reach a point where it is taken for granted in all academies and professional bodies. A continuous struggle to achieve this is required.

Negative views and challenges

- Lack of equality: Many respondents mention that gender equality does not exist in practice, especially in professional clubs and academies. There is a lot of room for improvement and for tackling existing inequalities.
- Difficulties and challenges: There is still a long way to go to achieve full gender equality in coaching. A deeply patriarchal society makes it difficult.

- Resistance and undervaluation: Some feel that the devaluation of women coaches is still widespread. Women have to fight for equal opportunities and prove their worth.

Some indicative answers follow: Gender equality in coaching....

- ✓ *... is necessary.*
- ✓ *...should not be negotiable.*
- ✓ *...is not a "social syndrome". It is supply and demand. There are very few women coaches and they are mostly involved in women's basketball that feel more familiar. And it makes sense since most 75% of the athletes who play basketball are men.*
- ✓ *...leaves me indifferent, I don't want women in coaching.*
- ✓ *...has to be taken for granted.*
- ✓ *...is difficult to achieve in Greece because our society is deeply patriarchal.*
- ✓ *... is important and should apply to all professions.*
- ✓ *... lies in the nature of the sport. For example, due to the inherent "toughness" of basketball, I believe that this sport is more suited to a male profile, whether we are talking about an athlete or a coach.*
- ✓ *... means assessing individuals on merit and providing equal opportunities regardless of gender.*
- ✓ *...is something more than just equal opportunities; it is an attitude and culture that emphasises inclusivity and cultivates the talents of both women and men, while respecting their individuality.*

3.7 Closing remarks

3.7.1 Additional comments/ideas e.g. regarding gender equality in coaching or related topics

Participants had the opportunity to make additional comments or, optionally, to share any other ideas or suggestions related to the topics of the survey. Here are some indicative answers:

- ✓ *The football federation actively promotes gender equality with free seminars, and is committed to the development of women's football.*
- ✓ *I believe that in order for more female coaches to appear, they need to be exposed to the sport of basketball and cultivate positive feelings towards it. Gender respect should be instilled from the very beginning. For example, a female athlete who hasn't experienced respect within the sport may be reluctant to take coaching seriously.*
- ✓ *I hope this project is the start of equal opportunities in coaching, so that we don't remain on the sidelines.*
- ✓ *What the research will ultimately achieve is forcibly placing women in positions, perhaps without meeting requirements, just to prove that there is equality. The fact that we are discussing the need for additional promotion and training (...) shows that there is a need for "special" treatment based on gender, which is wrong. There should be no change or distinction in approach. It should be the same.*

- ✓ *I don't think that gender inequality regarding leadership positions will ever disappear in Greece; instead, more space will be given to women in supportive roles in coaching staffs.*
- ✓ *It would be good for (basketball) federations and associations to entrust national teams, union sections, the productive process, and school outreach to successful female coaches in our field and to promote it to increase participation.*
- ✓ *I would like to suggest that seminars should include separate sections on men's and women's approaches. Behaviours and techniques that are appropriate for men do not produce the same results for women. Regarding gender equality in the selection of coaches, I believe that more women have been selected for women's teams in recent years than in the past. However, they are only minimally selected from men's teams. As a society, we need to overcome inequalities first and then everything will fall into place. Certainly, any effort in this direction is beneficial.*
- ✓ *Let's be clear and admit that there is no equality.*
- ✓ *Discussing the issue, creating role models for women and promoting women will be crucial in gradually changing the coaching profession towards gender equality.*

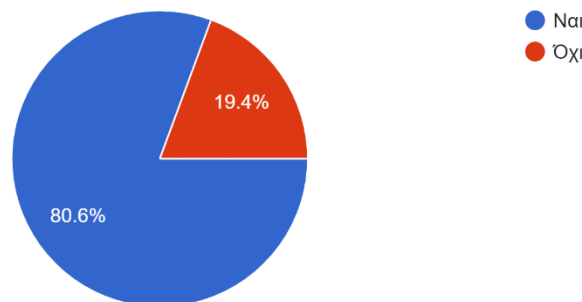
3.7.2 The impact of the SheCOACH online survey to participants

In an effort to assess the impact of this research, the final question was “Has this survey given you 'food for thought' and helped you broaden your view on gender equality in coaching?”.

The vast majority, 80,6% answered “yes”, while the rest 19,4% answered “no”.

21. Σας πρόσφερε αυτή η έρευνα «τροφή για σκέψη» ή/και σας βοήθησε να διευρύνετε την άποψή σας σχετικά με την ισότητα των φύλων στην προπονητική;

253 responses



It is also worth noting that almost half of the participants filled in their email address and expressed an interest in being further involved in future project activities and receiving project updates.

4. Interviews' Results

4.1 Participants profile

All individuals who participated in the SheCOACH interviews in all implementing countries signed consent forms, which informed them, among other things, that all findings would be recorded anonymously and that they would not be identifiable in any reports or publications.

Of the five experts interviewed in Greece, four were men and one woman. Three of them have expertise in basketball, one in volleyball and one in handball, all having previously participated in these sports as athletes and coaches. Furthermore, all of the interviewees have teaching experience in higher education, having served or currently serving as faculty members at Departments of Physical Education and Sports Science in various cities in Greece. The majority of them have taught and/or are currently teaching in the Coaching Schools of the General Secretariat of Sports.

In addition, all of them hold high-level executive positions at national and/or regional sports federations and/or associations, having made significant contributions to both coaching and coaching education. Their professional experience extends from 28 to 35 years.

4.2 Awareness and understanding:

4.2.1 Familiarity of the interviewees with the concept of gender equality in coaching and their interpretation of the term

Three of the five participants have experience and knowledge of the issue of gender equality in coaching, while the remaining two have less familiarity with the term but recognise the importance of the issue of gender equality in general, not only in coaching.

The five interviewees adopt a similar approach when asked to define the term. Some interpret it as equal rights and equal opportunities for men and women in sport, while others emphasise the importance of everyone being able to express themselves and be active in their profession without discrimination. The opinions expressed by the participants demonstrate the necessity for respect, equal opportunities and equal payment in coaching, regardless of gender.

4.2.2 Assessing the importance for a) sport organisations/associations/federations to address gender equality in coaching and b) for coaching education providers to address gender equality in coaching in their courses

All interviewees agree that the coaching profession is male-dominated, both in Greece and internationally. Their responses indicate that there is a decline in gender equality in the coaching profession as we move towards higher levels of sports, and female coaches remain a very small minority in this field.

It is acknowledged that gender should not be a factor in the assessment of individuals' abilities and merits. Consequently, all parties agree that it is important and necessary for sport organisations, associations, federations and clubs to address gender equality in coaching through continuous collective efforts. It is stated that considerable progress has been made in this direction, yet it is also highlighted that there is still a considerable distance to travel towards full equality in coaching.

In discussing the topic of coaching education, interviewees indicated that the issue of gender equality in coaching is already being addressed, not so much through gender-focused courses but through "horizontal" approaches. All interviewees agree that it is vital for coaching education providers at all levels (higher educational institutions, national/public coaching academies, private coaching schools, vocational education and training centres, colleges, etc.) to continue to integrate gender equality principles into all aspects of their curricula and to foster an environment of inclusivity for both male and female coaches.

The following answer highlights that the issue of gender equality is of paramount importance for educators themselves, as it enables them to navigate the complexities of education and meet the needs of society: *"It is of the utmost importance that trainers, professors and coaches have a comprehensive understanding of their own experiences as students, athletes and/or coaches, as well as engage in self-reflection on their current roles as educators and/or coaches. In the absence of such self-reflection, it is challenging to navigate the complexities of contemporary education. Our mindset is shaped by a multitude of experiences, which also influence our pedagogical practices. This phenomenon is not limited to the professional context; it also affects our personal lives. It is crucial to ensure that all stakeholders are aware that contemporary pedagogical and coaching practices do not differentiate between the sexes and genders."*

4.3 Current situation and existing practices

4.3.1 Existing initiatives or efforts within sport associations/federations etc. to promote gender equality in coaching in Greece and beyond

The responses of the participants indicate that the Hellenic Basketball Federation has initiated a series of substantial initiatives with the objective of encouraging the participation of women in coaching roles. In the current year, all of the country's minor female national teams are led for the first time by female coaches. One interviewee used the term "reverse discrimination"² to describe the situation in which all male coaches in the Greek national teams for girls and young women were replaced exclusively by female coaches and expressed his doubt about the optimality of this approach and its beneficial impact on the teams.

Other responses indicate that a considerable number of women occupy managerial roles and participate in developmental programmes. However, it was also observed that in some instances, women themselves do not wish to occupy such positions, despite the invitations they receive to

2 The term "reverse discrimination" is used to describe discrimination against members of a dominant or majority group in favor of members of a minority or historically disadvantaged group.

become further involved. This is often due to the perceived time constraints involved or a lack of interest in the role.

Another issue mentioned was that federations, such as those for basketball, volleyball and gymnastics (and perhaps more), appear to have incorporated articles against sexual harassment into their disciplinary codes.

Additionally, it was noted that the Greek Basketball Coaches Association places a strong emphasis on education, frequently inviting women as speakers and offering scholarships for women to pursue studies abroad to enhance their coaching career.

However, according to some interviewees, efforts to promote gender equality usually rely on individual initiatives of people with specialist knowledge.

4.3.2 Existing situation and current initiatives in institutions/universities/VET centres in Greece regarding the integration of gender issues in coaching training courses/programmes and curricula

The responses of some interviewees who are university faculty members at Departments of Physical Education and Sports Science (ΤΕΦΑΑ is the Greek abbreviation, from now on ΤΕΦΑΑ) indicate that in the early 2000s, the Greek universities had separate classes for men and women, a practice that no longer exists. For example, at the University of Thessaly, around 2007, all classes became mixed, a development that reflects the progress made towards gender equality. Currently, all Greek universities offer co-educational classes.

The ΤΕΦΑΑ at the Democritus University of Thrace does not offer a standalone course on gender equality. However, related issues are discussed in all courses as the subject of gender equality is integrated horizontally into the curriculum. As mentioned, educators must also promote equality by incorporating these issues into their daily teaching. On the other side, the ΤΕΦΑΑ at the University of Thessaly offers lectures on a range of topics related to gender equality, including issues such as gender-based violence, biological sex and gender identity etc.

It was also mentioned that in coaching training programmes by the Coaches' Association, there is course entitled "Special Topics" which is specifically designed to provide in-depth analysis of women's basketball. The course covers the challenges faced by female athletes, including biological maturation, its timing, and the type of training required based on age. As mentioned, *"These are fundamental aspects that coaches must be aware of when working with female athletes"*.

Discussing about current related initiatives, it was also mentioned that in the context of the recent 32nd International Congress on Physical Education & Sport Science, which was combined with the celebration of the 40th anniversary of ΤΕΦΑΑ at the Democritus University of Thrace, one participant highlighted the organisation of women's football matches and the presentation of academic papers focusing on women in sport.

4.4 Challenges and barriers

4.4.1. Challenges and barriers in promoting gender equality in coaching in Greece

Drawing from her own experience as a former athlete and coach and now a university professor, the only female interviewee mentioned that she hasn't experienced any gender discrimination or faced any specific obstacles: *"The issue is not one of gender, but rather the contribution that an athlete or coach can make to a team"*, she stated.

All four male interviewees acknowledge the existence of a gender divide, although they believe it is not significant. Some respondents also identify structural issues, as the smaller number of women involved in sports such as handball, who go on to become coaches.

They all admit that women receive fewer opportunities and support, and say that their achievements must be twice as highly promoted to combat stereotypes. According to most of them, the main challenges to promoting gender equality in coaching in Greece include the lack of confidence in women's coaching abilities and social stereotypes, bias and prejudice that make it difficult for women to take on leadership positions particularly in the case of men's teams or in high-level leagues. A noteworthy observation was that *"many times, not even female athletes support female coaches"* or that female coaches themselves often exhibit a lack of trust in their own abilities, which may be indicative of "internalized misogyny/internalized sexism"³.

Some male interviewees claim that female coaches can succeed if they are committed to their work, yet they often encounter difficulties due to family obligations. The role of wife and mother is perceived as incompatible with that of coach. As mentioned by an interviewee *"Greek society has long been shaped by 'traditional' values. Consequently, the process of change is slow, with women facing inequities in pay and fewer opportunities compared to men"*.

4.4.2. Specific examples that concern a) sport associations/federations and b) educational institutions

None of the interviewees provided any specific examples, and all emphasised the progress that has been achieved over the past few years.

4.5 Suggestions and recommendations

4.5.1 Suggestions to a) promote gender equality in coaching within associations/federations and ways to overcome barriers and b) integrate gender related aspects in courses and educational curricula in Greece

³ When women -mostly unconsciously- accept and repeat sexist attitudes, prejudices, and beliefs prevalent in society and internalise stereotypes against their own gender.

The achievement of gender equality in coaching requires a continued effort and a shift in mindset on the part of a number of stakeholders, including the federations, associations and teams involved, as well as the athletes and female coaches themselves.

It is important to address the issue of gender equality in a holistic manner. For example, according to one interviewee, it is important to recognise that parental and family views can influence the acceptance of female coaches. In order to overcome stereotypes, it is necessary to become aware of them.

It is crucial to integrate gender issues into seminars, training programmes and coaching curricula. Furthermore, it is essential to celebrate and promote the achievements of women coaches in order to challenge existing stereotypes and eliminate prejudice.

4.5.2 Resources or support mechanisms contributing in promoting gender equality in coaching within organisations/federations in Greece

The key points of the answers provided are summarized as follows:

- The promotion of gender equality should begin with general education and then be refined to focus on gender equality in coaching.
- It is of great importance for coaching education providers to have access to relevant, up-to-date educational material related to gender issues (e.g. textbooks, presentations, videos etc.) in order to complete their lectures and offer it to their learners as well. This will reinforce the principles of gender equality.
- It is recommended that federations, associations, sport clubs and the media should work together to promote the achievements of female coaches and challenge stereotypes.
- It would be beneficial to provide more opportunities for training, especially abroad, and to facilitate networking among female coaches.

4.5.3 Specific topics that should be included in a gender-sensitive and gender-balanced coaching course that aims to promote gender equality

It was again highlighted the importance of adopting a "horizontal approach" to coaching education, with a focus on integrating gender-related issues across all curriculum areas, including theoretical and practical modules. Other ideas and suggestions are the following:

- Equal rights
- Best practices from other countries
- Gender-related issues tailored to the specific needs and challenges of different sports.

4.6 Future plans and further involvement

4.6.1 Expression of interest for further involvement in the SheCOACH initiative

All interviewees expressed their interest to be further involved in the SheCOACH project. However, in some cases, specific procedures must be followed due to the fact that in some associations or federations, the Board of Members is responsible for making the final decision.

4.6.2 Specific goals or targets related to gender equality in coaching for the near future

Some interviewees indicated that their association/federation is seeking increased media coverage of women's sport and more efforts to challenge negative gender stereotypes. As mentioned in another case "We want to give women coaches the confidence they deserve".

4.7. Brainstorming section (general comments and selected answers)

According to the answers given:

- Women in sports coaching/female coaches....: are *"necessary"* and *"excellent"* in they work, with one interviewee emphasising that *"they are super, particularly when they coach younger age groups due to their ability to motivate"*. However, their presence is limited and they are not well represented.
- Men in sports coaching/male coaches...: ...are *"excellent and dominate the field"*, they are more, very capable and *"have the biggest share"*. In addition, some of them *"need to watch their behaviour a bit and get their nerve down (laughs)"*.
- Gender equality in coaching....: the extent of gender equality in basketball coaching in Greece is minimal, particularly in terms of numbers, payment and opportunities. Men hold the majority of coaching positions, but there is no clear evidence of discrimination against women; *"needs to be strengthened"*, *"it's not the one that needs to be and we have to make steps forward"*, *"is what you hope and expect but at the moment it is unfortunately very difficult to achieve"*.
- The first thing my association/federation/club should do to promote gender equality in coaching is to....: *"continue and improve its programmes"*; *"It is crucial to promote the achievements of female coaches in order to challenge the perceptions of those who hesitate to hire them"*. The answers given also underline that It is vital to provide more information on the subject through events, info-days etc.
- The first thing my educational institution/university should do to promote gender equality in coaching through our courses/curricula is to ...: start by discussing equality in sports and then focus on coaching; seek for cooperations and joint actions on the subject. Some institutions have already taken steps in this direction and should continue their good practices. In any case the issue should be approached in a holistic manner and more information should be provided, especially to students.

5. Final conclusions and suggestions at national level

The SheCOACH National Report for Greece, delivered by Symplexis in collaboration with the Greek Basketball Coaches Association, has presented the results of:

a) the SheCOACH **online survey** for Greece (April – June 2024), which collected **253 responses** from professionals in basketball clubs, mainly coaches (163 individuals/64.4%), professionals from national or regional basketball associations/federations (44 respondents/17.4%), faculty members & professionals from educational providers offering coaching courses, such as universities, vocational centres, colleges etc. (11 respondents/4.3%), and other related stakeholders (35 individuals/13.8%), and

b) the SheCOACH **interviews** (May – June 2024) with **5 sport experts from Greece** who have teaching experience in higher sports education and hold at the same time high-level executive positions at national and/or regional sports federations or associations of basketball, handball and volleyball.

A review of the data indicates that several conclusions can be drawn regarding gender equality in coaching in Greece, contributing to the development of D2.3: Report with recommendations on measures to address the gaps in knowledge on gender mainstreaming. This report will form the basis for WP3, which will include the Development of the SheCOACH Capacity Building Programme for coach education providers on mainstreaming gender in curricula (task 3.1) and the Piloting and Evaluation of the Capacity Building Programme (task 3.2).

Some key findings from the SheCOACH primary research are summarised below:

Current status on gender equality in coaching:

The degree of gender equality in basketball coaching in Greece is limited. Basketball coaching in Greece is “male dominated”, despite the progress made in recent years, while in other sports men also hold the majority of coaching positions. Although there is no clear evidence of gender discrimination, the representation of women in coaching positions remains significantly low. The achievements of female coaches are not sufficiently promoted, leading to persistent stereotypes and prejudices.

The majority of participants demonstrate familiarity with the concept of gender equality in coaching, with a significant majority expressing the view that it is important to promote gender equality in coaching and to integrate gender issues into coaching courses. However, this awareness does not necessarily translate into a shared understanding or active engagement.

There is a general perception that sports associations, federations, and (basketball) clubs in Greece are not doing enough to promote gender equality in coaching. A majority of respondents are either unsure or believe that these entities do not effectively promote gender equality. While many respondents acknowledge the positive steps that have been taken towards gender equality in coaching, and while some of them mention positive efforts in their own teams/organisations, such as mixed-gender teams and female coaches in women's national teams and various leagues, many more highlight the lack of female coaches and the absence of structured plans or

strategies to promote gender equality. Based on the responses collected, the majority of organisations, associations and sports clubs do not have a gender equality plan or policy.

The results of the online survey indicate that there is a strong feeling that current coaching courses and curricula do not adequately address gender issues. Many respondents expressed uncertainty or negative opinions about the integration of such issues into the programmes of educational institutions. However, based on interviews with higher education faculty members, the picture is different in many higher education sports departments in Greece, trying to lead the way towards gender equality.

Barriers and challenges:

Institutional bias, stereotyping and discrimination (e.g. lack of support, opportunities and resources, gender pay gap, under-representation of female coaches, etc.) are seen as the primary barrier to gender equality in coaching in Greece (64% of the respondents), followed by cultural or social norms largely perpetuated by patriarchy, e.g. traditional gender roles (43,5%). Specific challenges include hiring preferences for male coaches, a lack of trust and support for female coaches, and even reluctance from the women's side to pursue coaching roles in higher levels due to perceived or experienced barriers, especially related to family obligations.

The most commonly cited barrier to integrating gender issues into existing coaching courses/ curricula in Greece seems to be institutional bias and stereotypes regarding gender roles and abilities, mentioned by 47% of respondents. This is closely followed by a lack of relevant initiatives and institutional support, cited by 46.6%. Cultural or social norms perpetuated mainly by patriarchy are identified by 31.6% of respondents.

Suggestions for promoting gender equality in coaching:

The survey conducted indicates some mixed views on the issue of gender equality in coaching, which can't be ignored, as there are differing opinions on whether gender-specific approaches are necessary or if equality should be pursued without special treatment based on gender.

While some respondents believe progress has been made, others feel that gender equality in coaching is far from being achieved. There is a recognition of the competence and capability of female coaches, but also an acknowledgment of the significant barriers they face and the low self-confidence that many of them possess. Many responses highlight the need for more respect, equal opportunities, and better treatment for women in coaching.

Strategies recommended for promoting gender equality include developing gender equality policies (41.9%), tackling bias and stereotypes (36.4%), setting clear goals to promote diversity and inclusion in coaching (36%), fostering collaboration, and providing support for work-life balance. Respondents also suggested updating recruitment practices, and offering leadership opportunities and specialized training for female coaches.

Key gender-related topics that should be included in coaching courses and curricula include gender bias and stereotyping, work-life balance, tackling gender-based discrimination and harassment, and systemic barriers. Other important topics include gender-sensitive coaching approaches and inclusive communication.

The SheCOACH recommendations

While there is a strong recognition of the importance of gender equality in coaching in Greece, significant barriers and challenges persist. In order to promote gender equality, it is necessary to implement more structured and supported efforts, which should include policies, education, and cultural change. The following recommendations could offer a roadmap for potential improvements, highlighting the need for a comprehensive and multifaceted approach to improve gender equality in sports coaching:

Holistic approach to gender equality in coaching: Gender equality in coaching needs to be addressed in a comprehensive and holistic way, starting with general education, refining the focus on sports education and then including coaching-specific issues. It is important to adopt a horizontal approach in sports curricula, but also to integrate specific gender issues in specialised seminars, training programmes and coaching curricula.

Awareness raising, promotion and recognition: More efforts are needed to raise awareness of gender issues in sports organisations and to integrate gender issues into coaching education and curricula. The work, achievements and successes of women coaches should be celebrated and promoted by their teams, associations, federations (and themselves!) to challenge stereotypes and encourage more women to become coaches. At the same time, there is a need for more media coverage of women's sport and efforts to present female coaches as role models to inspire the new generation of athletes and coaches.

Practical measures, educational resources and support: A clear supportive framework and specific procedures need to be established to ensure women's inclusion in coaching roles within federations, associations and sport clubs. The development and offering of specialised training programs and opportunities, including networking for female coaches, can contribute to awareness raising and lead to a fruitful dialogue on the subject, resulting to positive actions.

Providers of coaching education need up-to-date, high quality and appealing educational materials on gender issues (e.g. textbooks, presentations, videos) and more professionals to propose and support relevant initiatives. It is also crucial for sport educators and trainers of coaches to self-reflect on their own prejudices, biases and stereotypes.

In addition, cooperation between federations, associations, sports clubs and the media, and of course collaboration and joint actions in the context of EU-funded projects, can make a significant contribution to promoting gender equality in coaching.

In brief:

Gender stereotypes and societal norms continue to hinder the progress of female coaches in Greece, and therefore a change of mindset is needed among stakeholders, including federations, associations, teams, athletes, and also female coaches themselves. Some key objectives for the future could include greater awareness of gender equality in coaching, more media coverage of women's sport, and more concerted efforts to give women coaches the confidence they deserve by addressing systemic barriers and promoting positive role models.

These conclusions and suggestions can form the basis for the development of the SheCOACH Capacity Building Programme, which aims to mainstream gender in coaching curricula and develop specialised modules and educational materials for coaching education providers.