

Gender
Equality
in Coaching



D2.2 National Report Italy

Work Package 2

Task 2.1, Task 2.2
Lead partner: Symplexis

Partner responsible
for the national report:



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Abstract	<p>This report (D2.2) presents the results of the SheCOACH research in Italy, 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.</p> <p>The SheCOACH primary research was conducted in Italy between April and 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 among the members of the Italian Basketball sport club Stanga Milano, resulting in 57 responses. Additionally, L'ORMA conducted interviews with five relevant stakeholders/experts in the field.</p> <p>The conclusions of the national report on gender equality in coaching in Italy 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>
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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 and sports education. 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 Italy

2.1 Basketball coaching in Italy

As of the latest information available, the representation of female basketball coaches in Italy remains relatively low compared to their male counterparts. While detailed statistics are scarce, some insights can be drawn from general trends and specific instances within the Italian basketball community.

The Italian Basketball Federation (FIP) has been taking steps to address gender disparities in sports, including coaching. Programs and initiatives such as "Her World, Her Rules" by FIBA aim to encourage greater female participation at all levels of basketball, including coaching.

The Italy women's national basketball team, which competes internationally, has had notable female coaches, but this remains an exception rather than the norm. For example, Marco Crespi was the head coach for the women's team during the 2019 EuroBasket Women tournament.

Efforts to promote gender equality in coaching are ongoing, but there is a clear need for more targeted initiatives and support systems to increase the number of female coaches in basketball. The overall sports culture in Italy is gradually evolving to be more inclusive, but significant progress is still needed to achieve parity.

For more specific and updated statistics, it would be beneficial to directly consult resources or reports from the Italian Basketball Federation (FIP) and related organizations actively working on gender equality in sports.

2.2 The SheCOACH research in Italy

The SheCOACH primary research about female basketball coaches in Italy, has been implemented from April 20th to June 1st 2024.

This research phase involved two key components: an online survey and a series of interviews. The online survey, consisting of 20 questions, targeted professional staff within the Italian basketball community, aiming to gather at least 50 responses. The survey was successful, receiving a total of 57 responses.

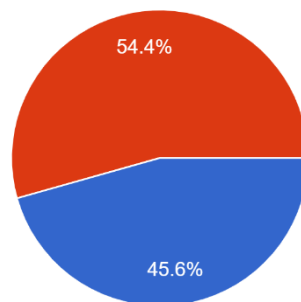
In addition to the online survey, the primary research also included five interviews with national and regional sports federation executives and coach training providers. The survey and the interviews provided both quantitative and qualitative data on the experiences, challenges, and opportunities for female basketball coaches in Italy. This comprehensive approach offered valuable insights into the current state and future needs for female coaching in Italian basketball, informing policy recommendations and the development of targeted support programs.

3. Online Survey Results in Italy

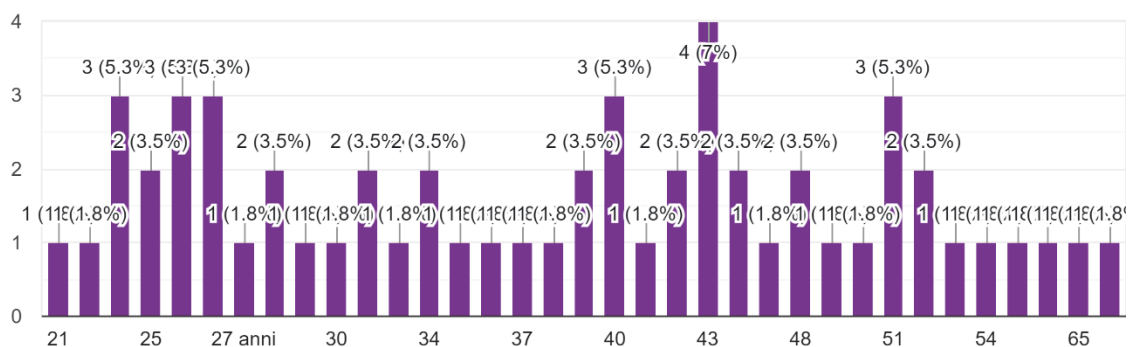
Gender Equality in Coaching and Mainstreaming Gender Issues in Coaching Courses & Curricula

3.1 Demographic Information

In the SheCOACH online survey conducted in Italy, among the 57 participants, the 54.4% were female, and the rest 45.6 % were male

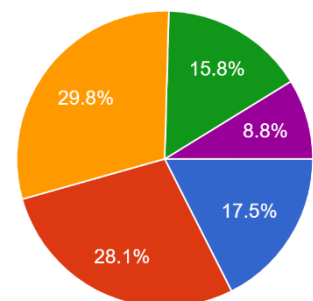


The range of age from the respondents was from 21 to 70, the majority of the participants were between 20-30 years old and between 40-50 years old.



Speaking about the professions of the participants:

- Professional from a national/regional basketball association/federation: 17.5%
- Professional from a basketball sport club : 28.1
- Staff/professionals from other federations/associations/sports clubs (excluding basketball...) : 29.8 %
- Staff/professional from an educational institution offering coaching courses: 15.8
- Other: 8.8.



Among the professions, some have specified:

- Beach volleyball coach teacher
- I play, coach, and referee basket, but I grew up with basketball
- Basketball and Mini basket coach and instructor
- Player in an amateur basketball team
- I manage the women's sector of the Amateur Sports Association Basket Melzo
- Teacher
- Basketball instructor for under 14
- Women's Serie A1 coach in Italy
- Educational agency involved in sports training
- Volleyball coach
- Mini basket instructor
- Youth coach
- Coach and assistant trainer
- Mini-basket coach
- Manager and chaperone
- Manager of an amateur sports club
- Basketball instructor and coach
- Coach of senior teams both male and female
- I am a minibasket instructor and also manage the social projects of the club, personally overseeing school projects
- I am an assistant coach in a women's A1 basketball team

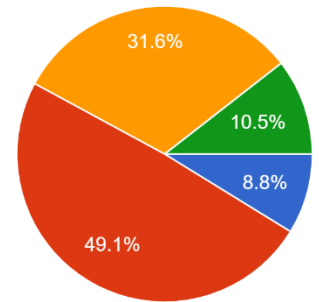
Affiliates' names from participants:

- AL2sport
- I follow beach volleyball
- FANFULLA Lodi
- FIP
- Federazione Ginnastica Artistica
- Pallacanestro Sanga Milano SSDRL affiliata alla FIP
- sd San Gabriele Basket
- Società basket milano
- UISP

3.2 Knowledge and Awareness

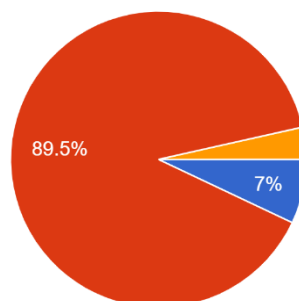
3.2.1 Familiarity with the concept of gender equality in coaching

Among the participants, the majority of people are a bit familiar with the concept (49.1%) some very familiar (31.6%), a few are extremely familiar with it (10,5%). Only the 8,8 % was not familiar with the concept.



3.2.2 Formal training or education on gender equality in coaching

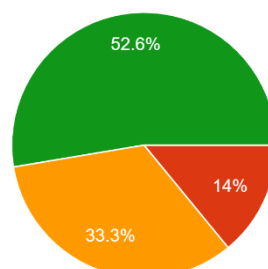
Only a small percent of people has attended a course dedicated to gender equality, the most of the people (89.5%) didn't get any education on the topic, a suggestion from participants is to have more trainings founded by the European union.



3.3 Current situation

3.3.1 The importance of promoting gender equality in basketball coaching

Not a single participant has shown the non- importance of this topic, very few people think is a bit important (red, 14%), but the majority of the answers were oriented between very important and incredibly important (green and yellow).



The data shows mixed opinions on whether associations, federations, and clubs in Italy promote gender equality in coaching. Some respondents indicate that gender equality is promoted, with

examples of equal pay and opportunities for male and female coaches. However, there are also instances where male coaches are more prevalent, suggesting that gender equality in coaching is not universally implemented or prioritized.

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

The responses collected are the following:

It's not important at all: 1,8 %

Important; 15,8 %

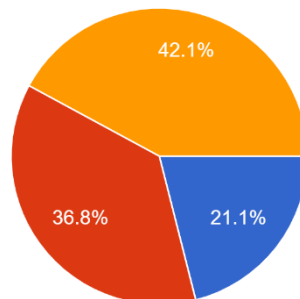
Very important: 42,1%

Extremely important: 40.4 %

There appears to be a consensus on the importance of integrating gender issues into coaching courses and curricula. Respondents believe that addressing gender-related issues is essential for creating a balanced and fair coaching environment, although some are unsure if this integration is effectively happening.

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

21,1 % of the people believe that gender equality is promoted, 36,8 % think they don't, while 42,1% are not sure.

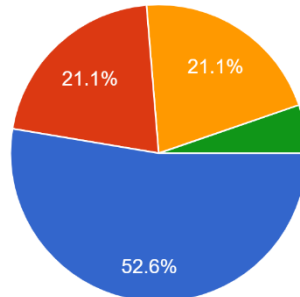


The responses indicate that while some associations and clubs promote gender equality actively, many do not. Positive examples include associations providing equal opportunities and pay for male and female coaches, and efforts to include women in coaching roles traditionally dominated by men. However, a significant number of respondents indicate that their associations or clubs do not promote gender equality, highlighting a need for improvement in this area.

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

The responses to the question “Does your association/federation/club etc. promote gender equality in coaching?” are the following:

- Yes, they do: 52,6%
- No: 21,1%
- Not sure: 21,1 %
- Non applicable



As we can see, participants mostly think their associations are promoting gender equality, and here are some examples of how they think they contribute:

- *Yes, my association tries to maintain equal pay but actually in terms of the number of coaches, it is generally more male*
- *Men's football is a difficult world, but it is also opening up to the opportunity to welcome women as well, especially with the little ones*
- *We evaluate our employees and athletes based on value, not gender*
- *The salaries are the same, we have the same number of male/female coaches*
- *The vast majority of the staff is male. However, there is also a focus on women and girl players*
- *Being an Association of Women's Sports and Educational Excellence, it is natural to give the maximum space with training courses and practice in the field*
- *I've never heard of it*
- *They give equal opportunities to everyone*
- *I think the treatment is equal*
- *I am in a context where there is a greater presence of women than men*
- *There are no differences*
- *In my football team where I coach there is the women's team with a coach*

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:

- Efforts to maintain equal pay.
- Inclusion of women, especially in roles related to coaching younger teams.
- Valuation of coaches and athletes based on merit, not gender.
- Associations dedicated to female sports promoting extensive training and field practice for women.

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

The data reveals a general scepticism about the adequacy of current coaching courses and curricula in addressing gender-related issues. Most respondents believe that these programs do not sufficiently cover gender issues, suggesting a gap between the perceived importance and actual implementation.

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?”:

- Some educational institutions and clubs have integrated gender-related issues into their coaching programs.
- Positive integration examples include equal treatment of male and female coaches and the promotion of women's involvement in coaching.
- However, many respondents are unsure or indicate that their institutions do not effectively integrate these issues, pointing to a need for more comprehensive and systematic inclusion of gender topics in coaching education.

In summary:

The survey data highlights the varying levels of commitment to promoting gender equality in basketball coaching across different associations and institutions in Italy. While some progress is noted, particularly in organizations dedicated to female sports, there is a significant portion where gender equality is not actively promoted or integrated into coaching courses and curricula. This underscores the importance of continued efforts and policy implementation to achieve gender equality in sports coaching.

3.4 Barriers and Challenges

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

- Institutional bias, stereotypes and discrimination (e.g. lack of support, opportunities and resources, gender pay gap, representation of women coaches, etc.): 63.2%
- Lack of awareness or understanding of gender dynamics: 62.2%
- Cultural or social norms that are largely perpetuated by patriarchy (e.g. traditional gender roles): 43.9%
- Limited access to training/development opportunities and networking: 10.5 %
- Insufficient gender equality policies in organisations: 29.8%
- Institutional bias, stereotypes and discrimination (e.g. lack of support, opportunities and resources, gender pay gap, under-representation of women coaches, etc.): 3.5%

- Insufficient policies or enforcement mechanisms for gender equality in coaching organisations: 1.8%

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

- Lack of awareness or understanding on the part of the administration and/or faculty members: 47.4 %
- Institutional biases and stereotypes regarding gender roles and abilities: 45,6 %
- Cultural or social norms perpetuated primarily by patriarchy: 31,6 %
- Lack of relevant initiatives and institutional support: 29.8%
- Limited skills of professors/trainers/faculty members: 28,1 %
- Limited educational resources on related topics: 22,8 %
- Reluctance of administration and/or faculty to embrace change: 22.8 %
- Curricular constraints (no flexibility to integrate new material): 15,8%
- Lack of interest from students: 14%
- Time constraints (limited ability to include additional genre content): 14%
- Lack of mechanisms to assess the effectiveness of efforts: 12,3%
- Bureaucracy/difficulties related to updating curricula: 10.5%
- Student resistance (or fear of resistance): 7%
- Other: 1,8%

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

More than half of the participants answered that they haven't encountered specific barriers in their sports club/associations. However, some fewer respondents manifested some challenges:

- *I found resentment for situations where female coaches taught men*
- *It's not always easy to let everyone know you're there because you're competent and without recommendations*
- *It depends a lot on the type of discipline, but also on the cultural level of society. In general, there is a tendency to have more trust in male figures and to propose different compensations*
- *Male coaches are often preferred, even with the same career paths*
- *Coach report of inadequacy does not listen... Welcomed instead when reported by a male colleague*
- *A female coach is considered less for equal ability than a male coach.*

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

More of the 70% of the participants answered in not finding specific barriers in the educational institutions. However. some fewer respondents explained the challenges faced:

- *In the schools where I work, the biggest obstacle is the old mentality of some teachers who still believe that there are "things for girls and boys"*
- *I am there on a daily basis, only and exclusively as a woman. You don't have the same weight as a man.*

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 Italy

The participants have indicated the following:

- Addressing gender bias and stereotypes: 43,9 %
- Set clear goals to promote diversity and inclusion in coaching: 43,9 %
- Developing a gender equality policy: 42,1 %
- Providing more/equal opportunities for education and training: 35,1 %
- Promoting inclusive language: 35,1%
- Promoting an inclusive and supportive environment (e.g. through mentoring programmes, networking opportunities, etc.): 28,1 %
- Promote visibility and recognition: 26,3 %
- Provide (more) leadership opportunities: 21,1 %
- Provide more resources, funding, and support: 19,3 %
- Update recruitment/hiring practices to prioritize diversity and inclusion and ensure fair and transparent selection processes: 17,5 %
- Offer specialized training: 17,5%
- Provide work-life balance initiatives and relevant support: 17,5%
- Carry out relevant research (collect and analyse relevant data) to determine the current situation and guide further action: 8,8 %
- Collaborate with other sports federations/associations/clubs etc. for joint actions and sharing of best practices: 1,8 %

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

- Gender bias and stereotypes: 61,4%
- Inclusive language and communication: 35,1%
- Systemic barriers, challenges and inequalities: 31,6%
- Gender Identity and Gender Expression: 29,8%
- Gender-based discrimination and harassment: 29,8%
- Culture of inclusive coaching: 26,3%
- Gender-Sensitive Coaching Approaches: 26,3%
- Work-life balance: 22,8%
- Gender Diversity in Leadership: 22,8%

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:

- a) Women in coaching/ Female coaches _____
- b) Male coaches _____
- c) Gender equality in coaching _____

Let's have a look to the responses given:

1) Women coaches...

- Are few
- There are fewer of them and they are very often discredited in Italy
- Perfectionists, attentive, empathetic
- Becky Hammond
- Brave and many
- FEW
- Bartolini
- I don't see any
- Sport
- They have to be better to have the same opportunities as male coaches
- Attentive, eager to grow
- A richness in diversity
- Passionate, enlightened
- They should have equal opportunities with men
- Demanding
- Prepare certain sensitives
- Not very well inserted
- Sensitive to all the nuances of the learners
- are few
- with training, continuous updates, talent, leadership, etc... She is worth and should have the same opportunities as a man
- Able to intuit particular aspects
- They should have equal opportunities with men and not be afraid to show up
- Organized
- Growing
- They are on a par with men
- predisposed to listening, technically sound, inclusive.
- Style and skill
- Underestimate
- COMPETENT
- Force
- Wrestlers

- Determinateness
- There are too few of them
- Little space and opportunities
- They train the women's team at a low level even if they are capable

Men coaches...

- Lots of
- Even if they are less capable, they are respected more
- Certain exalted preparations
- Sandro Gamba
- Too much
- Pegs
- TOO MUCH
- Inzaghi
- They are the best
- Sport
- They don't know of their privilege
- Competent, ambitious
- Awareness of becoming better
- Messina
- Aggressive
- are privileged
- Hysterics
- Determined self-centered dedicated
- Not very attentive to the nuances of their pupils
- There are too many
- They should not assume that a female body that is physiologically less powerful than a man's is fragile even in the field of work where skills are not only physical.
- Able to intuit others
- They are mediocre
- Certain
- To be formed
- They are more respected
- predisposed to listening, technically sound
- With preconceptions
- Style and skill
- Not very empathetic
- COMPETENT
- Leadership
- Male chauvinists
- Routine
- They think they're the best

- Even if they are scarce, they have opportunities to coach youth sectors and teams at a good level until someone realizes that they are incompetent
- Old

Gender equality in coaching

- It's a utopia
- I can't think of anything
- Becky Hammond former assistant coach (and sometimes head coach, as a replacement) in the San Antonio Spurs (NBA)
- How to get there
- A DIFFICULT GOAL BUT ONE TO BE ACHIEVED
- To be realized
- Varies from sport to sport
- Desirable
- Equality does not have to follow the concept of equality. Embracing the richness of diversity and sharing it is the solution
- A challenge to embrace
- It does not exist in Italy
- Sacrosanct
- It depends on the sports
- Not yet reached
- Putting those who arrive at the gym at ease: in front of you have a person, no matter the gender or color, but the individual himself
- there is no
- It should be tackled especially with male users
- Cooperation
- In some sports, it is more applicable than in others
- Depends on
- An achievable goal
- That would be absolutely right
- as the optimal form of corporate management
- There's a lot of work to be done
- Necessary
- Could still improve
- Difficult
- It's still a long way off
- it must be tackled forcefully and decisively, it is necessary to
- it doesn't exist.
- Early

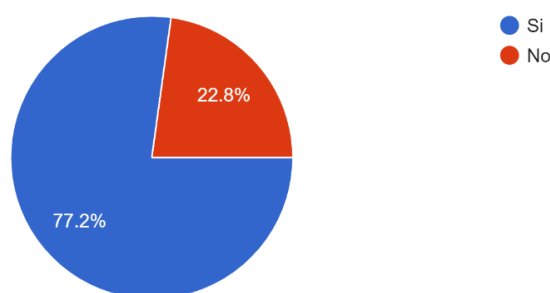
3.7 Closing remarks

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

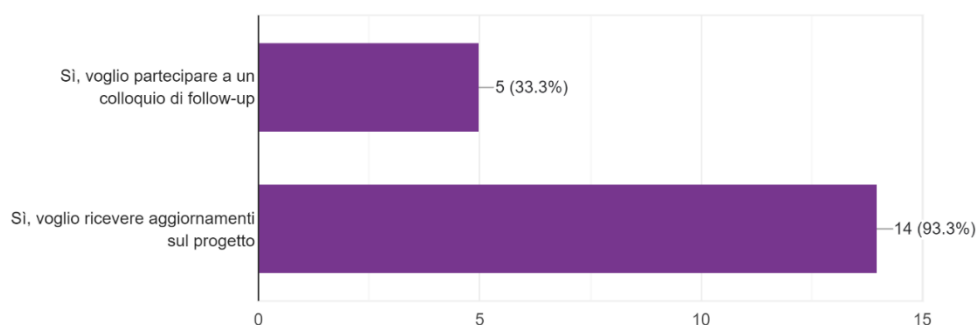
- Which, in my opinion, is exactly the wrong term. There cannot be gender equality, because fortunately we are different, with different winning assets that, when combined, make a difference. We should be talking about equality of goals, equality of resources, equality of opportunities.
- We need a Cultural Revolution
- No thanks
- In the society in which I have been working for years, gender equality is present in all its facets, from the simplest to the most important decisions.
- Giving coaches the tools to deal with inclusivity with the teams they will coach
- I think it's necessary to try to do something
- The few economic resources in women's basketball and consequently the few professional outlets make it difficult for women who have grown up in sports to pursue this career

3.7.2 The impact of the SheCOACH online survey to participants

Participants were very involved in either closed question and open ones, many of them left the contacts and want to know the updates about this project. In the question about whether the survey offered "food for thought" and helped broaden the view on gender equality in coaching, 77.2% of the participants answered positively.



Most of the participants want to be further involved 93,3% in the project's future activities.



4. Interview Results

4.1 Presentation of the participants

We interviewed three basketball coaches and two coaches from other sports: football and artistic gymnastics. Their experience ranges across different roles and years in the field:

- Coach A: Works in a prominent basketball project in Varese, involved in both male and female basketball coaching since 2018. Responsible for physical preparation in female teams and oversees other coaches. Manages mini basketball and youth sectors, coaching various age groups.
- Coach B: A gymnastics coach at an amateur club, responsible for multisport courses and competitive categories for ages 9 to 12. Has five years of experience in the competitive sector.
- Coach C: Former basketball player, now a coach. Has worked with mini basketball and currently manages multiple youth teams, focusing on an open gyms project.
- Coach D: Coaches an under-19 female basketball team in Milan and has experience as an assistant coach for the national female team. Manages individual training sessions.
- Coach E: A female football coach for male children up to 9 years old, based in Milan. Previously worked as a scout recruiter.

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

- Coach A: Familiar with gender equality, primarily from outside the sports context.
- Coach B: Acknowledges gender equality as a common topic in various sectors, including sports, especially in female-dominated environments.
- Coach C: Believes there is no gender distinction in her society and emphasizes equal treatment.
- Coach D: Advocates for equal roles within teams, acknowledging different coaching styles and the importance of female representation in male sports.
- Coach E: Very knowledgeable, highlighting the need for equal opportunities, support, inclusion, and elimination of discrimination.

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

- Coach A: Essential to create more opportunities for women and eliminate discriminatory remarks.
- Coach B: Crucial to initiate discussions and implement changes through education.
- Coach C: Necessary to provide opportunities and reduce obstacles for female athletes transitioning to coaching.
- Coach D: Important to equip coaches with knowledge and tools to handle gender issues and increase awareness.
- Coach E: Believes it's important but questions practical functionality.

4.3 Current situation and existing practices

4.3.1 Existing initiatives or efforts within sport association/federation to promote gender equality in coaching in Italy and beyond

- Coach A: Not aware of specific initiatives.
- Coach B: Unaware of ongoing initiatives.
- Coach C: None mentioned.
- Coach D: FIBA reserves quotas for female coaches; however, implementation varies.
- Coach E: FIGC's "Quote Rosa" reserves spots for women but notes limited actual impact.

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

- Coach A: Gender issues are not addressed.
- Coach B: Gender issues are not addressed due to the predominant presence of females.
- Coach C: No relevant courses offered.
- Coach D: Presence of female coaches but no special focus on gender issues.
- Coach E: Limited awareness of initiatives beyond reserved quotas.

4.4 Challenges and barriers

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

- Coach A: Societal perception of female capability in sports coaching.
- Coach B: Limited exposure to broader gender equality initiatives.
- Coach C: Efforts to maintain gender neutrality.
- Coach D: Cultural barriers and the underrepresentation of women in coaching roles.
- Coach E: Prevalence of male coaches in football and societal resistance to female coaches.

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

- Coach A: Lack of institutional support for female coaches.
- Coach B: Limited integration of gender issues in training programs.
- Coach C: No specific challenges due to proactive approach.
- Coach D: Prejudices and insufficient focus on female capabilities in existing courses.
- Coach E: Gender stereotypes and low female enrolment in sports education

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 Italy

- Coach A: Highlight women's capabilities and provide opportunities.
- Coach B: Include gender and inclusion topics in training programs.
- Coach C: Increase promotion and implement practical actions.
- Coach D: Specific courses and practical examples.
- Coach E: Encourage female coaches to train older age groups.

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

- Coach A: Promote successful female coaches.
- Coach B: Utilize inclusive language and highlight diverse role models.
- Coach C: Not provided.
- Coach D: Not provided.
- Coach E: Not provided.

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

- Coach A: Sensitize men to women's capabilities.
- Coach B: Inclusive language and role models.
- Coach C: Practical activities showcasing different perspectives.
- Coach D: Encourage overcoming gender stereotypes.

4.6 Future plans and further involvement

4.6.1 Expression of interest for further involvement in the SheCOACH initiative

- Coach A: Interested due to the open-minded nature of her organization.
- Coach B: Limited interest due to target demographics.
- Coach C: No barriers to participation.

- Coach D: Open to relevant courses.
- Coach E: Acknowledges the importance but notes slower progress in Italy.

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

- Coach A: Promote positive examples of female coaches.
- Coach B: Continue current promotion efforts.
- Coach C: No specific goals mentioned.
- Coach D: Promote and adhere to gender equality.
- Coach E: Allow female coaches to manage older age groups.

4.6.3 Additional comments/ideas etc. about gender equality in coaching or related issues

- Coach A: Nothing additional.
- Coach B: Extend discussions beyond sports.
- Coach C: Not provided.
- Coach D: Change requires time and patience.
- Coach E: Nothing additional.

4.7. Brainstorming section (general comments and selected answers)

- Women coaches: Competent, tough, indispensable, value-added (varied responses emphasizing their skills and resilience).
- Men coaches: Perceived as more common, sometimes seen as superior, should learn from women (mixed views on equality and learning).
- Gender equality in coaching: Seen as necessary, utopian, requires effort (general agreement on its importance but varied views on feasibility).
- The first thing my association/federation/club should do to promote gender equality in coaching is to: Provide positive female role models, continue promoting equality, allow female coaches to manage older kids (focus on role models and opportunities).
- The first thing my institution/university/VET centre should do to promote gender equality in coaching through our courses/curricula is to: Integrate gender issues, promote inclusive examples, offer specific courses (emphasis on curriculum integration and practical actions).

5. Final conclusions and suggestions at national level

Demographic Information

The online survey in Italy gathered responses from 57 individuals, comprising 54.4% females and 45.6% males, aged between 21 and 70 years. The majority were aged between 20-30 and 40-50 years. Respondents were primarily professionals from national/regional basketball associations/federations (17.5%), basketball sports clubs (28.1%), other sports federations/clubs (29.8%), educational institutions offering coaching courses (15.8%), and others (8.8%).

Familiarity and Training on Gender Equality

- **Familiarity with Gender Equality:** 49.1% of participants were somewhat familiar, 31.6% very familiar, 10.5% extremely familiar, and 8.8% not familiar with the concept of gender equality in coaching.
- **Formal Training:** Only 10.5% had attended courses on gender equality, with the majority (89.5%) lacking formal education in this area.

Importance of Gender Equality

- **Promoting Gender Equality in Basketball Coaching:** Most respondents viewed promoting gender equality as very or incredibly important, though actual promotion by associations varied. Examples include equal pay and opportunities for male and female coaches, although male coaches are often more prevalent.
- **Integrating Gender Issues in Coaching Curricula:** 82.5% of respondents found it very or extremely important to integrate gender issues into coaching curricula. However, many indicated that current programs inadequately cover these issues.

Current Promotion and Integration Efforts

- **Promotion of Gender Equality by Associations:** 21.1% believe their associations promote gender equality, 36.8% think they do not, and 42.1% are unsure. Positive examples include efforts to provide equal opportunities and pay for male and female coaches.
- **Integration of Gender Issues in Coaching Courses:** The data reveals scepticism about the adequacy of current coaching courses in addressing gender-related issues, with many respondents feeling that these programs do not sufficiently cover such topics.

Barriers and Challenges

- **Main Barriers:** Institutional bias, stereotypes, and discrimination (63.2%), lack of awareness or understanding of gender dynamics (62.2%), cultural norms perpetuated by patriarchy (43.9%), and limited access to training and development opportunities (10.5%).
- **Challenges in Educational Institutions:** Lack of awareness or understanding among administration/faculty (47.4%), reluctance to embrace change (22.8%), bureaucracy

(10.5%), lack of institutional support (29.8%), and limited skills of faculty members (28.1%).

Suggestions and Recommendations

- **Strategies for Sports Associations:** Develop gender equality policies (42.1%), set clear diversity goals (43.9%), provide equal training opportunities (35.1%), update recruitment practices (17.5%), promote inclusive environments (28.1%), and address gender biases and stereotypes (43.9%).
- **Topics for Coaching Courses:** Gender identity and expression (29.8%), systemic barriers and challenges (31.6%), gender bias and stereotypes (61.4%), gender-based discrimination and harassment (29.8%), work-life balance (22.8%), and gender-sensitive coaching approaches (26.3%).

Interview Insights

- **Awareness and Understanding:** Coaches interviewed showed varying levels of familiarity with gender equality, with some advocating for more opportunities for women and highlighting the need for equal treatment and support.
- **Challenges and Barriers:** Common challenges include societal perceptions of female capabilities, cultural barriers, and the underrepresentation of women in coaching roles. Educational institutions often lack gender-focused curricula.
- **Recommendations:** Suggestions included highlighting successful female coaches, integrating gender and inclusion topics in training programs, and providing practical activities to showcase diverse perspectives.

Recommendations for SheCOACH Capacity Building Programme

1. **Develop comprehensive gender equality modules:** Create detailed modules addressing gender identity, biases, stereotypes, systemic barriers, and work-life balance for inclusion in coaching education curricula.
2. **Implement training and awareness programs:** Conduct workshops and training sessions for coaches, administrators, and faculty members to raise awareness and understanding of gender equality in sports.
3. **Promote successful female coaches:** Highlight and promote female role models in coaching to inspire and encourage aspiring female coaches. Like good examples from around the world.
4. **Update recruitment practices:** Ensure fair and transparent hiring processes that prioritize diversity and inclusion.
5. **Provide supportive environments:** Establish mentoring programs and networking opportunities to support female coaches and promote an inclusive culture within sports organizations.