

Gender
Equality
in Coaching



D2.2 National Report Spain

Work Package 2

Task 2.1, Task 2.2
Lead partner: Symplexis

Partner responsible
for the national report:



UNIVERSIDAD
DE MURCIA

in collaboration with



FBCLM
Federación de Baloncesto
de Castilla-La Mancha



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Abstract	<p>This report (D2.2) presents the results of the SheCOACH research in Spain, 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 Spain between 28 April and 9 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.). Through the online questionnaire 53 responses were collected. Additionally, UMU and the FBCLM conducted interviews with five relevant stakeholders/experts in the field. The conclusions of the national report on gender equality in coaching in Spain 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 Spain

2.1 Basketball coaching in Spain

2.1.1 Statistics and Gender in Coaching

Basketball coaching in Spain reflects broader trends in sports coaching, with noticeable gender disparities. According to the Federación Española de Baloncesto (FEB), there were approximately 6,000 registered basketball coaches in Spain as of 2022. However, women make up only about 12% of this number. This disparity is common across various levels of coaching, from grassroots to professional league. In Spain, a total of 737 female coaches were trained compared to 1,780 male coaches in 2022, representing a 3.7% increase in the number of new female coaches compared to the previous year.

According to FEB webpage, in Spain, the number of basketball licenses has seen a significant increase, reflecting the growth of the sport in the country. As of 2023, the Federación Española de Baloncesto (FEB) reported a record 411,885 licenses, a 9.2% increase from the previous year's 377,108 licenses. This growth includes both male and female categories, with male licenses reaching 273,618 and female licenses at 138,267, marking an increase of over 7,500 female participants from the previous year.

2.1.2 Women Coaches in National Leagues

In Spain's national leagues, the presence of women coaches is still limited. As of the 2022-2023 season, the Liga Femenina Endesa (the top women's basketball league) had only three female head coaches out of sixteen teams. This indicates that even in women's leagues, male coaches predominantly hold leadership positions.

2.1.3 Coaching Schools

Pathways to Becoming a Basketball Coach in Spain

1. Coaching Courses:

Federación Española de Baloncesto (FEB):

- Level 0: Basics of basketball coaching.
- Level 1: Youth team coaching techniques and player development.
- Level 2: Advanced strategies and physical conditioning for higher-level teams.
- Level 3: Professional-level coaching, including leadership and advanced tactics.

Considering the level of training, during the year 2022 the number of female trainers trained in Spain increased with respect to the previous year, the proportion of increase of female trainers in the different levels being as follows: 4.8% in level 0, 5.9% in level 1, 4.1% in level 2 and 4.6% in level 3. However, the representation of women decreases as the level of education increases, from 41.6% at level 0, through 35.1% at level 1, 19.4% at level 2, to 15.6% at level 3.

2. Courses Offered by Autonomous Communities:

- Regional federations such as the Federación de Baloncesto de Castilla La Mancha (FBCLM) and other Autonomous Communities' basketball federations offer their own coaching courses, including:
- Initiation Courses: Covering fundamental coaching skills.
- Advanced Courses: Focusing on techniques and game strategy for experienced coaches.
- Specialization Courses: Targeting specific areas like youth coaching or sports psychology.

Complementary Formations: These federations also provide additional training and development workshops, seminars, and continuous education programs to ensure coaches stay updated with the latest trends and techniques in basketball coaching

Despite these efforts, the enrolment of women in these programs remains low. The Secretaría General del Deporte reported that in 2023, only 20% of the participants in coaching certification courses were women .

2.1.4 Prospects and Development Championships

Spain has been proactive in organizing development championships and training programs aimed at nurturing young talent. Initiatives like the Campeonato de España de Selecciones Autonómicas, as well as each Federation organize their own championship at autonomous level for clubs and provincial teams for every category across their young teams.; have been instrumental in providing exposure to young players and coaches. However, female coaches' participation in these events is still emerging. Programs specifically targeting the development of female coaches, such as mentoring schemes and workshops, are being introduced to bridge the gap

2.1.5 Female Coaches from Spain Working Abroad

Female basketball coaches from Spain have been making significant strides in the international sports arena, taking their expertise and experience to various countries around the world. Their impact on the global basketball community is a testament to the high level of training and development they receive in Spain. Here are some notable Spanish female coaches working abroad:

Anna Montañana:

- Country: United States
- Role: Assistant Coach
- Team: NBA G League's Long Island Nets
- Background: Montañana is a trailblazer in Spanish women's basketball. She was one of the first female coaches to enter the coaching staff of an NBA G League team, bringing her extensive experience as a former professional player and coach in Spain.

Irene San Román:

- Country: Australia
- Role: Head Coach
- Team: Hobart Chargers (NBL1)
- Background: San Román transitioned from playing in Spain's top leagues to coaching in Australia, where she has been instrumental in developing local talent and bringing a European coaching perspective to the NBL1 league.

Laura Nicholls:

- Country: Turkey
- Role: Assistant Coach
- Team: Fenerbahçe Women's Basketball Team
- Background: Nicholls, a former player for the Spanish national team, moved into coaching after her playing career. Her transition into coaching at a top Turkish club has been marked by her emphasis on defensive strategies and player development.

2.2 The SheCOACH research in Spain

The SheCOACH research in Spain 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 C 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 afore mentioned 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 Spain between 28th April and 9th June 2024. The questionnaire under the title “Gender Equality in Coaching and Mainstreaming Gender Issues in Coaching Courses C Curricula” was translated and adapted into Spanish and subsequently published via Google Forms.

The survey targeted: a) staff/professionals from national/regional basketball and/or other sport federations C 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.

The questionnaire was distributed via e-mail to all members of the Federación de Baloncesto de Castilla La Mancha and through University of Murcia’ network. In total, 53 responses were collected.

In addition, UMU and FBCLM conducted interviews with 5 relevant stakeholders between 20 May and 6 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.

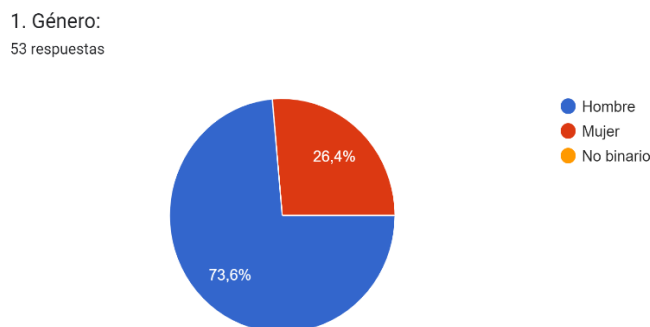
The presentation of the primary research results (online survey & interviews) will be provided in the subsequent pages

3. Online Survey Results in Spain

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

3.1 Demographic Information

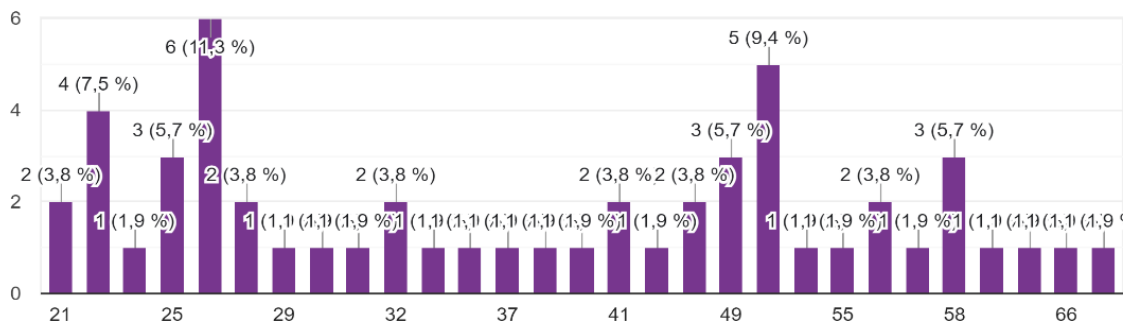
In the SheCOACH online survey conducted in Spain, most of the 53 participants were men (73.6%, 39 participants), while 26.4% (14 participants) were women. No non-binary people responded to the survey.



The ages of the 53 participants ranged from 21 to 69 years, with a mean age of approximately 40 years and a median age of 38 years. The mean age represents the average age of all respondents, while the median age indicates that half of the participants are younger than 38 and the other half are older. These measures suggest a relatively balanced age distribution, with a slight skew towards older ages. The diversity in age, encompassing a broad range from early 20s to late 60s, indicates a well-rounded representation of different age groups within the population

2. Edad (indique su edad en número):

53 respuestas



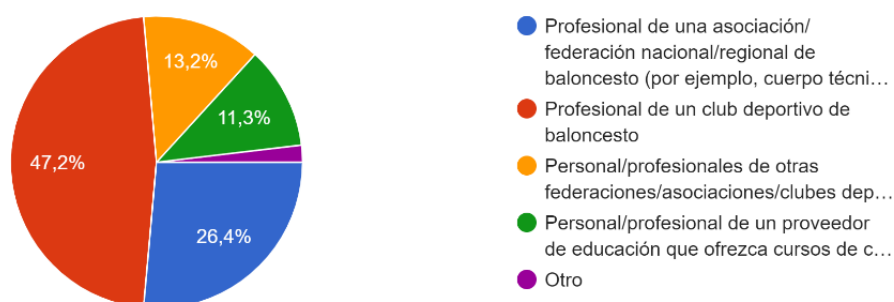
Most respondents are professionals in basketball sports clubs, 47.2% (25 individuals). A further 26.4% (14 respondents) are professionals from national or regional basketball associations/federations, including coaching, administrative, and management staff.

Additionally, 11.3% (6 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 were also 13.2% (7 respondents) who were staff/professionals from other (non-basketball) sports federations/associations/clubs. Finally, 1.9% (1 respondent) selected "Other."

This distribution highlights the predominance of basketball-related professionals within the survey, with a diverse range of roles contributing to the development of basketball at different levels and in various environments

3. Profesión/rol/posición:

53 respuestas



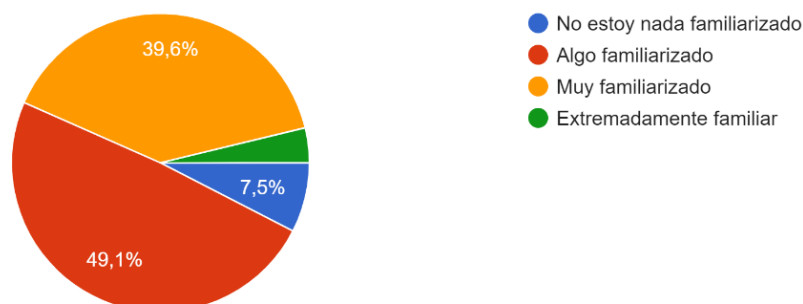
3.2 Knowledge and Awareness

3.2.1 Familiarity with the concept of gender equality in coaching

Regarding familiarity with the concept of gender equality in coach training, 49.1% of respondents reported being somewhat familiar with the concept. A significant portion, 39.6%, indicated that they are very familiar with it. Meanwhile, 7.5% of participants stated that they are not familiar with the concept at all, and 3.8% described themselves as extremely familiar. This distribution suggests a varying level of awareness among respondents, with the majority having at least some understanding of gender equality in coaching education.

4. ¿Está familiarizado con el concepto de igualdad de género en la formación de entrenadores/as?

53 respuestas

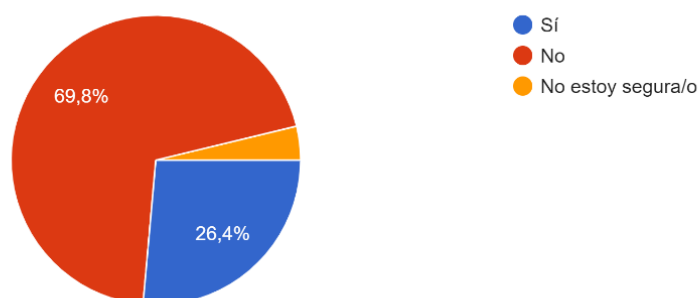


3.2.2 Formal training or education on gender equality in coaching

When asked about formal training or education on gender equality in coaching, 26.4% of respondents indicated that they have attended a course, seminar, or training related to gender equality, specifically in coach training. However, a majority of 69.8% reported that they have not participated in such training, and 3.8% were unsure. This suggests that while a notable minority has received formal education on this topic, there remains a significant proportion who have not engaged in gender equality training in the context of coaching

5. ¿Ha asistido a algún curso/seminario/formación relacionado con la igualdad de género y, en concreto, con la igualdad de género en la formación de entrenadores/as?

53 respuestas



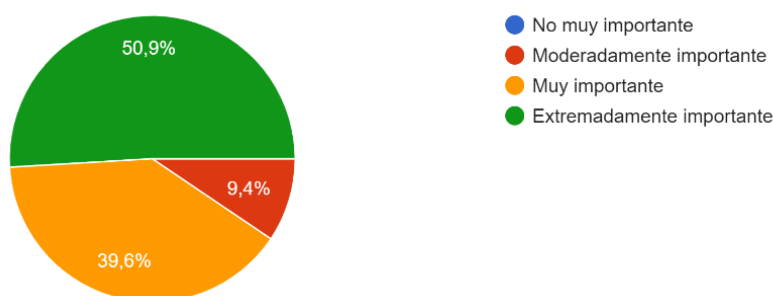
3.3 Current situation

3.3.1 The importance of promoting gender equality in basketball coaching

These responses illustrate a clear spectrum of views on the importance of promoting gender equality in coaching. While 0% of respondents considered it "not very important" and 9.4% found it "moderately important," a significant majority, comprising 39.6% who rated it as "very important" and 50.9% who rated it as "extremely important," collectively emphasize the critical nature of gender equality in coaching.

6. ¿Qué importancia crees que tiene promover la igualdad de género en la formación de entrenadoras/es?

53 respuestas



This consensus underscores a strong commitment among participants towards achieving fairness, inclusivity, and equal opportunities within the coaching profession, particularly in basketball. The results highlight an increasing awareness and advocacy for addressing gender disparities, supporting diversity, and fostering environments where all individuals, regardless of gender, can thrive and contribute equally.

The emphasis on gender equality in coaching encompasses various dimensions, including equitable opportunities, support mechanisms, representation, and combating biases and stereotypes. These aspects are pivotal not only for advancing the coaching profession but also for promoting broader societal values of fairness and equality in sports and beyond.

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

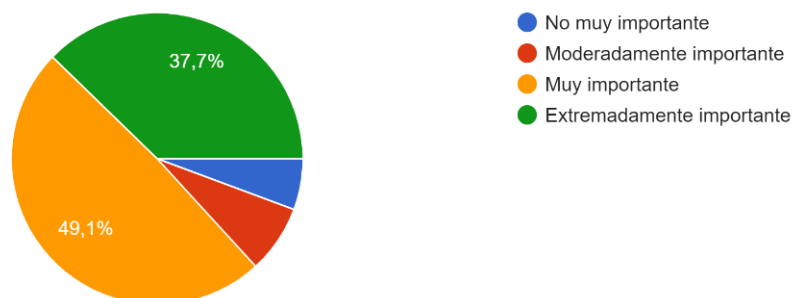
These responses show a spectrum of opinions on the integration of gender issues in coaching education. While 49.1% find it "very important" and 37.7% consider it "extremely important," a minority view it as "moderately important" (7.5%) or "not very important" (5.7%).

This data highlights a substantial majority (86.8%) prioritizing the inclusion of gender-related topics in coaching curricula. It reflects a growing recognition among respondents of the need to systematically address gender issues in coaching training. This emphasis aligns with efforts to foster inclusivity, promote gender equity, and equip coaches with skills to effectively navigate diverse gender dynamics.

Integrating gender issues into coaching education not only enhances coaching quality but also contributes to broader societal goals of equality and inclusiveness in sports and beyond.

7. ¿Qué importancia crees que tiene integrar las cuestiones de género en los cursos y planes de formación de entrenadores/as?

53 respuestas



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

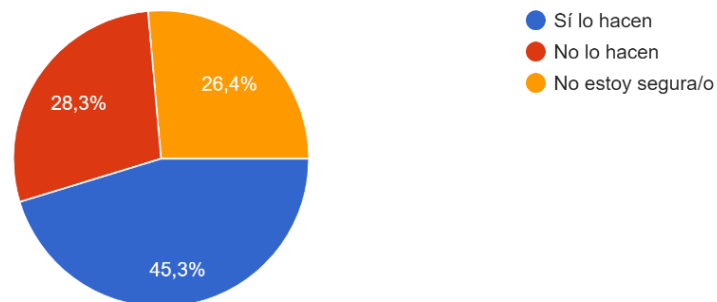
These responses reflect the presence and awareness of gender equality plans or policies within Spanish sports associations, federations, clubs, or educational centers. A significant portion (45.3%) confirm their existence, while 26.4% are uncertain about whether their organization has

a gender equality plan or policy in place. Additionally, 28.3% indicate the absence of such plans or policies

These findings suggest a mixed landscape in the implementation and awareness of gender equality initiatives within the Spanish sports and educational sectors. Organizations with established plans are instrumental in fostering inclusive environments and advancing gender equity in coaching and broader sports contexts

8. ¿Cree que las asociaciones/ federaciones/ clubes deportivos de ESPAÑA promueven la igualdad de género en el entrenamiento?

53 respuestas

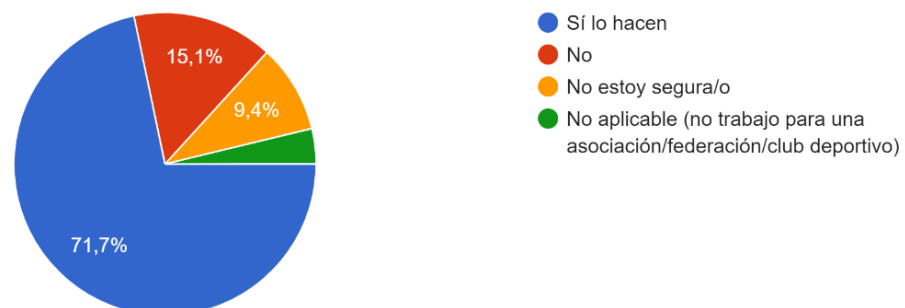


3.3.4 The promotion of gender equality in coaching by association/federation/clubs etc.

These responses reveal the stance of Spanish sports organizations regarding the promotion of gender equality in coaching. A significant majority (71.7%) indicate that their association/ federation/club promotes gender equality. Conversely, 15.1% do not engage in such promotion, while 9.4% express uncertainty, and 3.8% state the question is not applicable to them as they do not work in a sports association/federation/club.

9. ¿Promueve su asociación/federación/club, etc. la igualdad de género en el entrenamiento?

53 respuestas



This data highlights the varied approaches and commitments within Spanish basketball organizations towards fostering gender equality in coaching. Those actively promoting gender equality play a crucial role in advancing inclusivity, diversity, and equal opportunities in coaching, aligning with broader societal goals of equity within the sports sector.

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:

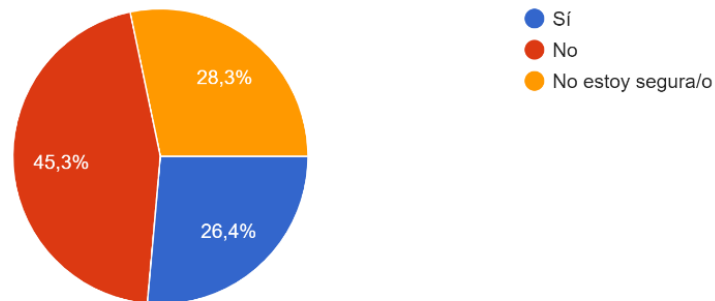
- Some noted that efforts are made to provide equal training schedules regardless of gender and to encourage all players to become coaches.
- In boxing, female participation is on the rise, with not only female athletes but also female coaches becoming more prominent.
- Some reported that their organizations promote equality in all aspects.
- There have been initiatives to offer courses for players, coaches, and club families.
- Many organizations promote participation in all activities without gender discrimination.
- Some clubs conduct talks about gender equality on International Women's Day.
- Certain federations have dedicated departments for gender equality, integrating it naturally into their operations.
- While general efforts are made, some believe more could be done through educational actions for all involved in sports education.
- Equal opportunities and salaries are provided based on qualifications, not gender.
- Equality of conditions is emphasized in teams, with a focus on merit and effort in each specific context, recognizing different societal roles for men and women.
- Equal importance is given to both male and female teams, with support from higher authorities for both male and female coaches.
- Some clubs have a mandatory equal number of male and female coaches.
- In some clubs, all teams train under the same conditions, irrespective of gender.
- Equal access to resources and support is provided to both male and female coaches.
- Free coaching courses are offered specifically for women.

When asked “Does your federation/association/sport club or educational institution has a gender equality plan or gender equality policy?”. A significant portion (45.3%) indicate the absence of such plans or policies, while 26.4% confirm their existence. Additionally, 28.3% are uncertain about whether their organization has a gender equality plan or policy in place.

These findings suggest a mixed landscape in the implementation and awareness of gender equality initiatives within the Spanish sports and educational sectors. Organizations with established plans are instrumental in fostering inclusive environments and advancing gender equity in coaching and broader sports contexts.

10. ¿Dispone su federación/asociación/club deportivo o centro educativo de un plan o política de igualdad de género?

53 respuestas



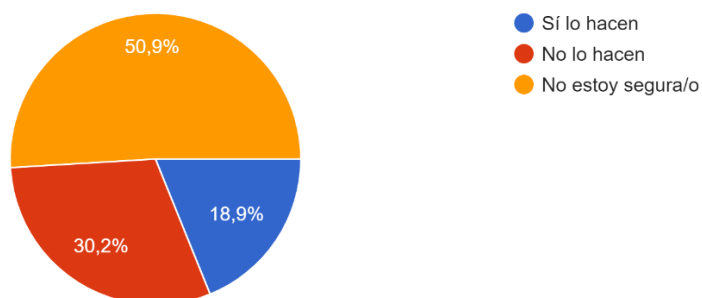
3.3.5 Assessing the integration of gender related issues in current coaching courses & curricula in Spain

These responses indicate varying perceptions regarding whether current coaching courses and curricula in Spain adequately address gender issues. A minority (18.9%) believe they do, while a larger segment (30.2%) think they do not. A significant majority (50.9%) express uncertainty on this matter.

These findings underscore a perceived need for improvement in integrating gender-related topics into coaching education across Spain. Addressing this gap could enhance inclusivity, promote gender equity, and equip coaches with the necessary knowledge and skills to navigate diverse gender dynamics effectively in sports and coaching environments.

11. ¿Cree que los actuales cursos y planes de estudios de coaching en ESPAÑA abordan adecuadamente las cuestiones de género en general?

53 respuestas



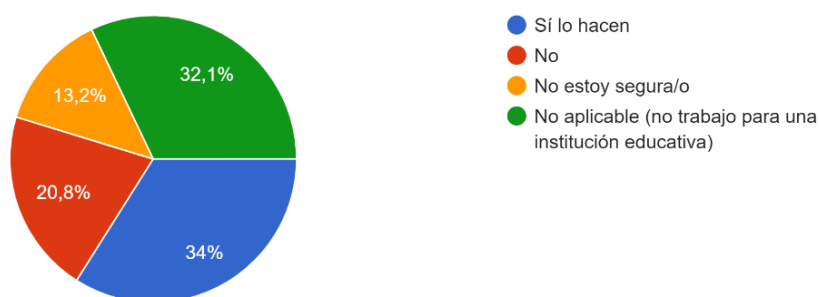
3.3.6 The integration of gender related issues into existing coaching courses & curricula

These responses highlight the practices of integrating gender-related issues into existing courses and curricula within educational institutions. A notable 34% confirm that their educational institution incorporates gender-related topics. Conversely, 20.8% indicate that their institution does not integrate such issues, while 13.2% are unsure. Additionally, 32.1% state that the question is not applicable to them as they do not work within an educational institution.

These findings suggest varied approaches to addressing gender issues within educational settings in Spain. Institutions that integrate gender-related topics contribute to fostering inclusive learning environments and preparing students to understand and address gender dynamics effectively in their respective fields.

12. ¿Integra su institución educativa las cuestiones relacionadas con el género en los cursos y planes de estudio existentes?

53 respuestas



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

- Training programs have always been open to all genders, ensuring inclusivity from the outset.
- The Health and Tutorial Plan includes workshops that address gender issues, and the LOMLOE curriculum for Physical Education incorporates Basic Knowledge (blocks A and D) and specific evaluation criteria related to gender.
- Gender-related topics are occasionally addressed in certain modules or subjects within the curriculum.
- In the final cycle of the intermediate level, the MED-C 205 Gender and Sport module is included in the curriculum. This module is designed to encourage students to reflect on existing gender inequalities and apply appropriate intervention strategies.

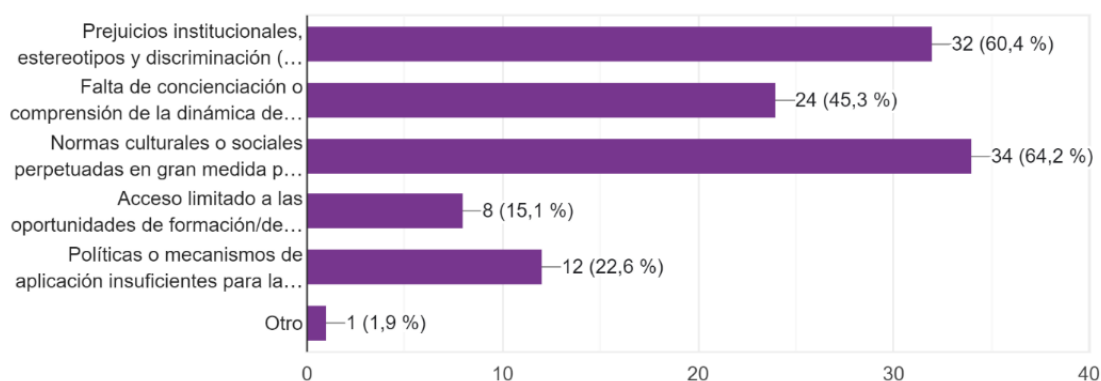
3.4 Barriers and Challenges

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

These responses highlight several key barriers perceived to hinder gender equality in coaching in Spain. Most respondents identified institutional prejudices, stereotypes, and discrimination (60.4%), as well as cultural or social norms that perpetuate inequality (64.2%), as significant obstacles. Additionally, a substantial portion noted a lack of awareness or understanding of gender dynamics (45.3%), limited access to training opportunities (15.1%), inadequate gender equality policies or enforcement mechanisms (22.6%), and a minor percentage mentioned other unspecified challenges (1.9%) as contributing factors.

13. ¿Cuáles cree que son los principales obstáculos a la igualdad de género en la profesión de entrenador en ESPAÑA? [Se permiten respuestas múltiples].

53 respuestas



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

A substantial 43.4% of respondents cited lack of awareness or understanding as a key barrier. Institutional bias and stereotypes were also highlighted, both rising to 43.4% identified as significant obstacles.

The absence of relevant initiatives was noted by 39.6% of respondents, indicating a perceived lack of proactive efforts to integrate gender issues into existing programs.

Concerns about limited experience of instructors were expressed by 32.1% of respondents, reflecting uncertainties about educators' readiness to address gender-related topics effectively.

Administrative reticence was mentioned by 18.9% of respondents, pointing to bureaucratic challenges and associated difficulties that hinder efforts to update curricula effectively.

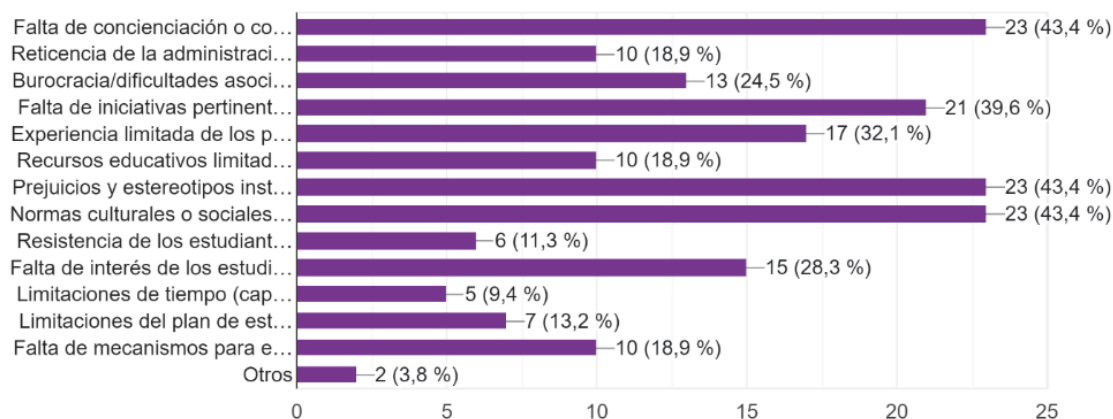
Limited educational resources were highlighted by 18.9% of respondents, underscoring constraints in accessing materials and support for teaching gender-related content.

Other barriers mentioned include students' resistance at 11.3%, student disinterest at 28.3%, time constraints at 9.4%, curriculum limitations at 13.2%, and lack of implementation mechanisms at 18.9%.

Lastly, 3.8% mentioned other unspecified challenges, indicating additional nuanced obstacles perceived by a minority of respondents.

14. ¿Cuáles cree que son los principales obstáculos para integrar las cuestiones de género en los cursos/programas de formación existentes en ESPAÑA? [Se permiten respuestas múltiples].

53 respuestas



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

Most respondents (64.2%) indicated that they have not encountered specific challenges or barriers in promoting gender equality in their respective organizations. However, a smaller portion (7.5%) reported experiencing such challenges, while 11.3% were unsure. Additionally, 15.1% noted that no specific measures have been taken to address these barriers, highlighting a potential gap in proactive initiatives within some organizations. A minority (1.9%) stated that the question was not applicable to them.

15. ¿Ha encontrado algún reto u obstáculo específico a la hora de promover la igualdad de género en el entrenamiento dentro de su asociación/federación/club deportivo?

53 respuestas



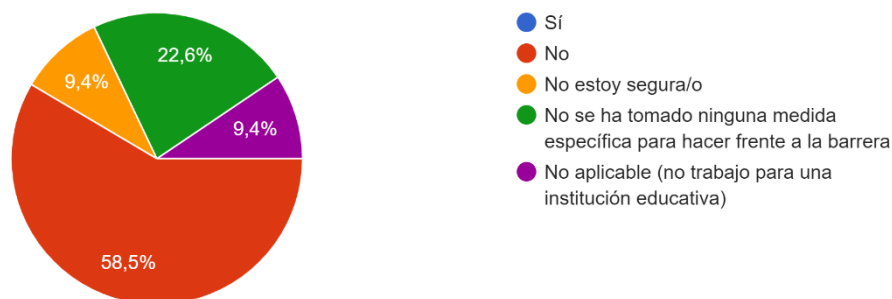
Individuals who answered “yes” were asked to briefly describe the challenges they faced. The responses include the following observations:

- Some noted the devaluation of performance, effort, and importance when it comes to representing the club, indicating a lack of recognition and support for female athletes.
- A simple affirmation "Yes," suggesting acknowledgment of existing challenges without further details.
- Female basketball is often considered inferior to male basketball, relegating female players and coaches to a secondary status.

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

The majority of respondents (56.6%) indicated that they have not encountered specific challenges or barriers in integrating gender-related issues to promote gender equality within educational institutions. Interestingly, none of the respondents (0%) reported experiencing such challenges directly. However, 9.4% were unsure about the presence of such barriers. Additionally, 22.6% noted that no specific measures have been taken to address these barriers, pointing to a potential gap in proactive initiatives. Another 9.4% stated that the question was not applicable to them as they do not work for an educational institution.

16. ¿Ha encontrado algún reto u obstáculo específico en su intento de integrar las cuestiones relacionadas con el género para promover la iguald...ción de entrenadoras/es dentro de su institución?
53 respuestas



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 Spain

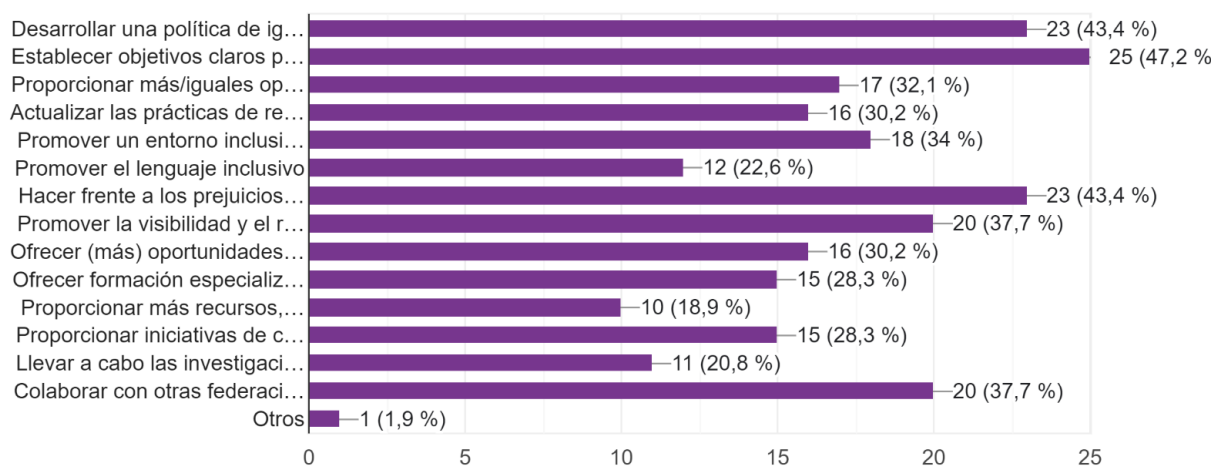
These findings highlight the various methods perceived as effective in promoting gender equality within the coaching profession in Spain. The most endorsed strategies, such as setting clear objectives for diversity and inclusion (47.2%) and developing gender equality policies (43.4%), underscore the importance of structured and strategic approaches.

Addressing gender biases and stereotypes (43.4%) and promoting visibility and recognition (37.7%) are also seen as critical measures. These approaches align with the broader goals of fostering an inclusive and supportive environment, which 35% of respondents emphasized.

Conversely, strategies like providing more resources, funding, and support (18.9%) and promoting inclusive language (22.6%) received less emphasis but are still recognized as important.

The consensus among respondents suggests a multifaceted approach is necessary to effectively promote gender equality in coaching, combining policy development, strategic objectives, inclusive practices, and collaborative efforts. These insights can guide associations, federations, and sport clubs in Spain toward creating a more equitable and inclusive coaching environment.

17. ¿Cuáles de las siguientes estrategias o métodos podrían utilizar las asociaciones/federaciones/clubes deportivos, etc...iento en ESPAÑA? (se admiten varias respuestas)
53 respuestas



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

Most respondents (56.6%) emphasized the importance of addressing gender biases and stereotypes, indicating a widespread recognition of their impact on the coaching profession. Topics related to barriers, challenges, and systemic inequalities were also highlighted by 50.9%

of respondents, pointing to the need for a comprehensive understanding of the structural issues that affect gender equality in coaching.

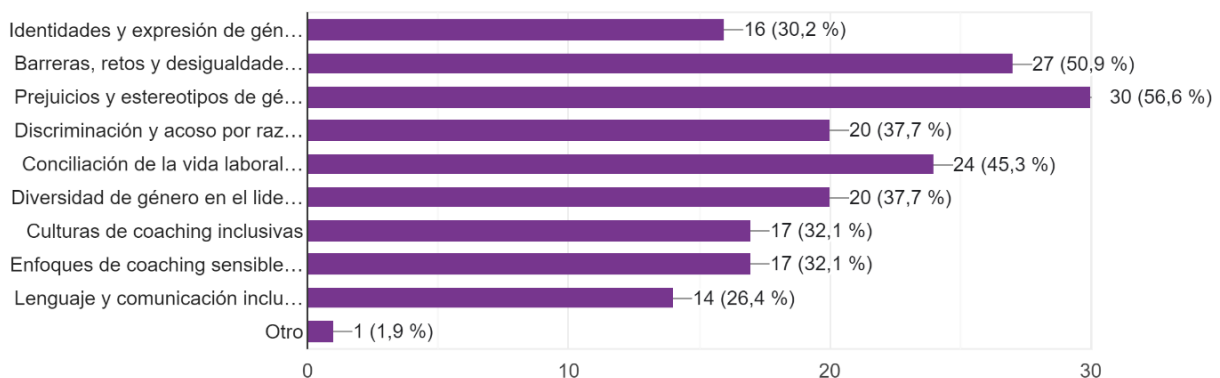
Work-life balance (45.3%) and gender-based discrimination and harassment (37.7%) were also identified as crucial topics, reflecting the importance of addressing practical and social challenges faced by coaches. The inclusion of gender diversity in leadership (37.7%) underscores the need for diverse representation and equitable opportunities within leadership roles in coaching.

Other significant topics included inclusive coaching cultures and gender-sensitive coaching approaches, each noted by 32.1% of respondents, and inclusive language and communication, cited by 26.4%. These findings suggest a broad consensus on the importance of creating an inclusive and supportive environment through education and training.

The identification of these topics highlights the need for comprehensive and multifaceted training programs that address various aspects of gender equality. By incorporating these topics into coaching courses, educational institutions and sports organizations can better equip coaches to foster inclusivity, challenge stereotypes, and promote gender equality within the coaching profession.

18. ¿Qué temas específicos relacionados con el género cree que deberían incluirse en los cursos y planes de formación de entrenadoras/es? (son posibles múltiples respuestas)

53 respuestas



3.6 Brainstorming section (general comments & selected answers)

The concluding part of the survey involved a brainstorming exercise where participants were prompted to complete the following sentences with their immediate thoughts

- Women in coaching/female coaches _____
- Gender equality in coaching _____

The main points from the responses are summarized below, incorporating some direct quotes for clarity and context.

A) The responses provide various perspectives on women coaches, reflecting their roles, challenges, and societal perceptions:

- Numerical representation: Responses highlight that there are relatively few women coaches compared to men.
- Equality and validation: Many responses affirm that women coaches are equally valid and capable as their male counterparts.
- Detail-oriented and professional: It is noted that women coaches are detail-oriented and professional in their planning and training methods.
- Empowerment and leadership: Women coaches are seen as empowered leaders who are increasingly visible and necessary in their respective fields.
- Career opportunities: There is a consensus that women coaches deserve more opportunities and visibility across all levels of sports.
- Recognition and empathy: Some responses emphasize that women coaches bring emotional intelligence and empathy to coaching roles.
- Challenges and perceptions: It is recognized that women coaches face challenges, including societal stereotypes and limited opportunities.
- Advocacy and transmission: Women coaches are viewed as advocates and transmitters of values in sports, capable of leading high-level professional teams.
- Call for support: There is a call to promote women coaches more actively, starting from grassroots levels to ensure equal representation in sports.
- Unique strengths: Women coaches are acknowledged for their efficiency and essential contributions, despite facing barriers to their full participation.

The following key points about women coaches emerge from the responses:

- Under-representation: Women coaches are acknowledged for their minority status in coaching roles compared to men.
- Equal capabilities: It is widely agreed that women coaches possess equal capabilities and leadership qualities as men.
- Opportunities and visibility: There is a strong sentiment that women coaches need more opportunities and visibility across various sports levels.
- Challenges and barriers: Some responses highlight the challenges women coaches face, including societal perceptions and limited career opportunities.
- Advocacy and empowerment: Women coaches are seen as advocates for gender equality in sports and as role models for future generations.
- Unique contributions: It is recognized that women coaches bring unique strengths such as empathy and emotional intelligence to coaching roles.
- Need for promotion: There is a call for promoting women coaches actively to achieve gender equality in sports coaching.
- Professionalism and leadership: Women coaches are acknowledged for their professionalism and leadership roles within their sectors.
- Future aspirations: The responses reflect a desire for women coaches to have equal opportunities and be recognized on par with their male counterparts.

Here are some indicative quotes from the responses:

- *"Women coaches are just as capable and professional as men in coaching roles."*
- *"There's a need for more opportunities and recognition for women coaches across all levels of sports."*
- *"Women coaches bring emotional intelligence and empathy, which are crucial in coaching."*
- *"Society needs to promote women coaches more actively to achieve gender equality in sports."*
- *"Women coaches are just as qualified and specialized as men in coaching."*
- *"There's a need to promote and recognize women coaches for their achievements."*
- *"Women coaches bring innovative perspectives and leadership in sports coaching."*
- *"Society needs to break stereotypes and provide equal opportunities for women coaches."*

B) Respondents emphasize the following key points regarding gender equality in coaching:

- **Essential inclusion:** Gender equality in coaching is seen as crucial for inclusivity and diversity in sports.
- **Educational focus:** There's a strong call for more training and education on gender equality in coaching.
- **Progressive advancement:** It's viewed as a progressive step forward in the sports industry.
- **Psychological support:** Greater awareness and support are needed to address gender equality issues.
- **Barrier-free environment:** Coaching should be free from gender barriers, emphasizing its importance in current societal contexts.
- **Educational impact:** It plays a vital role in educating and fostering societal change.
- **Inclusive practices:** Advocacy for gender-neutral coaching practices to enhance inclusivity.
- **Normalization and leadership:** Gender equality initiatives are opportunities for leadership and normalizing equality in coaching.
- **Academic integration:** Suggestions include integrating gender equality topics into sports science education.
- **Language and communication:** There's a need for inclusive language that resonates with both genders in coaching contexts.
- **Challenges and realities:** Acknowledgment of challenges such as limited job opportunities and gaining respect in coaching roles.

Here are some indicative quotes:

- *"Gender equality in coaching is crucial for inclusivity and diversity."*
- *"More education and training are essential for advancing gender equality."*
- *"Breaking barriers and promoting equal opportunities are key in coaching."*
- *"Inclusive language is critical for achieving genuine gender equality".*

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:

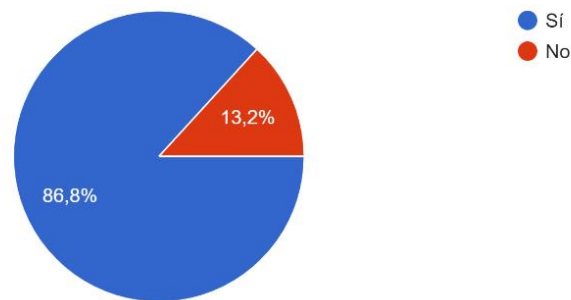
- *"It is important to address gender equality in all aspects, especially in education."*
- *"When the media treat female athletes the same as male athletes in terms of news coverage (often in sports events, a man is talked about for his results, but a woman is talked about for her appearance or partner), we will take a step towards gender equality."*
- *"If you are a woman, you are lucky if you get to coach girls in your club or in lower categories. But if girls and boys do not have female role models in training and leadership, they will not see it as normal and healthy for the club president or head coach to be a woman when there is a man available or applying for the position. We are still associated with reproductive work and caregiving as priorities and with fragility that could affect us in crucial moments in competition."*
- *"Sadly, the ability to lead and manage is still presumed for men, while women have to prove it, overcoming difficulties for the first opportunity and family reconciliation for continuity."*
- *"Hiring should be based on merit, knowledge, and management, not gender. If someone is qualified for a position, they should get it whether they are a man or a woman."*
- *"Modules or subjects on this topic should be included in vocational training and university degrees."*
- *"At the amateur development level, it is much more difficult for women to advance and identify with projects due to social prejudices that insist they follow a different path. Family reconciliation is key, as is giving opportunities before proving oneself because many women have not seen themselves in certain positions until they were given the opportunity. This may not be in their thoughts. Everything must be approached without imposition, naturally and with reasoning based on the results and contributions they make towards equality".*

3.7.2 The impact of the SheCOACH online survey to participants

Most respondents (86.8%) indicated that the survey helped them reflect and broaden their perspective on gender equality in coaching and training. This suggests that the survey was effective in raising awareness and encouraging thoughtful consideration of gender equality issues among participants. Conversely, a smaller portion (13.2%) felt that the survey did not have this impact on their perspective.

21. ¿Le ha servido esta encuesta para "reflexionar" y ampliar su punto de vista sobre la igualdad de género en el entrenamiento/formación?

53 respuestas



These findings highlight the importance and effectiveness of such surveys in promoting reflection and discussion about gender equality in the coaching profession, demonstrating their value as tools for education and awareness.

4. Interview Results

4.1 Presentation of the participants

All participants in the SheCOACH interviews across implementing countries signed consent forms, which included provisions ensuring that all findings would be anonymized, and participants would not be identifiable in any subsequent reports or publications.

Of the five experts interviewed in Spain, three were men and two were women. They collectively bring extensive experience within the Spanish Basketball Federations across various roles and levels. One participant, a professional player and current delegate of the U-18 women's team in the Spanish Basketball Federation (FEB), emphasized the importance of promoting equitable opportunities for both men and women in basketball, from grassroots training to professional arenas.

Additionally, four out of the five participants have coaching experience, with two of them also contributing as educators at different educational levels—whether in schools, academic programs, or within their respective Basketball Federations.

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

Most respondents recognize the importance of gender equality in basketball, albeit with varying levels of familiarity with the concept. Participant 1 and Participant 2 emphasize the critical need for equitable opportunities, with Participant 1 specifically highlighting their pivotal role in promoting these opportunities within the FEB. Meanwhile, Participant 2 advocates for balanced representation in coaching roles, noting observed differences between men's and women's basketball.

Participant 3 interprets gender equality as ensuring equal conditions for both genders, emphasizing its significant impact on player development. This perspective aligns with Participant 4's extensive coaching experience across male and female teams, despite not explicitly discussing gender equality initiatives.

Participant 5, primarily focused on teaching and coaching, implicitly supports gender equality through involvement with female teams and contributions to federations.

Collectively, the respondents underscore the importance of gender equality in basketball, demonstrating varying levels of direct engagement in related initiatives. This diversity highlights their shared recognition of gender equality's critical role within the sport.

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

The responses highlight a consensus on the importance of merit-based evaluation in the formation and selection of coaches, emphasizing a commitment to transcend gender biases. Participant 1 emphasizes the assessment of coaches based on skills and capabilities, advocating for equity in basketball across all levels. Similarly, Participant 2 echoes these sentiments, addressing the challenges faced by female coaches and advocating for equal opportunities from grassroots to professional levels.

Participant 3 underscores the need for a balanced and gender-sensitive training process to raise awareness and create opportunities within the women's sector. This perspective is complemented by Participant 4's extensive experience in organizing training courses, although specific mention of gender-focused initiatives is absent.

Participant 5, with roles in both education and coaching, reinforces the importance of equitable training and selection processes in developing competent coaches irrespective of gender.

Collectively, the respondents advocate for a meritocratic approach to coach formation and selection, emphasizing the creation of inclusive opportunities for both men and women

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 Spain and beyond

The participants' responses highlight diverse perspectives on gender equality plans and policies within basketball and related federations. Participant 1 underscores the presence and significance of gender equality plans within the Spanish Basketball Federation (FEB) and regional federations, emphasizing ongoing efforts to enhance collaboration and raise awareness. Their proactive stance reflects a commitment to advancing gender equality through structured initiatives. In contrast, Participant 3 acknowledges the existence of gender equality plans within their federation but admits to limited personal awareness of the specifics. This gap suggests a need for improved communication and implementation strategies to bridge policy existence with practical understanding and engagement.

Meanwhile, Participants 2, 4, and 5 do not explicitly reference gender equality plans in their responses, indicating a potential area for increased focus and dissemination within their respective roles and organizations. Their perspectives highlight opportunities for enhancing awareness and integrating gender equality principles into broader organizational strategies. Collectively, these responses underscore the importance of comprehensive communication and robust implementation of gender equality plans across federations. While some demonstrate proactive engagement, others suggest room for improvement in ensuring broader awareness and effective implementation of gender equality initiatives within the sport.

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

There is a varied awareness and engagement with gender equality plans and policies among the respondents. Participant 1 highlights the existence and importance of such plans within the FEB and regional federations, noting ongoing efforts to enhance collaboration and awareness. In contrast, Participant 3 assumes the presence of gender equality plans within his federation, albeit with limited personal awareness of their specifics, suggesting a gap between policy existence and implementation or communication within the organization. On the other hand, Participant 2, Participant 4, and Participant 5 do not explicitly mention gender equality plans in their responses, indicating a potential area for increased focus and dissemination within their respective roles and organizations.

Overall, the responses collectively suggest that while gender equality plans may exist within federations, there is a need for better communication and implementation to ensure broader awareness and engagement among stakeholders.

4.4 Challenges and barriers

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

The respondents provide diverse perspectives on personal experiences and barriers related to gender equality in basketball. Participant 1 reports not experiencing any uncomfortable situations related to gender equality in his club or other levels, reflecting a potentially supportive environment. In contrast, Participant 2 observes significant challenges for female coaches, noting the greater barriers they face compared to their male counterparts. This highlights the ongoing issues of gender bias and inequality in career advancement. Meanwhile, Participant 3 does not report encountering significant barriers personally but acknowledges a general perception that may favour male coaches, aligning with broader observations of structural and cultural biases within the sport.

Conversely, Participant 4 and Participant 5 do not provide specific insights into personal experiences or barriers related to gender equality, suggesting a need for further exploration of their perspectives. Overall, the responses indicate a mix of supportive environments and persistent barriers, underscoring the complex dynamics of gender equality in basketball coaching and administration.

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

The respondents provide varying perspectives on their involvement in gender equality initiatives within basketball, Participant 1 actively participates in various initiatives and programs within the FEB aimed at promoting gender equality, underscoring their importance for the sport's advancement.

In contrast, Participant 2, Participant 3, Participant 4, and Participant 5 do not explicitly mention their engagement in gender equality programs or initiatives in their responses. This indicates differing levels of awareness or involvement within their respective roles and organizations.

Overall, the responses collectively highlight the presence of active engagement by some individuals like Participant 1 in promoting gender equality. However, there is a clear opportunity for broader participation and increased awareness of gender equality initiatives across all levels of the sport.

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 Spain

The respondents unanimously agree on the positive impact of gender equality on player development within basketball:

- Participant 1 emphasizes the importance of equitable opportunities for both male and female players, highlighting that such an environment fosters optimal growth and achievement for all athletes.
- Participant 2 builds on this by pointing out that providing equal resources and support helps bridge the skill gap between female and male players, ensuring parity in skill development.
- Participant 3 adds that gender equality in coaching and training contributes significantly to the balanced development of players, ensuring consistent quality guidance and opportunities regardless of gender.
- Participant 4, drawing from extensive coaching experience, underscores that principles of equality and fairness are fundamental in creating a supportive environment conducive to the growth of all players.
- Participant 5, reflecting on teaching and coaching roles, highlights that gender equality in sports education plays a crucial role in challenging stereotypes and encouraging both male and female students to pursue their basketball interests and talents.

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

Most respondents across various roles in basketball highlight a growing awareness among players, both male and female, regarding the importance of gender equality:

- Participant 1 and Participant 2 both emphasize that players appreciate initiatives promoting gender equity, acknowledging the benefits of creating a fair and inclusive environment within the sport. Participant 2 specifically notes the vocal advocacy among female players for equal opportunities and resources, reflecting a shared recognition of the evolving demands for gender equality in sports.
- Participant 3 underscores the influence of coaching experiences and organizational culture on players' perceptions, emphasizing the pivotal role of leadership in shaping

attitudes towards gender equality. This aligns with observations made by Participant 4 and Participant 5, who highlight the positive impact of gender equality education through awareness programs and inclusive policies. They collectively note that these initiatives contribute significantly to fostering an egalitarian mindset among young athletes.

Overall, the respondents collectively indicate a marked increase in players' awareness of gender equality issues in basketball, underscoring a shared commitment to promoting fairness and inclusion within the sport through various educational and organizational efforts.

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

Participant 1 identifies structural issues such as the underrepresentation of women in leadership positions and the necessity for more comprehensive policies to support female athletes and coaches. This resonates with Participant 4, who emphasizes the importance of addressing systemic inequalities such as pay gaps and resource allocation to achieve gender parity.

Participant 2 points out cultural and societal stereotypes that undermine women's roles in sports, noting how these biases translate into fewer opportunities and support for female coaches and players. This observation aligns with Participant 3's emphasis on the need for sustained efforts to change perceptions and attitudes towards gender roles in basketball, highlighting internalized prejudices as significant barriers.

Participant 5 contributes by highlighting the challenge of balancing family responsibilities with professional commitments, particularly for female coaches. This reflects broader societal expectations and constraints faced by women in sports and leadership roles.

Collectively, the respondents agree that addressing these challenges requires a multifaceted approach. This includes implementing policy reforms to support gender equality, conducting awareness programs to challenge stereotypes, and fostering cultural shifts within basketball and broader society to promote inclusivity and equal opportunities for all genders

4.6 Future plans and further involvement

4.6.1 Expression of interest for further involvement in the SheCOACH initiative

The respondents present a variety of strategies aimed at advancing gender equality in basketball:

Participant 1 advocates for comprehensive policies ensuring equal opportunities and resources for male and female athletes and coaches. They stress the importance of continuous monitoring and evaluation to assess policy effectiveness over time. Meanwhile Participant 2 underscores the significance of mentorship and support networks tailored specifically for female coaches. This strategy aims to bridge existing gaps and provide role models for aspiring women in coaching roles, similar to Participant 5, who suggests creating more opportunities for female coaches to gain visibility and experience.

On the other hand, Participant 3 recommends targeted training programs and workshops to raise awareness among coaches about gender equality issues, aligning with Participant 4's emphasis on integrating gender equality modules into coaching certification programs. Both strategies focus on equipping coaches with skills to promote gender parity within basketball.

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

Participant 1 advocates for comprehensive policies ensuring equal opportunities and resources for male and female athletes and coaches. They stress the importance of continuous monitoring and evaluation to assess policy effectiveness over time.

Participant 2 underscores the significance of mentorship and support networks tailored specifically for female coaches. This strategy aims to bridge existing gaps and provide role models for aspiring women in coaching roles, similar to Participant 5, who suggests creating more opportunities for female coaches to gain visibility and experience. Participant N 3 recommends targeted training programs and workshops to raise awareness among coaches about gender equality issues, aligning with Participant 4 emphasis on integrating gender equality modules into coaching certification programs. Both strategies focus on equipping coaches with skills to promote gender parity within basketball.

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

The respondents provide a range of effective practices that have successfully promoted gender equality in basketball:

The respondents offer a range of recommendations drawn from their experiences to shape future gender equality programs in basketball:

- Participant 1 advocates for the development of enforceable policies that mandate equal opportunities and resources across genders. He stresses the importance of regular assessments to track progress and identify areas needing improvement, ensuring accountability and effectiveness.
- Participant 2 proposes expanding mentorship and support networks specifically tailored for female coaches. By fostering guidance and encouragement, these networks aim to facilitate career advancement and inspire others through shared best practices and success stories.
- Participant 3 emphasizes integrating gender equality education into coaching certification programs at all levels. This initiative aims to equip coaches with the necessary skills to nurture an inclusive environment while challenging societal stereotypes through targeted awareness campaigns.
- Participant 4 underscores the value of collaboration among federations, clubs, and educational institutions to develop robust gender equality programs. Joint initiatives, including comprehensive training and support mechanisms, are essential in fostering an environment that benefits both male and female athletes and coaches alike.
- Participant 5 recommends increasing funding and resources dedicated to gender equality initiatives. This support is crucial in ensuring the sustainability and impact of programs designed to elevate female coaches through enhanced visibility, internships etc.

4.7. Brainstorming section (general comments and selected answers)

According to the answers given:

- **Female Coaches:** One of the participants summarized the discussion on women coaches as "The Future." Two of them mentioned Ana Montañana and Becky Hammon as examples of successful women coaches. One participant highlighted the need for *"promoting more women coaching roles at both professional and club levels"*, while another participant added, *"They should be trained the same way male coaches are trained"*.
- **Male coaches:** Two participants mentioned male coaches such as Paco García and Lucas Fernández as examples. Three participants focused on the topic of equality: one mentioned the "lack of equality," another clarified "equal to women coaches," and the third stated that both male and female coaches should have the same opportunities.
- **Gender equality in coaching:** Regarding gender equality in coaching, one participant described it as "necessary." Another called it "a challenge." One participant mentioned "the struggle against prejudices." Another observed that *"gender equality is increasingly being promoted nowadays"*. Finally, one participant noted that there is *"little equality overall, except for the importance we choose to give it individually"*.
- **The first thing my association/federation/club should do to promote gender equality in coaching is:** one participant suggested introducing a specific project or including a course in the curriculum that addresses this topic. Another recommended creating a gender equality committee. One participant mentioned funding coaching courses for female coaches. Another emphasized increasing media coverage and raising awareness within the clubs that form the federation. Finally, one participant suggested investigating the needs related to gender equality.

5. Final conclusions and suggestions at national level

The SheCOACH National Report for Spain, delivered by University of Murcia in collaboration with the Federación de Baloncesto de Castilla La Mancha, has presented the results of:

a) the SheCOACH **online survey** for Spain (April – June 2024), which collected 53 responses from professionals in basketball clubs, mainly coaches (39 individuals/73.6%), professionals from basketball sport clubs (25 respondents/47.2%), professionals from national or regional basketball associations/federations (14 respondents/26.4%), and other related stakeholders (14 individuals/26.4%), and

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

A review of the data indicates that several conclusions can be drawn regarding gender equality in coaching in Spain, 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 Spain is medium-high. Basketball coaching in Spain is "dominated". This may be due to the promotion that has been done in recent years by the different Spanish institutions and organisations. 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 level of familiarity with gender equality is divided both in the questionnaire and in the interviews, with a high percentage of participants being very or extremely familiar with the concept (43.7%), and the rest being only somewhat or not at all familiar (7.5%). Despite these results seven out of ten indicated that they have not participated in any courses or seminars on gender equality.

The responses highlight a consensus on the importance of merit-based evaluation in the formation and selection of coaches, emphasizing a commitment to transcend gender biases. A high percentage of participants consider it very or extremely important to promote gender equality in coaching. The same importance they attach to integrating gender issues in the courses and training plans of coaches.

The experts' perspectives highlight opportunities for enhancing awareness and integrating gender equality principles into broader organisational strategies. Among the respondents, about half of

the participants believed that gender equality was promoted in their club, federation or organisation, while three out of four believed that it was promoted in their club, federation or organisation. These results show a lack of clarity of terminology and its development within coaching and institutions in Spain.

Finally, experts consider that they take for granted the existence of equality plans in sports federations and organisations, however, in the survey a high proportion did not know whether they exist or not. There is a clear lack of visibility of initiatives and plans that are developed in Spain around gender equality in general and in coaching.

Barriers and challenges:

Cultural or social norms largely perpetuated by patriarchy, e.g. traditional gender roles are seen as the primary barrier to gender equality in coaching in Spain (64.2%), followed by institutional bias, stereotyping and discrimination (e.g. lack of support, opportunities and resources, gender pay gap, under-representation of female coaches, etc.) with a 60.4%. The lack of understanding of the dynamics or concept of gender equality shows a 45.3% which also indicates that there is a lack of awareness of the existence of gender equality in sport and coaching in Spain due to the lack of perceived initiatives and institutional support.

The same barriers found in coaching in Spain were found in the integration of gender equality issues in courses or training programmes with 43.4% each. 64.2% have not encountered any specific obstacles in promoting gender equality in basketball coaching. Only 7.5% perceived challenges or barriers such as devaluing performance, effort and importance when representing the club or that women's basketball is considered inferior to men's basketball and people are relegated to second place.

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.

Setting clear objectives to promote diversity and inclusion in coaching was the main strategy highlighted by participants (47.2%), followed by developing a gender equality police and tackling prejudice and stereotypes both with 43.4%. In contrast, among the strategies with the lowest percentage were some important aspects such as promoting inclusive language (22.6%), carrying out research on the current situation (20.8%) and, above all, providing more resources and funding, which had the lowest percentage with 18.9%.

The strategies considered by the experts in the interviews focus on the promotion of equality by creating fair and inclusive environments within sport and equal opportunities and resources. The need to address a change in organisational culture in the perception of players and coaches by promoting women's leadership is also considered. The implementation of awareness programmes and inclusive policies is another important aspect to consider.

The main gender-specific issues that survey respondents consider should be included in training plans and courses are those related to prejudice and stereotypes (56.6%), systemic barriers, challenges and inequalities (50.9%) and work-life balance (45.3%). Leadership and discrimination and harassment are other relevant topics that generate controversy among respondents when it comes to their training.

The SheCOACH recommendations

While there is a strong recognition of the importance of gender equality in coaching in Spain, 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:

Awareness raising, promotion and recognition: it is important to highlight the work and efforts of women in the media in order to create role models that help to position women in society, sport and coaching in basketball and other sporting disciplines. The successes of women's teams and coaches should be put on the same level as men's teams and coaches.

Women's leadership and empowerment: women's development and growth must be promoted by breaking down barriers and stereotypes that women are less qualified and should play secondary roles. Selection processes for decision-making positions must be carried out with objective and common criteria for both genders. Visibilising women in leadership positions will help to further empower women by setting the role model for future generations.

Practical measures, educational resources and support: it is important to eliminate existing prejudices and stereotypes so that women believe in equality and allow them to better develop and grow at the level of sports coaching. To this end, it is necessary to advocate for global policies that guarantee equal opportunities and resources for male and female athletes and coaches. Creating mentoring and support networks for female coaches can serve to better position them. Supporting women in coaching with resources for their participation in programmes and courses will enable further growth in the number of women in coaching.

In brief:

Gender stereotypes and societal norms continue to hinder the progress of female coaches in Spain, 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.

6. References

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