

Gender
Equality
in Coaching



D3.3

Evaluation Report of Capacity Building Programme Piloting

Work Package 3

Task 3.2

Lead partner:

University of Murcia

in collaboration with

Hub for Innovation Policy



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Abstract	<p>This document –D3.3 Evaluation Report of Capacity Building Programme Piloting– has been developed as part of WP3 of the SheCOACH project and provides an overview of the evaluation of the SheCOACH Capacity Building Programme piloting that was implemented in Cyprus, Greece, Italy and Spain from February until April 2025.</p>

The report first provides a brief overview of the SheCOACH project and its online capacity-building programme, which includes four courses. It then outlines the recruitment process, the pilot testing of the eLearning platform, the results of both the pre- and post-assessment questionnaires, data insights from the platform, and final conclusions.

The online Capacity Building Programme was piloted in the four abovementioned countries with the aim of developing gender mainstreaming skills among staff members of the project partners, as well as other coach education providers and sport professionals. **This objective was successfully achieved, with 83 participants completing all stages of the pilot programme**, of whom 20 were from Cyprus, 21 from Greece, 22 from Italy and 20 from Spain. In terms of gender, 35 were men and 48 women. The majority age group was from 25 to 44 years old.

Participants from all countries expressed **a high level of satisfaction with the SheCOACH Capacity Building Programme**, confirming the value and relevance of all four courses. Participants generally expressed high satisfaction with the training programme, praising its design, structure, and content.

Regarding the results of **user satisfaction** with the training platform, the following average values are summarized for the following items (1= the lowest, 5=the highest): well-structured lay out & easy navigation 4.55, design of activities 4.51, length of educational material 4.51, quality of training material 4.55, structure of the platform 4.54, design of the platform 4.57, registration and login process 4.78.

Regarding the **quality of the educational content**, the average evaluation scores provided by participants (on a scale from 1 = lowest to 5 = highest) were as follows: 4.59 for Course 1, 4.42 for Course 2, 4.52 for Course 3, and 4.43 for Course 4. The overall average rating across all courses and participants was 4.61. By country, the average scores were 4.38 in Greece, 4.70 in Spain, 4.59 in Italy, and 4.80 in Cyprus.

With regard to user satisfaction concerning the **effectiveness and impact of the educational platform**, the average scores for each evaluation item were as follows (1= the lowest, 5=the highest): increased self-esteem and confidence – 4.66; satisfaction with the knowledge and skills obtained – 4.61; meeting course expectations – 4.61; teaching methodology – 4.49; course duration – 4.46; and time taken to complete the course – 4.47.

Regarding the **feelings about including gender equality in basketball coaching programmes** (1=lowest, 5=highest), the mean scores for each of the items were: being open to exploring the impact of gender equality 4.70, finding it an inspiring and engaging topic 4.71, feeling confident about integrating gender equality into daily practice 4.47, having many relevant sources, educational tools and materials 4.31, having the appropriate knowledge and skills to do so 4.34.

Based on the results of the pilot testing, corrections, necessary adjustments and improvements to the design and content of the modules have already been implemented to improve the effectiveness and usability of the eLearning platform, which will remain open and available to all interested parties until the end of the project (and 5 years thereafter).

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1. Brief overview of the SheCOACH project

1.1 Implementation period and consortium

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

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

Project coordinator:

- 1) CYPRUS BASKETBALL FEDERATION (CBF), Cyprus (basketball.org.cy)

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) FEDERACIÓN 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) HUB FOR INNOVATION POLICY S.R.L (HIP), Romania (hubinno.eu).

1.2 Project aim and objectives

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

SheCOACH's objectives are as follows:

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

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

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

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

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

The primary target groups of the SheCOACH project are:

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

Additionally, the project targets: other sports governing bodies at all levels; international basketball -and other sports- federations; sports clubs/academies/schools; networks of sports associations, stakeholders, education providers at EU/international level; PE students & researchers in relevant fields, and the general public.


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

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

2. The SheCOACH curriculum

2.1 Capacity building programme overview

Table 1: SheCOACH Capacity Building Programme at a glance

 <p>Location</p>	<p>https://shecoach-platform.eu (SheCOACH e-learning platform) Also accessible via https://shecoach.eu (SheCOACH website)</p>
 <p>Languages</p>	<p>English, Greek, Italian, Spanish</p>
 <p>Tuition fee</p>	<p>Free (with free registration on the e-learning platform)</p>
 <p>Target audience</p>	<p>Coaching education providers & professionals from: a) National, regional or international basketball –and other sports– federations, b) Coaches’ associations and federations, c) Other providers of sports education such as universities, vocational training, private schools, etc., d) Sport clubs, academies and schools Local, regional and national sport -and education- policy-makers Trainers of trainers, coaches, physical education teachers Physical education students.</p> <p>Note: The course is open to all and designed for anyone passionate about coaching, sports leadership and gender equality, regardless of background or experience.</p>
 <p>Learning method</p>	<p>Online study Self-paced learning</p>
 <p>Content</p>	<p>Course 1. Legislation on gender equality in sport Course 2. Women in leadership positions in sport Course 3. The power of inclusive language in sports environments Course 4. Gender based discrimination and sexual harassment in sport</p>
 <p>Learning objective & outcomes</p>	<p>Gender equality in sport is both a legal and an ethical imperative, and expertise in this area is highly valued as sport & coaching education providers and sport organisations move from a compliance-based approach to a transformational one to achieve gender inclusive environments. Sports organisations and clubs recognise that team performance improves when gender equality is understood and practised.</p>

The SheCOACH programme aims to provide participants with the knowledge, skills and competencies to apply, promote and support gender equality in sport education and coaching practice.

Upon completing the programme's courses, participants will be able to:

- Identify gender equality frameworks at international, European and national levels that promote gender equality in sport.
- Recognise and address barriers to women's participation in coaching, fostering diverse leadership.
- Use inclusive language and communication to empower female coaches and athletes.
- Prevent and address gender-based discrimination, ensuring safe environments for women and minors in sports.
- Achieve a broad understanding of gender mainstreaming and how gender inequality can be perpetuated through biased curricula, while identifying steps for conducting a curriculum gender audit.
- Implement strategies to promote gender equality in sport education, coaching practice and leadership.



Start & end date

Release date: February 2025. The training programme will remain available online 5 years after the project's end.



Duration

Approximately 4 - 5 hours per course.
Total duration of approximately 20 hours.



Useful info

After registering, participants are invited to enroll in the course(s) of their choice and may complete any or all of the four available courses in any order.

To monitor their progress throughout each course, participants are instructed to click the "Mark as Complete" button located in the upper right corner of each unit. This function enables participants to easily resume the course from where they previously left off during subsequent sessions.

Each course homepage includes the following sections:

- Course Info: Provides an overview and key information about the course.
- Reviews: Displays feedback and evaluations from participants who have successfully completed the course.
- Q&A (Questions and Answers): Provides a space for participants to ask questions and engage in discussions. It complements the e-learning platform's forum.
- Resources: Contains an indicative lesson plan, particularly useful for coaching education providers, two activities related to the course content, and references and a bibliography for further reading for each course.



Certificate

Successful completion of each course's final quiz with a score of 70% or higher leads to certification.

Participants who successfully complete all four courses will be awarded the full certification of the SheCOACH Capacity Building Programme.

The SheCOACH certificate will state that the learning outcomes align with the European Qualifications Framework (EQF) Level 5.



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2.2 Courses overview

Course 1. Legislation on gender equality in sport

Responsible organizations: UNIVERSIDAD DE MURCIA & FEDERACION DE BALONCESTO DE CASTILLA LA MANCHA

Description & overall objective: The first SheCOACH course focuses on analysing the legislative framework and initiatives that promote gender equality in sport, with a specific emphasis on basketball. It covers key concepts, international declarations, International Olympic Committee's (IOC) policies, European and national legislation, and gender equality initiatives in basketball.

Contents & specific learning objectives:

1.1. Glossary of key terms and concepts: To provide coaching education providers with a solid terminological base and a comprehensive understanding of key concepts related to gender equality in sport, enabling them to effectively integrate and apply these concepts in their training programmes and discussions on gender equality in sport.

1.2 Introduction to International Declarations on Women and Sport: To equip coaching education professionals with the knowledge to analyse and integrate the key international declarations and commitments that provide guidelines and principles for promoting gender equality in sport, and to enable them to apply these frameworks effectively within their coaching programmes and initiatives.

1.3 International Olympic Committee's (IOC) legislation promoting gender equality: To enable sport education providers to better understand the IOC's policies and regulations aimed at ensuring equal participation of women and men in the Olympic Games and other international sporting events, and to promote equal opportunities for female coaches and officials in their training and development programmes.

1.4 European and/or National legislation on gender equality in sports: To equip coaching education providers and sports professionals with the ability to analyse and apply European Union and national legislation, aimed at eliminating gender discrimination in sport and promoting equal participation, and to enable them to integrate this legal framework into their coaching programmes.

1.5 Initiatives for gender equality in basketball To enable coaching education providers to identify, evaluate and apply successful programmes, policies and practices aimed at promoting gender equality in basketball, and to enhance their ability to implement and advocate for effective gender equality initiatives within their own education and coaching environments.

Course 2. Women in leadership positions in sport

Responsible organizations: SPORT COACHING EUROPE & EUROPEAN NETWORK OF SPORT EDUCATION

Description & overall objective: The second SheCOACH course examines gender dynamics in sport, focusing on overcoming barriers and strategies to increase women's representation in leadership and coaching roles. It explores gender theories, obstacles and challenges such as bias, stereotypes and work-life balance, the impact of diverse leadership and practical strategies for managing these challenges and promoting women's leadership in sport.

Contents & specific learning objectives:

2.1 Gender theories and dynamics in sport: To equip coaching education and qualification providers with a solid theoretical background in gender theories and their application in analysing gender dynamics in sport, enabling them to better address and integrate these concepts in their coaching courses, practices and discussions on gender representation and participation.

2.2 Barriers and challenges to women's advancement in sports coaching : To enable coaching education professionals to identify and critically examine the biases, stereotypes and patriarchal structures that limit women's advancement in coaching and sport leadership roles, and to equip them with the tools to address these barriers within their own coaching environments, educational institutions and sport organisations.

2.3 Impact and importance of diverse leadership in sports: To provide coaching education and qualification professionals with the knowledge and skills to assess and advocate for diversity in coaching positions, highlighting how the inclusion of women and underrepresented groups drives innovation, promotes fairness and strengthens decision-making, team dynamics and the overall effectiveness of sports teams.

2.4 Co-responsibility, motherhood and work-life balance: To equip coaching education providers with the knowledge to identify and address the challenges faced by women in sport, particularly coaches, in relation to motherhood and work-life balance, and to explore co-responsibility policies and practices that can enhance their continued participation and progress in sport.

2.5 Strategies and tools to increase the representation and advancement of women in coaching: To equip coaching education and qualification providers with practical resources and strategies to strengthen the representation and career progression of women in coaching and sport leadership roles.

Course 3. The power of inclusive language in sports environments

Responsible organizations: CYPRUS BASKETBALL FEDERATION & L'ORMA

Description & overall objective: The third SheCOACH course focuses on the importance of inclusive language in sports environments to promote gender equality, respect and empowerment. It covers soft skills for coaches, definitions and examples of inclusive language, its impact on the development of both coaches and athletes, and strategies for promoting inclusive communication in sport settings.

Contents & specific learning objectives:

3.1 Soft skills for trainers and coaches to promote inclusivity: To provide coaching education providers with effective tools and techniques for developing soft skills such as empathy, communication and leadership in their trainees (coaches), enabling them to create inclusive and respectful team environments that build team cohesion, promote mutual respect and support positive interactions between team members.

3.2 Understanding and applying inclusive and non-sexist language in sport: To provide coaching education professionals with a clear understanding of inclusive and non-sexist language, practical examples and strategies for identifying and eliminating discriminatory language, thereby enhancing the ability of their trainees (coaches) to promote a respectful and safe sporting environment and improve communication with athletes and colleagues.

3.3 The role of inclusive language in empowering female athletes and coaches: To offer coaching education providers insights into how the use of inclusive language can positively impact the psychological wellbeing of both athletes and coaches, fostering improvements in their sense of self-worth, personal development, confidence and leadership skills, ultimately empowering them both on and off the field.

3.4 Strategies, tools and techniques for inclusive language in sports communication and media: To equip coaching education professionals with feasible strategies and resources to promote the adoption of gender equitable and inclusive language in all forms of sport communication, from everyday interactions to media coverage, ensuring more respectful and equitable representation for female coaches in the world of sport.

3.5 Self-reflection, role-play scenarios and exercises: To offer dynamic, hands-on activities that enable educators & trainers, coaches, administrators and officials to refine their use of language, thereby promoting a culture of equality, respect, and inclusion, especially for women, at all levels of sport.

Course 4. Gender based discrimination and sexual harassment in sport

Responsible organizations: SYMPLEXIS & GREEK BASKETBALL COACHES ASSOCIATION

Description & overall objective: The fourth SheCOACH course aims to address and mitigate gender-based discrimination and sexual harassment in sport by promoting safe, equitable and inclusive environments for all, with a particular focus on the protection of women and minors. Participants will gain the knowledge and skills to identify, understand and respond effectively to gender-based discrimination and violence, ensuring a culture of respect and safety in sports settings.

Contents & specific learning objectives:

4.1 Understanding inequalities and gender-based discrimination in sport: To equip coaching education providers with the knowledge and tools to identify and analyse the various forms of gender discrimination in sport, and to understand how these inequalities affect athletes and teams, as a first step towards strategies that promote fairness and inclusivity in their coaching education programmes.

4.2 Definition of gender-based violence: To provide coaching educators with a thorough understanding of gender-based violence in sport, through clear definitions and relevant examples, so that they can guide their trainees (coaches) in effectively recognising such violence in their sporting environment.

4.3 Consequences on individuals and teams: To enable coaching education providers to understand and analyse the physical, psychological, and social consequences of gender-based violence on female coaches and athletes, and to recognize how these impacts affect team dynamics and performance.

4.4 Recognizing and addressing gender-based discrimination and violence in sport: To equip coaching education providers with the skills and strategies necessary to help their trainees (coaches) to effectively recognise, address and prevent gender-based discrimination and violence in basketball, including the implementation of intervention protocols and support resources for survivors.

4.5 Protecting children and women in sport: legal and ethical responsibilities: To provide coaching education professionals with a thorough understanding of the legal and ethical responsibilities of coaches in protecting children and women in sport, and the critical importance of developing practical strategies and policies to ensure a safe sport environment for all.

3. Recruitment process and participation statistics

3.1 Call for expressions of interest from participants

In early February 2025, a call for expressions of interest was published on the project's social media. All involved partners in Cyprus, Greece, Italy, and Spain also adapted and published it, either in English or in their respective national languages, to inform their own networks and invite people to register online via a dedicated Google Form.



Join She COACH

E-LEARNING PLATFORM PILOT!

We are looking for **20 participants from each country (Cyprus, Greece, Italy, Spain)** to test the SheCOACH online training platform. Your feedback will help us refine the courses before the official launch!

WHO CAN PARTICIPATE?

- Coaching education providers, professionals from sports federations, coaches' associations, universities, sports clubs, policymakers, trainers, PE teachers, and students -anyone passionate about coaching, sports leadership, and gender equality.
- To be a tester, you should have a good understanding of English and be available to spend approximately 4-5 hours testing at least one course.

WHAT DO YOU NEED TO DO?

- Register online by February 25
- Receive guidelines by early March
- Complete an initial questionnaire
- Sign up on the platform (currently under construction)
- Test at least one course at your own time and pace within one month
- Review the interactive course content and complete the quizzes
- Submit the final evaluation questionnaire

AVAILABLE MODULES

1. Legislation on Gender Equality in Sport
2. Women in Leadership Positions in Sport
3. The Power of Inclusive Language in Sports Environments
4. Gender-Based Discrimination and Sexual Harassment in Sport

Sign up by February 25!
All participants will receive a certificate!

PILOTING PERIOD:
MARCH – APRIL 2025



TO FIND OUT MORE, CLICK ON THE **LINK** AND CONTACT
THE PROJECT PARTNER IN YOUR COUNTRY!



Image 1. Call for expression of interest (EN version)

3.2 Number of pre-registration participants

A total of **198 people** participated in the pre-registration, of which 91 were men and 107 were women. Regarding the distribution by country, it is observed that there was a total of 25 people from Cyprus, 80 people from Greece, 27 from Italy and 66 from Spain (Figure 1).

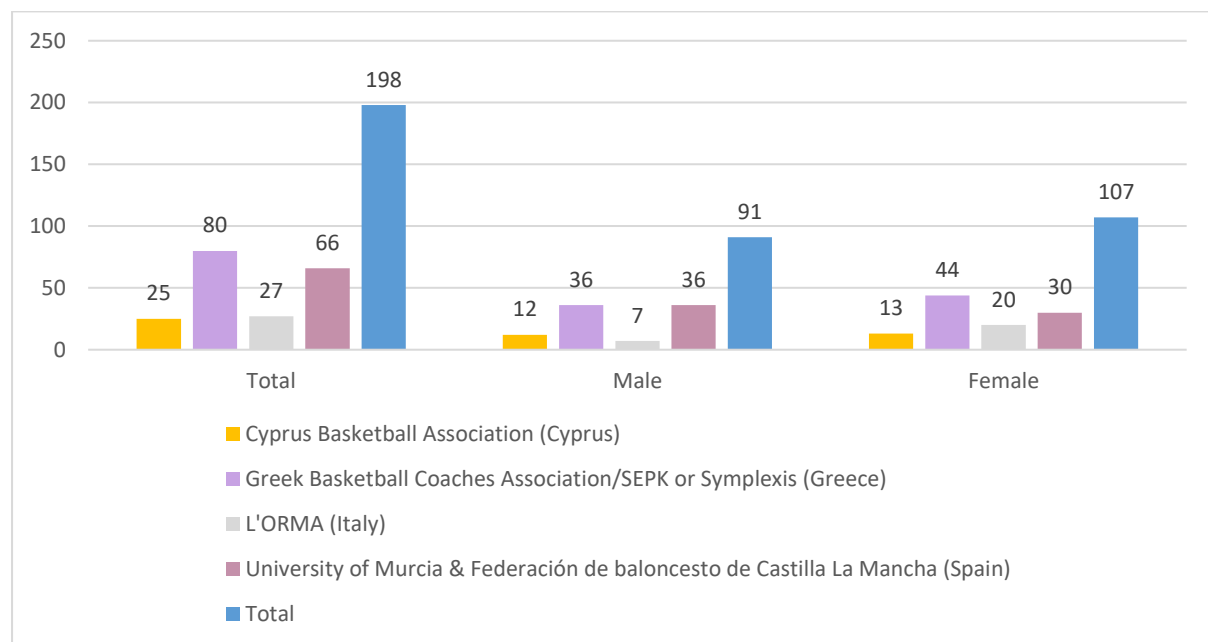


Figure 1. Participants' registration in recruitment

3.3 Pre-registration participants by role/profession

Regarding the distribution of pre-registration participants according to their role or profession (Figure 2), 48 people were doctoral students, 14 people were researchers or project managers, 7 people were professionals from associations, federations or sports clubs that are not of basketball, 30 people were professionals from educational institutions, 33 people were professionals from basketball clubs, 21 people were professionals from a coaches associations and 16 people were professionals from a Basketball Federation, while 29 chose "other" (e.g. psychologists, IT professionals, EU project managers or people who combined more than one professions etc.).

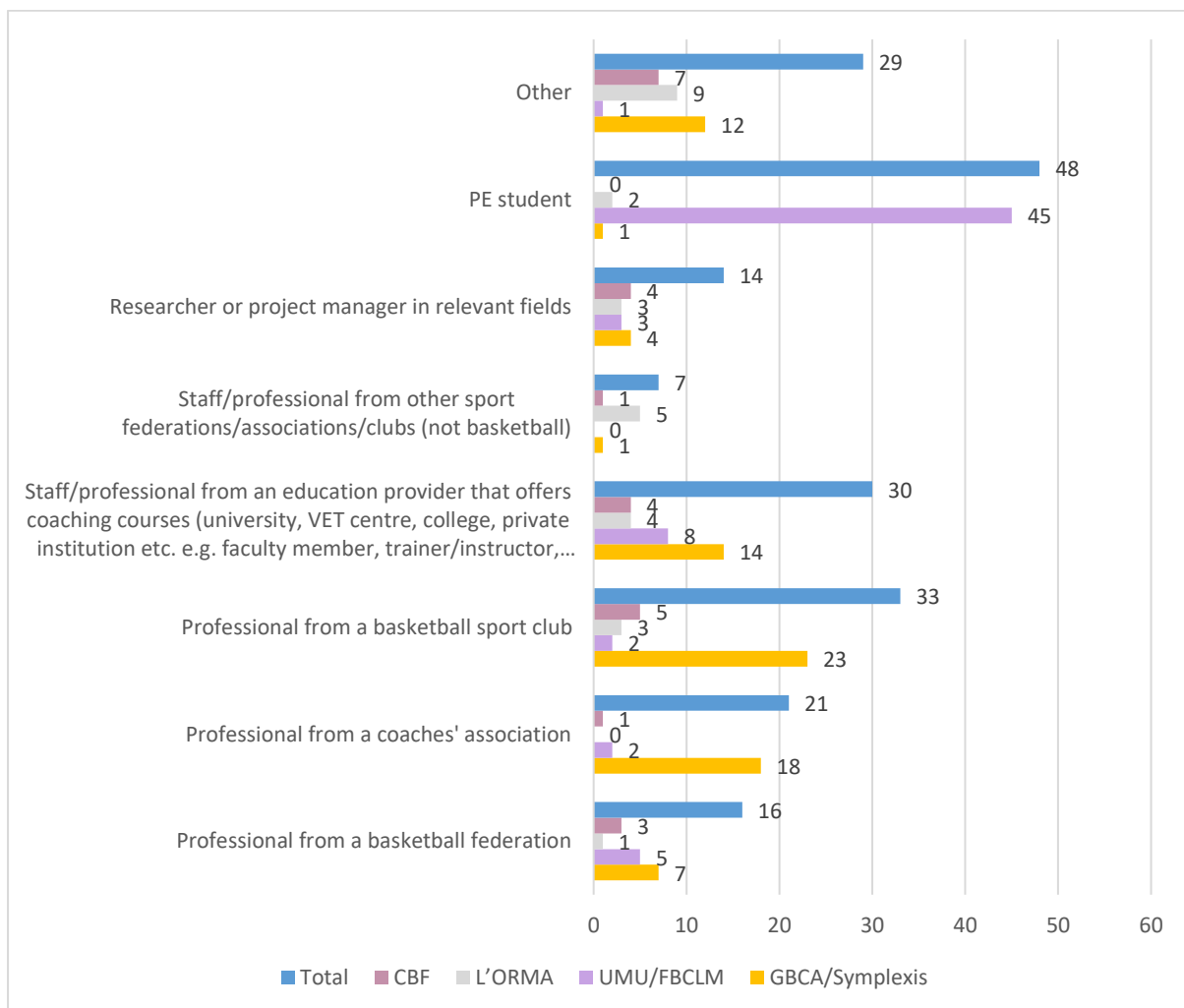


Figure 2. Role/profession of participants in pre-registration

3.3 Participants course interest by organisation

Multiple selection was allowed in order to explore participants' interest in enrolling in different courses. This selection was non-binding and served only to indicate potential preferences, with the aim of ensuring that there would be at least 20 different participants in each course, as it was foreseen in the project plan.

In this way, it has been observed that there were 80 people in total interested in Course 1, 96 people in Course 2, 103 people in Courses 3 and 113 people in Course 4.

4. Pilot testing implementation

The actual pilot testing of the eLearning platform was carried out simultaneously in Greece, Cyprus, Italy, and Spain, and run from March until April 20, 2025. The participating partners who mobilized their staff and networks included: Cyprus Basketball Federation (Cyprus), Greek Basketball Coaches Association & Symplexis (Greece), L' ORMA (Italy) and University of Murcia & Basketball Federation of Castilla-La Mancha (Spain).

People who had expressed their interest in participating (by the end of February) received a detailed email from the responsible partner(s) in their country, instructing them to follow the steps below:

- Create an account: Register for free on the SheCOACH platform at <https://shecoach-platform.eu> by filling in the required information. The platform is also accessible via the project's website: <https://shecoach.eu>.
- Fill in the initial questionnaire: Complete the pre-assessment questionnaire available on the "Courses" section of the e-learning platform.
- Enroll and enjoy flexible learning: Enroll and attend the courses of your choice at your own time and pace. Explore the interactive content and complete the online exercises and quizzes. Review the additional sources (lesson plan, activities for your class, sources).
- Complete the final evaluation: Submit the post evaluation questionnaire of the platform by April 17, 2025. An extension until April 25, 2025, was granted at a later stage.

Throughout the implementation period, two reminders were automatically sent via the eLearning platform to ensure that participants followed the necessary steps to successfully complete the pilot.

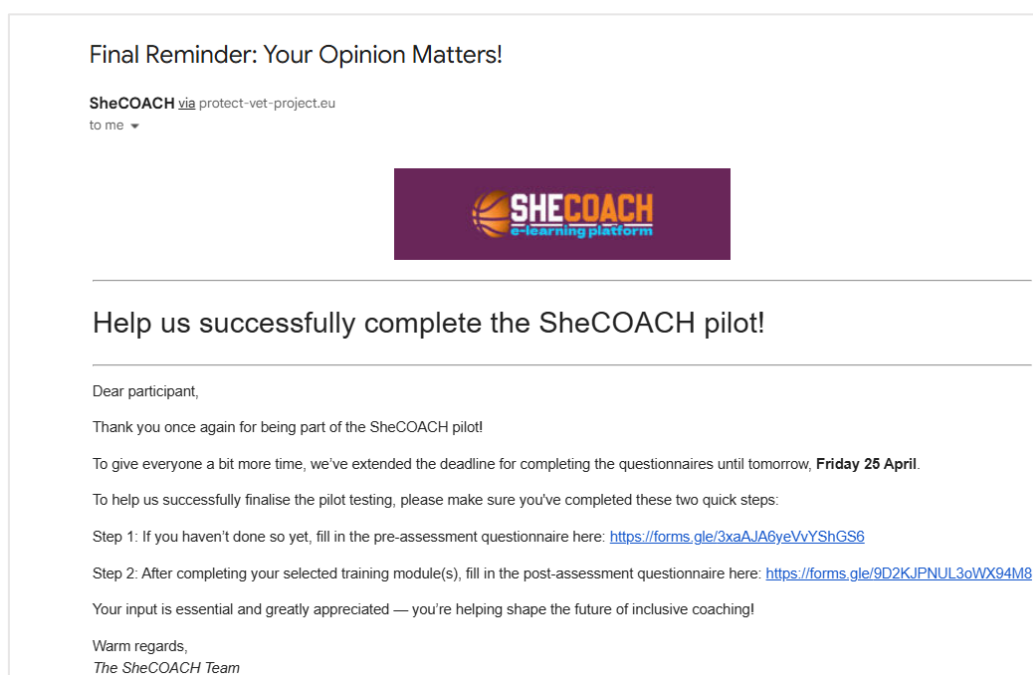


Image 2. Reminder message to registered participants

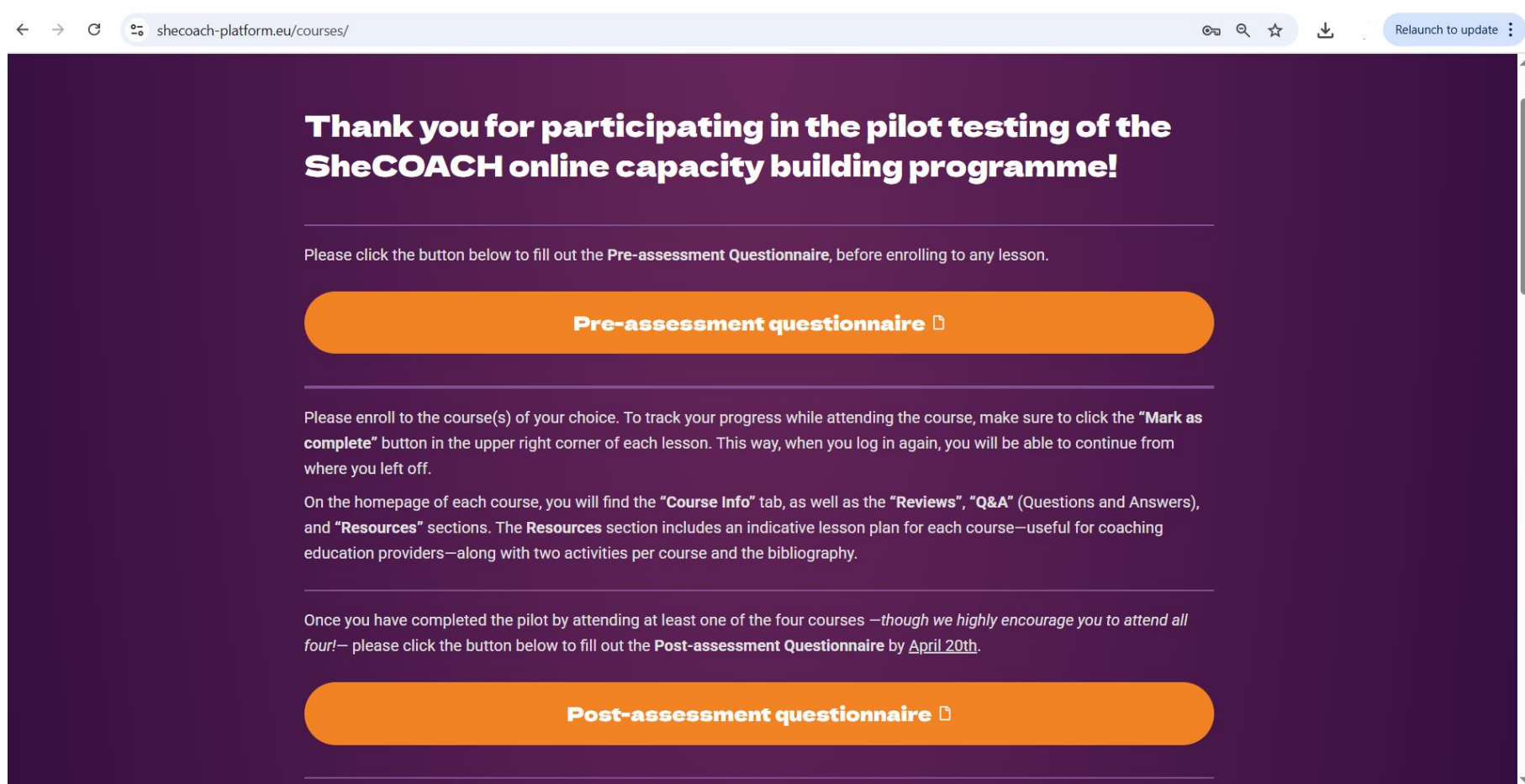


Image 3. Screenshot from the SheCOACH e-learning platform with instructions to the participants

5. Pre-assessment results

5.1 Participants' pre-assessment evaluation by gender and age

With regard to the pre-assessment, Figure 3 shows that this pre-assessment was carried out by **119 people**, of which 24 were from Cyprus, 45 were from Greece, 22 from Italy and 28 from Spain. When analysing this data by gender, it can be seen that the pre-assessment was carried out by **49 men** and **70 women**. Of the 49 men, 12 were from Cyprus, 19 from Greece, 6 from Italy and 12 from Spain. Of the 70 women, 12 were from Cyprus, 26 from Greece, 16 from Italy and 16 from Spain.

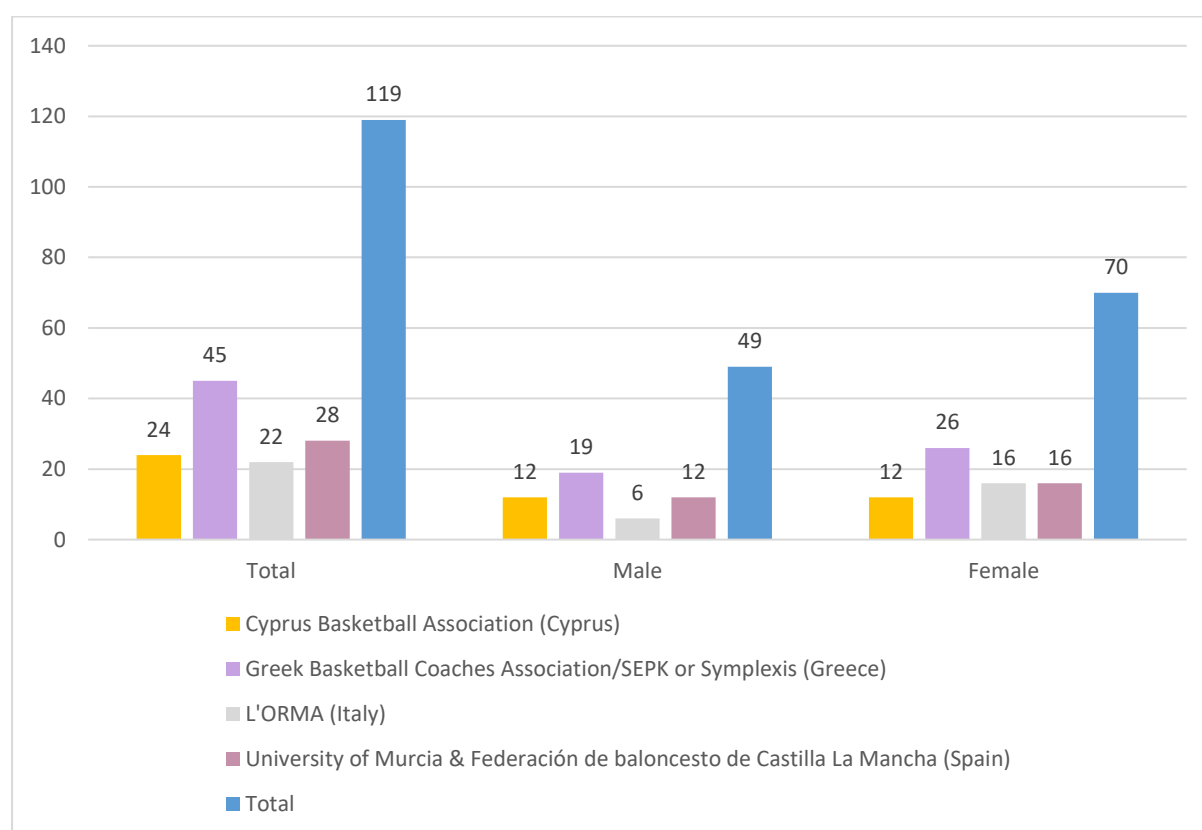


Figure 3. Participants in the pre-assessment evaluation by gender

Analysing the age of the participants in this pre-assessment we see that 14 participants were between 18 and 24 years old, 72 participants were in the age range between 25 and 42 years old, 32 participants were between 45 and 64 years old and only 1 participant was over 65 years old, therefore the majority age range was between 25 and 44 years old. In addition, in Figure 4 we can see the details of the age ranges in each of the countries in the project.

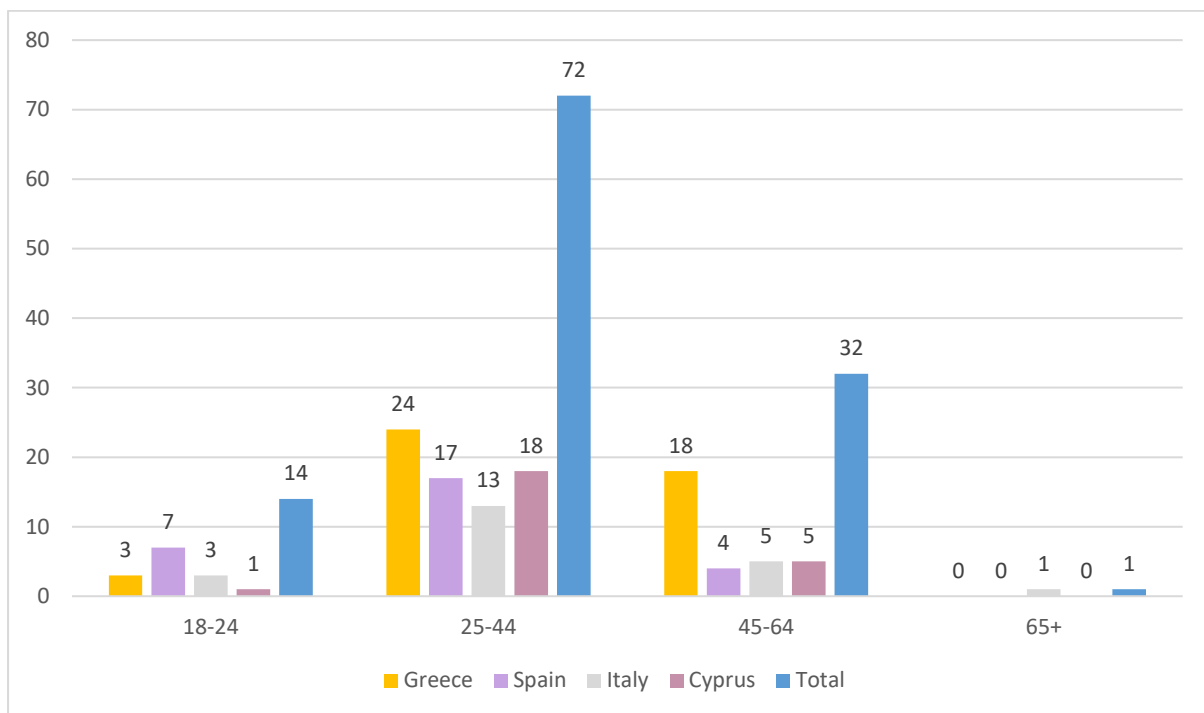


Figure 4. Age of participants from pre-assessment questionnaire of pilot evaluation

5.2 Role/position of participants from pre-assessment questionnaire of pilot evaluation

Figure 5 shows an analysis of the role and position of the participants in this pre-assessment questionnaire. We observe that the **majority were professionals (coaches) from basketball clubs with a total of 28**. The second largest group is that of staff/professional from other sport federation or association or club (NOT basketball) (n=24) and the third largest group is students and researchers in relevant fields (n = 23). We also had 16 people from educational centres that offer coaching courses, 11 professionals from basketball federations, 5 professionals from basketball associations, and 12 people with other roles or professions. Figure 5 also allows us to observe the details of roles and professions by country.

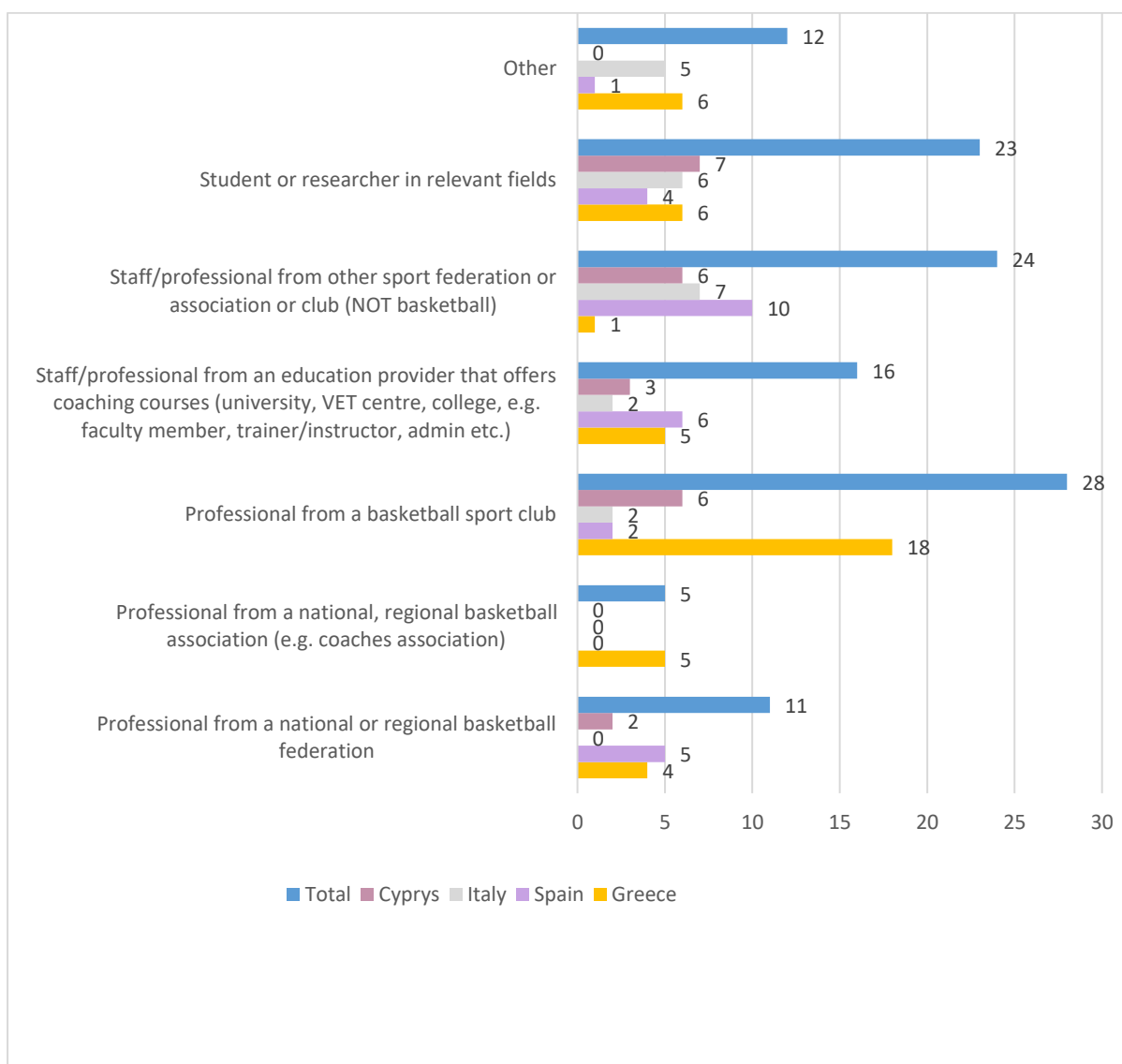


Figure 5. Role/position of participants from pre-assessment questionnaire of pilot evaluation.

5.3 Previous training receiving on gender equality in sport

Figure 6 describes the previous training on gender equality issues in sport. In Greece, there were 42 people who had not received previous training and only 3 who had received previous training in this area. In Spain, there were 18 people who had not received previous training and 10 who had. In Italy, the total of 22 people who responded had not received previous training in the area. Finally, in Cyprus, 22 people had not received previous training, and 2 people said they had.

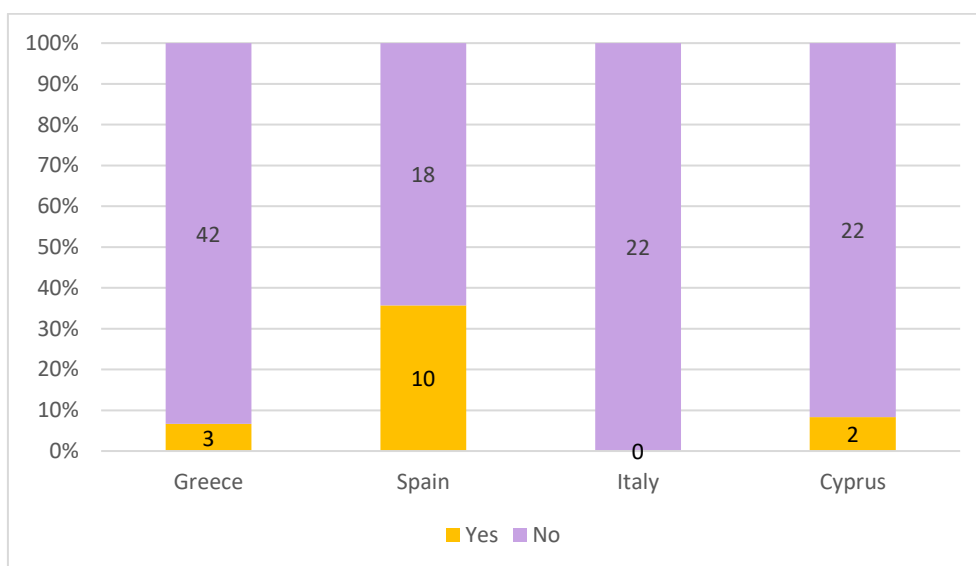


Figure 6. Previous training receiving on gender equality in sport

5.4 Key learning expectations related to gender equality, sport and coaching

5.4.1 Why are you attending this training programme?

Participants in this training programme demonstrate a strong intrinsic motivation towards gender equality education in sport. Their responses reflect a personal desire to deepen their knowledge and enhance their skills, extending beyond mere professional requirements. There is a clear tendency towards self-directed learning as a means for personal, professional, and ethical growth.

Expressions such as “I want to educate myself better” or “I want to learn more about equality” reflect an active disposition towards change and acquiring practical tools. This motivation also reveals a critical awareness of the current structural inequalities in sport, recognising that meaningful change demands informed and committed action.

In some cases, the motivation is linked to prior experiences or professional frustrations that have sparked the need for specialised training. Participation in the programme is viewed as a crucial opportunity to understand the dynamics of exclusion and inequality, and to act as a transformative agent with empathy and knowledge.

The interest lies not only in theoretical content but also in practical applications for addressing gender-related issues in sports environments. Overall, this group of participants displays a firm initial commitment, turning the training process into a key platform for the development of inclusive and conscious leadership.

5.4.2 How will the knowledge and skills you will acquire help you in your professional context?

The comments show that participants have a clear intention to apply their learning in professional settings, particularly within sports and education. Statements such as “I want to create a safe, inclusive environment” or “design more gender-appropriate activities” highlight the expected transformative impact of the training programme.

This suggests a broad understanding that gender equality is not a standalone subject, but a transversal principle to be integrated across professional practices. Many respondents see this knowledge as a way to improve the quality and inclusiveness of their actions, promoting equitable relationships and recognising diversity.

There is also sensitivity towards the exemplary role that coaches, educators, and sports managers play, and thus an ethical responsibility to act with gender awareness. The course is perceived not as an academic addition, but as an essential resource for driving positive and sustainable change. The learning is expected to initiate a shift in perspective and elevate awareness, ultimately strengthening more respectful and equitable practices within sports and educational institutions.

5.4.3 What difficulties might you face during the programme?

Responses regarding anticipated difficulties reveal considerable variety. While some participants express confidence in adapting to the course, others point out specific challenges such as time constraints, financial barriers, or conceptual complexities. This reflects varying levels of prior familiarity with gender topics and different personal or professional realities.

The most common difficulties relate to workload, schedule conflicts, or possible gaps in understanding if the course demands advanced conceptual engagement. Some anticipate emotional or ideological challenges, suggesting that the course may confront existing beliefs or provoke introspection. This is especially apparent in statements like “this might be an emotional journey” reflecting openness to change while highlighting the need for supportive, empathetic pedagogy.

Positively, several participants foresee no major difficulties and show eagerness to engage, indicating a favourable learning environment. Overall, these responses underscore the importance of addressing not only content, but also the material, emotional, and cognitive conditions of learners, ensuring truly inclusive and accessible education.

5.4.4 Which topics are you most interested in exploring during the course?

The topics of interest expressed align closely with participants' motivations and their intended professional applications. Common themes include gender equality, inclusive language, women's leadership, structural barriers in sport, and strategies to promote more equitable environments. Participants seek not only conceptual understanding but also actionable tools.

Interest in “inclusive language” reflects an awareness of how communication shapes reality, while themes such as “leadership” and “sports organisations” demonstrate a broader, structural focus. Many participants listed multiple interests, suggesting an intersectional perspective that

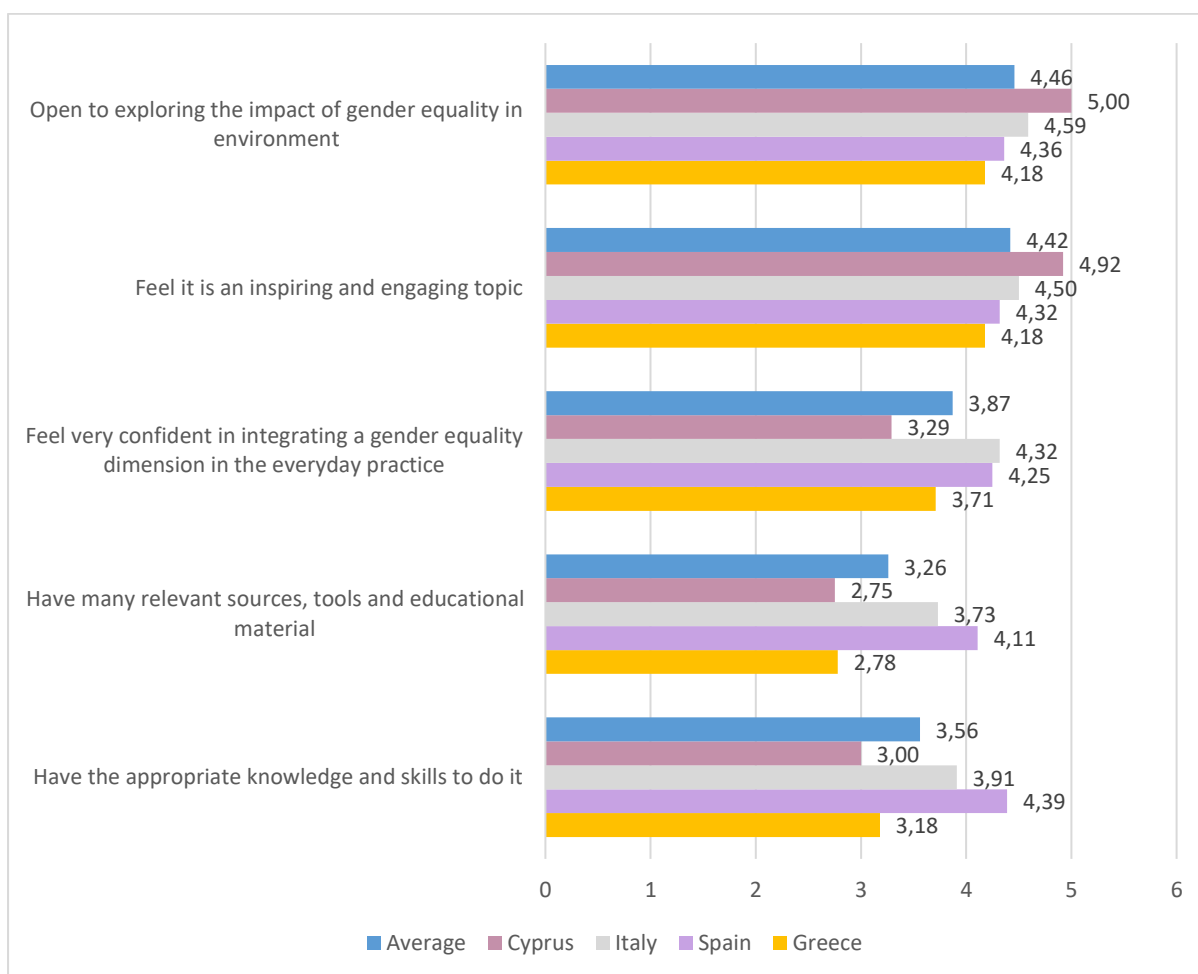


Figure 8. Currently feel about including gender equality in (basketball) coaching programs

6. Post-assessment results

6.1 Participants' post-assessment evaluation by gender and age

In Figure 9 we present the frequency of participants in the final evaluation. A total of **83 people participated**, of which 20 were from Cyprus, 21 from Greece, 22 from Italy and 20 from Spain. Based on gender, **35 were men** and **48 women**. Of the 35 men, 11 were from Cyprus, 6 from Greece, 7 from Italy and 11 from Spain. Of the 48 women, 9 were from Cyprus, 15 from Greece, 15 from Italy and 9 from Spain.

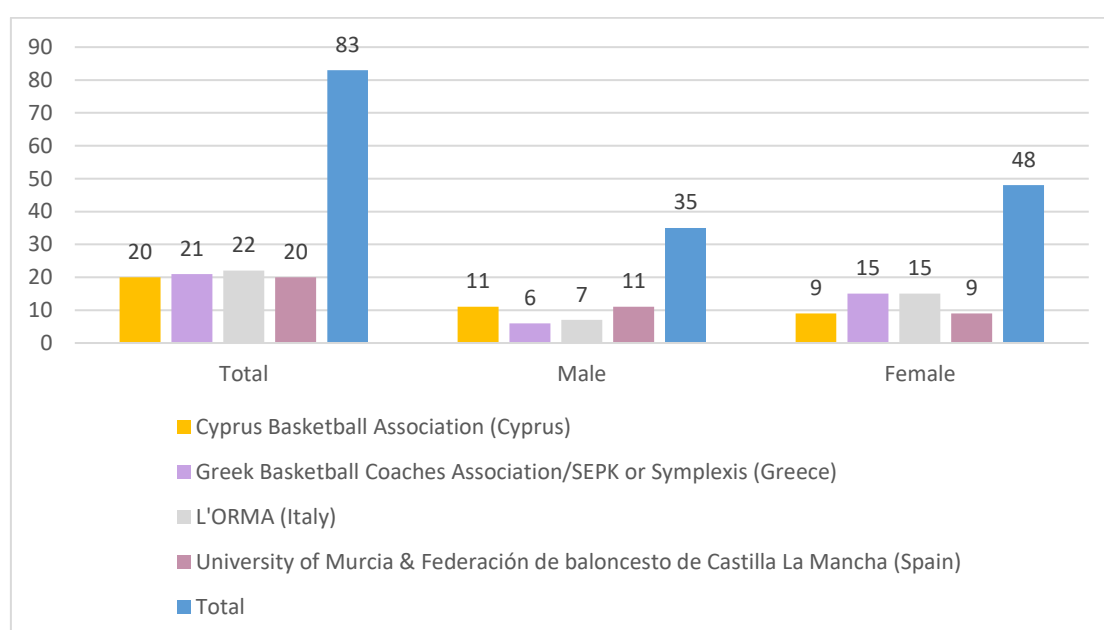


Figure 9. Participants' post-assessment questionnaire of pilot evaluation by gender

In relation to the age of the participants who completed the final evaluation, Figure 10 shows that there were 14 people from 18 to 24 years old, 47 people from 25 to 44 years old, and 22 people from 45 to 64 years old, therefore the **majority age group was from twenty-five to forty-four years old**.

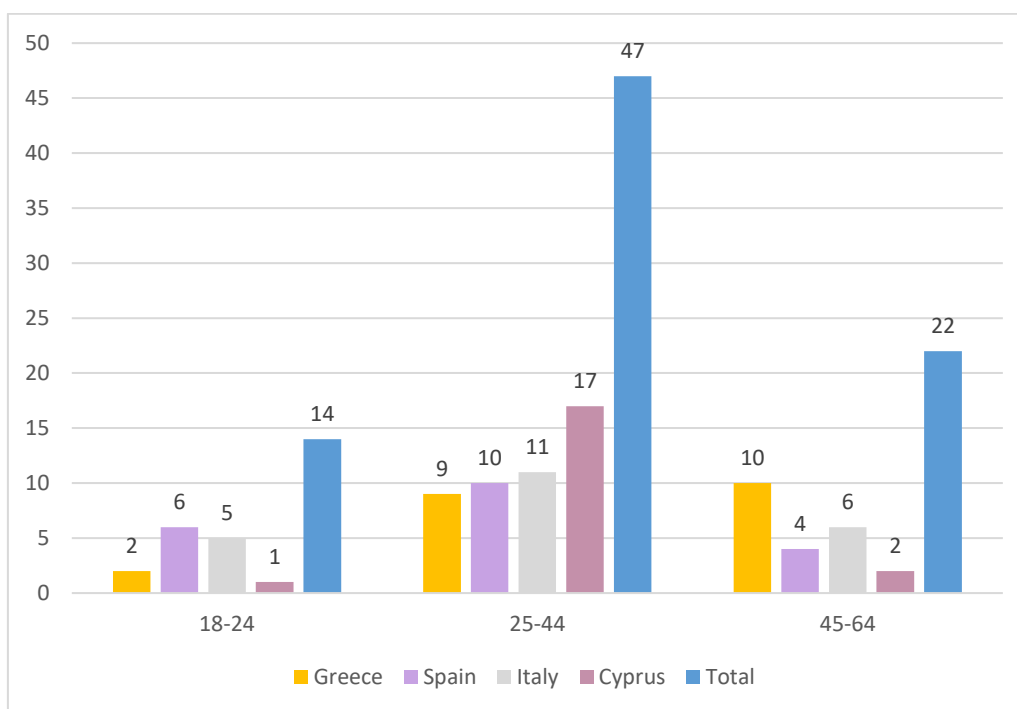


Figure 10. Age of participants from post-assessment questionnaire of pilot evaluation

6.2 Role/position of participants from post-assessment questionnaire of pilot evaluation

Figure 11 shows the position or role of the participants. We can observe that 21 people were PE students or researchers in relevant fields, 15 people were professionals from federations, clubs or sports associations that were not of basketball. Fourteen (14) people were professionals from educational centres, 17 were professionals from a basketball club, 5 people were professional from a Basketball Association and 6 people were professionals from basketball federations. In addition, 5 people mentioned “other” professions. The details by country can be seen in the aforementioned Figure.

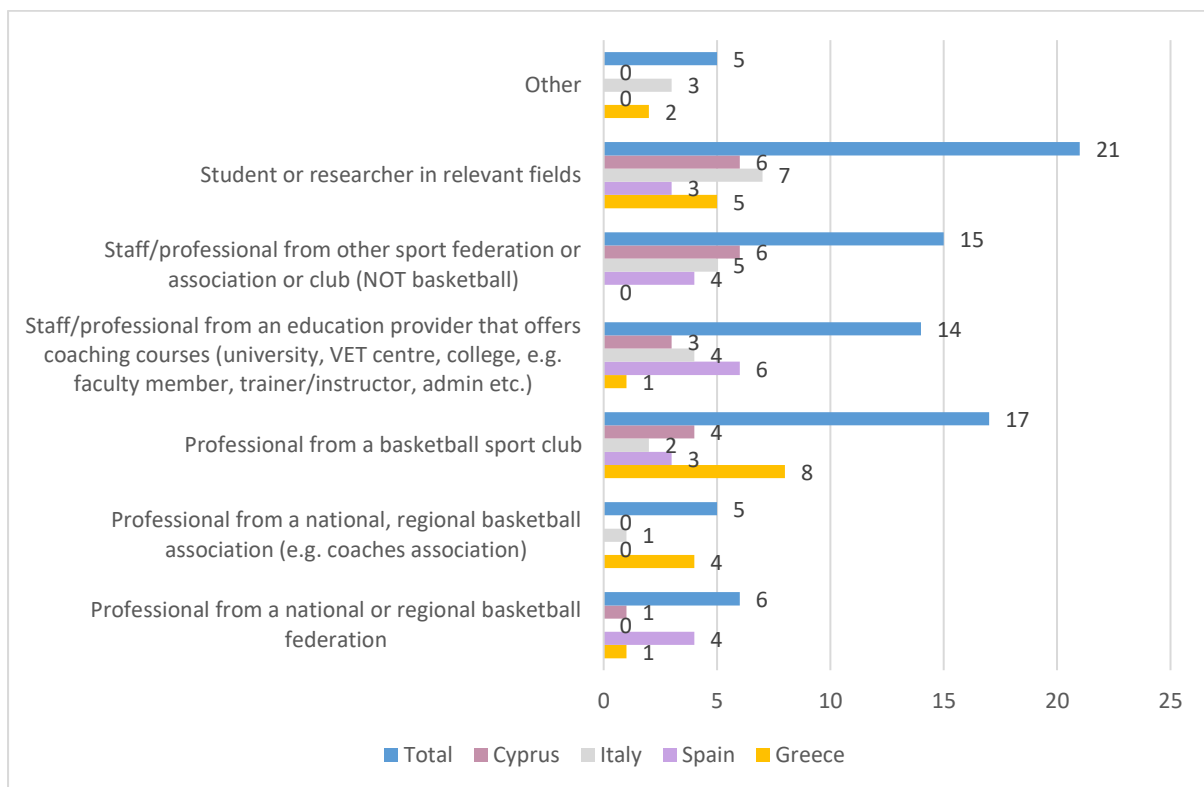


Figure 11. Role/position of participants based on the post-assessment questionnaire of the pilot evaluation.

6.3 e-Learning platform's functionality, usability and overall quality assessment

Regarding the results of user satisfaction with the educational platform, Figure 12 presents the average values for the following items (1= the lowest, 5=the highest):

- well-structured lay out and easy navigation 4.55,
- design of activities 4.51,
- length of educational material 4.51,
- quality of training material 4.59,
- structure of the platform 4.54,
- design of the platform 4.57,
- registration and login process 4.78.

The results by country are also presented in Figure 12.

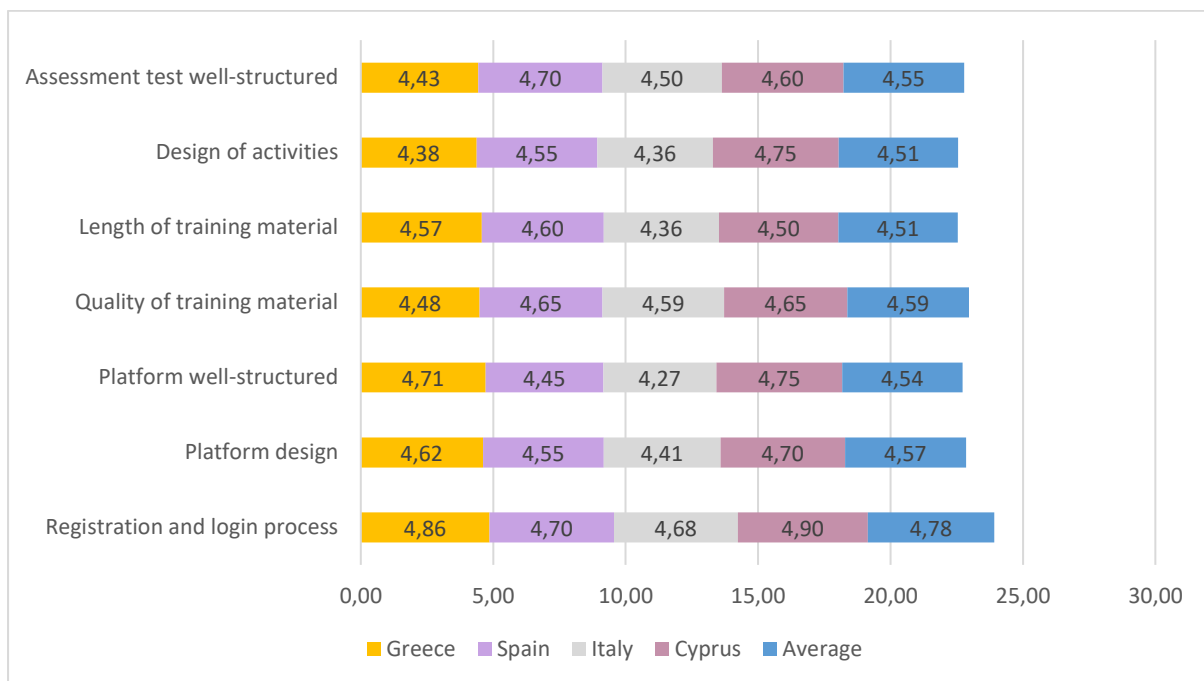


Figure 12. Results of e-Learning platform's functionality, usability and overall quality assessment.

6.4 Educational content's quality assessment

Regarding the quality of the educational content, the total average results obtained from the evaluation of the participants were the following (1= the lowest, 5=the highest): 4.59 in course 1, 4.42 in course 2, 4.52 in course 3, and 4.43 in course 4. As for the overall assessment, it was 4.61 taking into consideration the total sample; in Greece 4.38, in Spain 4.70, in Italy 4.59 and in Cyprus 4.80 (Figure 13).

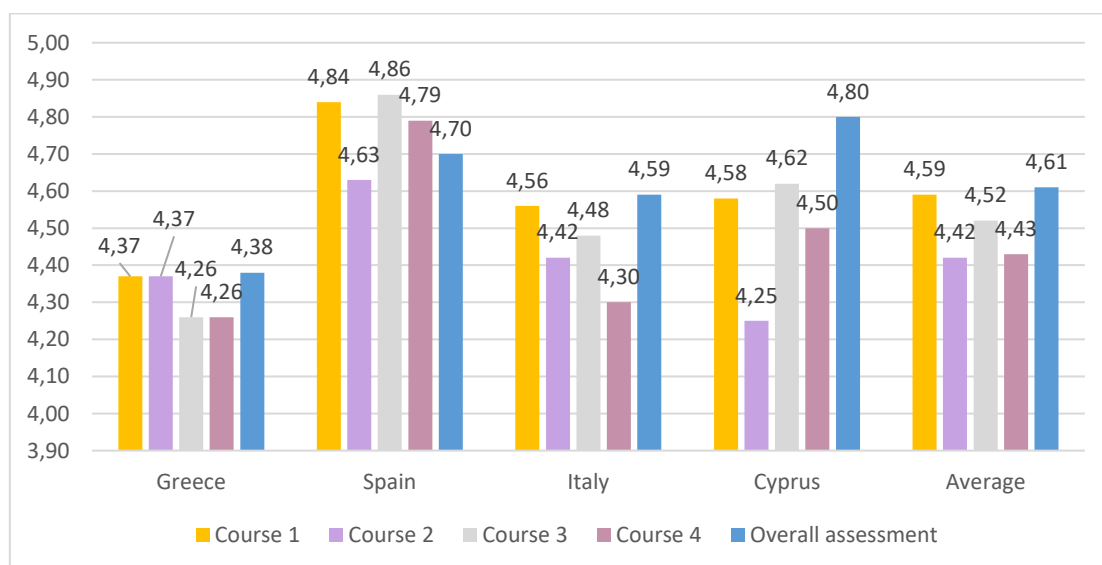


Figure 13. Educational content's quality assessment of the courses

6.5 e-Learning platform's effectiveness assessment

Figure 14 shows user satisfaction with the effectiveness of the evaluation of the educational platform. The average results for each item were as follows:

- Increased self-esteem and confidence 4.66,
- Satisfaction with the knowledge and skills obtained 4.61,
- Course expectations 4.61,
- Teaching methodology 4.49,
- Course(s)' duration 4.46,
- Time taken to complete the course time 4.47.

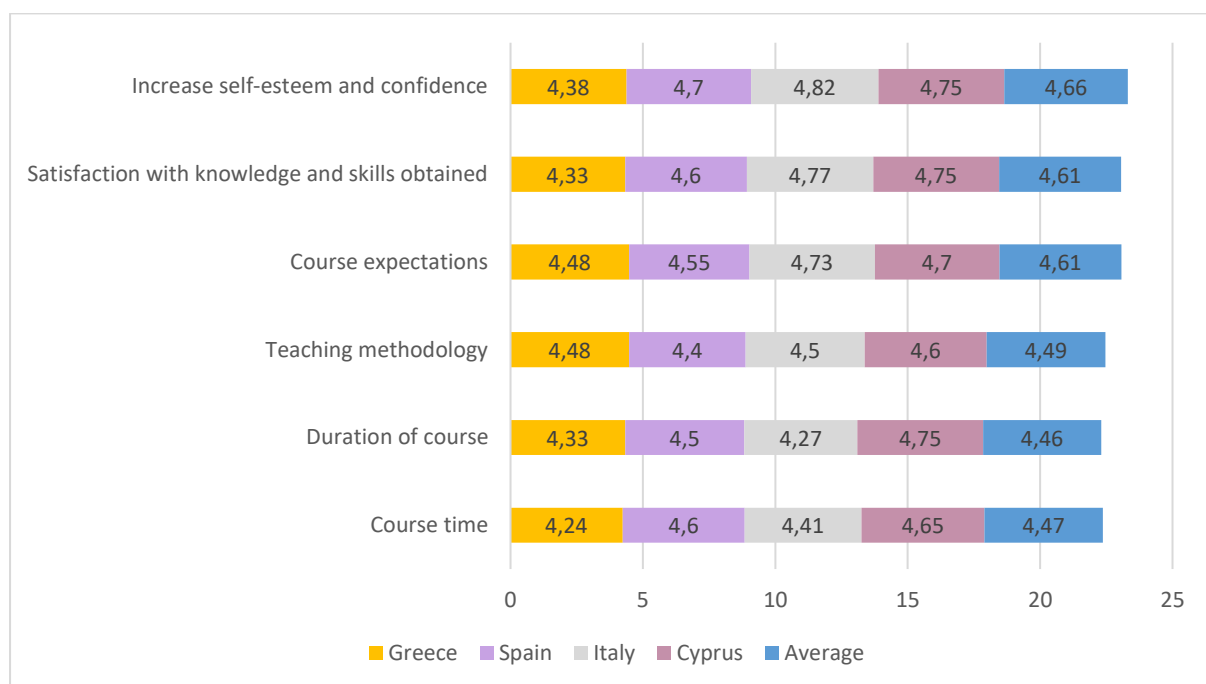


Figure 14. Results of e-Learning platform's effectiveness assessment

6.6 Overall comments

6.6.1 Positive aspects of the training course

The feedback gathered on the positive aspects of the training programme reveals a high level of satisfaction among participants. Comments frequently highlight the clarity and relevance of the content, the inclusive approach, and the safe environment that fostered open discussion.

Terms like “interactive”, “informative”, and “content of good quality” suggest that participants felt actively engaged and were satisfied by the learning experience. Many respondents also appreciated the diversity of perspectives introduced in the programme, which they considered essential for understanding gender-related issues in sports.

In addition, the structured flow of content and the practical applicability of the material were positively noted. Altogether, this positive feedback suggests that the Capacity Building Programme not only met its learning objectives but also succeeded in creating a motivating and inclusive learning context.



6.6.2 Aspects that could be improved in the e-platform or training material of courses

Furthermore, several comments have been made that suggest offering more interactive activities, more localized examples, and minor refinements to quizzes and course length. Overall, the feedback was very encouraging, with participants emphasising that the programme provided a valuable and engaging learning experience.

6.6.3 Errors, mistakes, or malfunctions identified

Feedback related to errors and malfunctions was relatively limited, indicating an overall smooth delivery of the training programme. Nonetheless, participants reported minor issues such as occasional typos in the web text or inconsistencies in terminology. Some pointed out technical difficulties in accessing materials or links that were not working properly. Other participants suggested better formatting of written resources for easier readability.

These observations, while not major, were important to ensure a polished and professional experience. Responsible partners have already addressed these technical and editorial aspects to enhance the quality and reliability of the training programme. Participants' willingness to highlight these points demonstrated their investment in the success of the SheCOACH project and their commitment to its continuous improvement.

6.7 Feeling about including gender equality in (basketball) coaching programs

Figure 16 presents the feeling about including gender equality in basketball coaching programs (1=the lowest, 5=the highest).

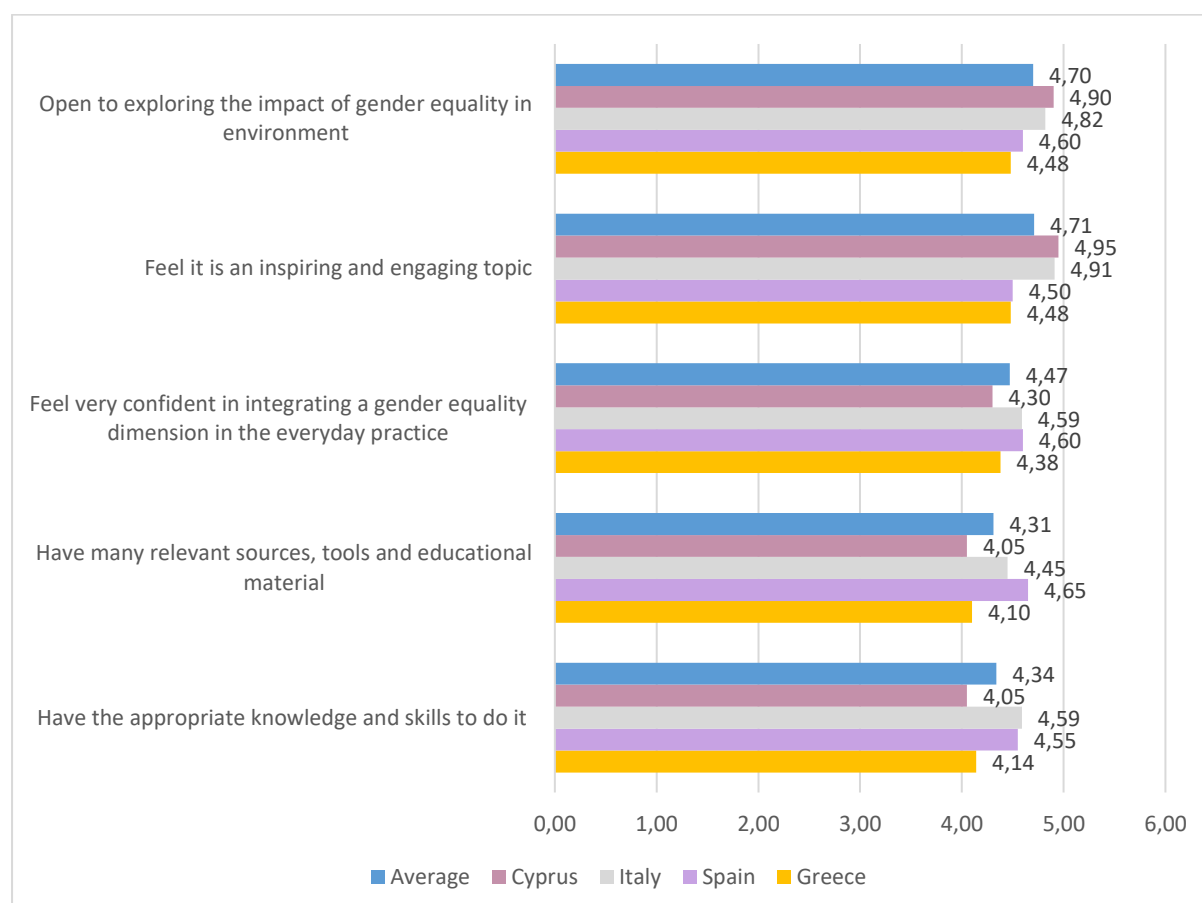


Figure 16. Feeling about including gender equality in (basketball) coaching programs.

The mean scores for each of the items were:

- being open to exploring the impact of gender equality 4.70,
- feeling that it is an inspiring and engaging topic 4.71,
- feeling confident about integrating gender equality into daily practice 4.47,
- having many relevant sources, educational instruments and materials 4.31,
- having the appropriate knowledge and skills to do so 4.34.

7. Data Insights from the eLearning Platform

7.1 Platform registrations during the pilot implementation period

During the pilot phase, a total of 125 people registered on the platform. Registrations by country were as follows: Greece - 51, Spain - 26, Cyprus - 23 and Italy - 21. A further 4 registrations came from individuals originally from these countries but residing elsewhere, as shown in the next figure.

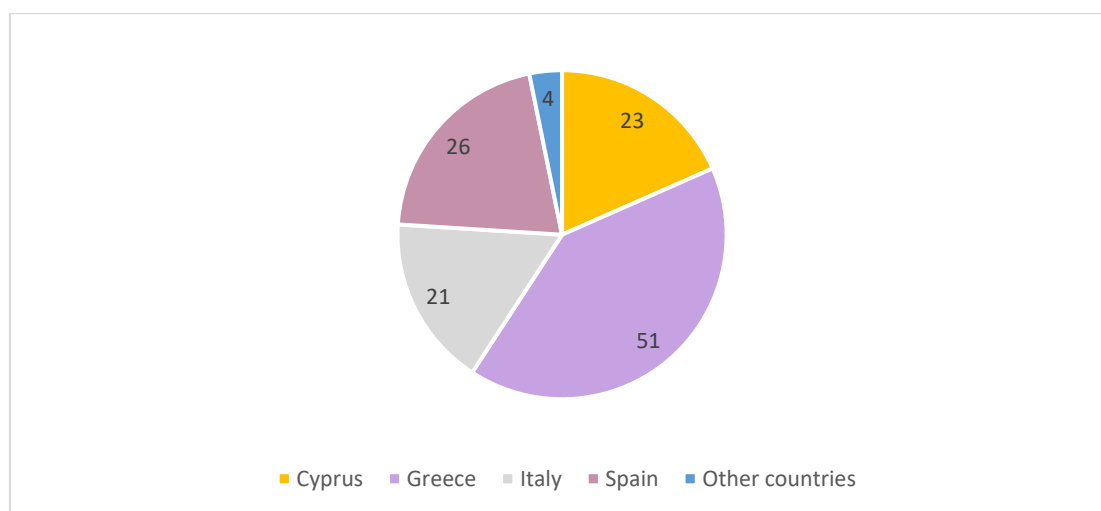


Figure 17. Platform registrations during the pilot implementation period

7.2 Enrolments to the courses during the pilot implementation period

The enrolment in the four courses of the SheCOACH Capacity Building Programme was high, during the pilot implementation period.

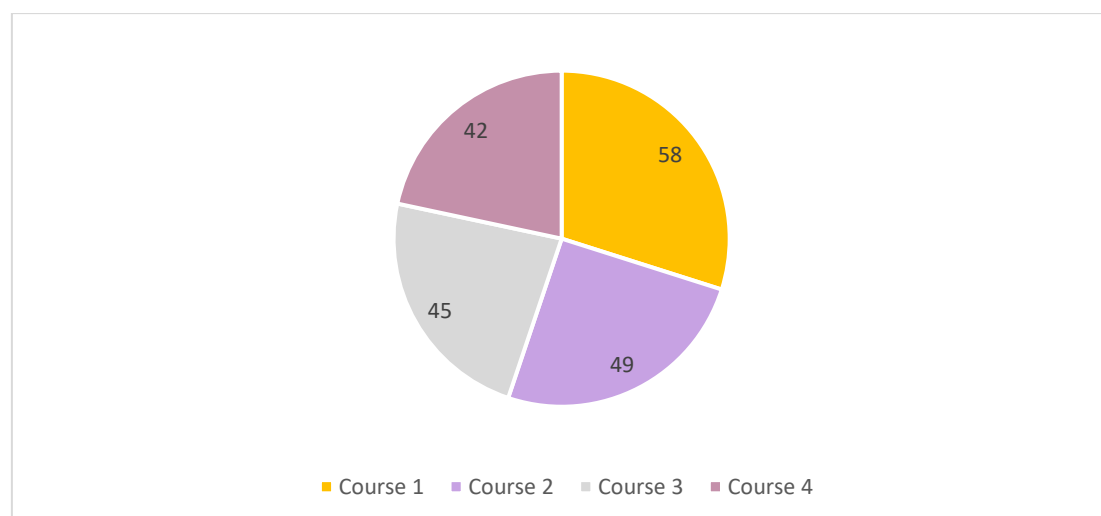


Figure 18. Enrolments to the courses during the pilot implementation period

As shown in figure 18, Course 1 had the highest participation with 58 enrolments, followed by Course 2 with 49, Course 3 with 45 and Course 4 with 42. These figures reflect a consistent level of engagement throughout the programme.

7.3 Issued certificates per course

The number of certificates issued, indicating successful completion of the course through the final quiz, varied between the four courses. Course 2 had the highest number of completions with 33 certificates issued, followed by Course 4 with 29, Course 3 with 28 and Course 1 with 26.

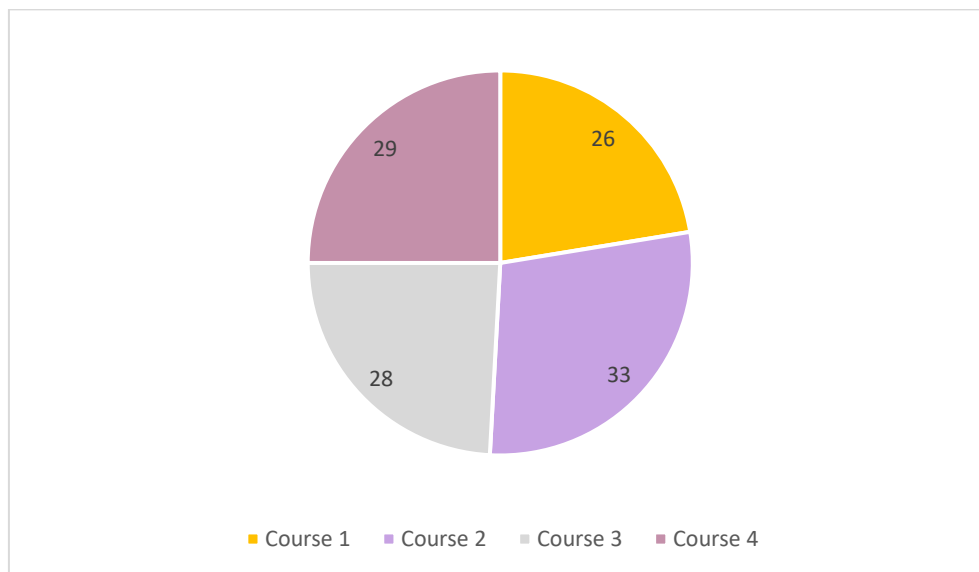


Figure 19. Issued certificates per course

These figures indicate solid engagement and learning outcomes for participants during the pilot phase.



SheCOACH Capacity Building Programme

CERTIFICATE OF COMPLETION

/// THIS IS TO CERTIFY THAT ///

Congratulations on completing
SheCOACH Capacity
Building Programme

[Name & Surname]

has successfully completed the SheCOACH Capacity Building Programme, an online training designed to enhance knowledge, skills, and competencies in promoting gender equality in sports education and coaching. SheCOACH: Gender Equality in Coaching is an Erasmus+ Sport project under agreement number 101133095 - SheCOACH - ERASMUS-SPORT-2023, implemented in Cyprus, Greece, Italy, and Spain. The project's capacity building programme has a total duration of approximately 20 hours of self-paced e-learning and includes the following courses:

- 1 – Legislation on Gender Equality in Sport
- 2 – Women in Leadership Positions in Sport
- 3 – The Power of Inclusive Language in Sports Environments
- 4 – Gender-Based Discrimination and Sexual Harassment in Sport

By completing all four courses and passing the final assessment, the participant has demonstrated proficiency in:

Understanding international, European,
and national gender equality
frameworks in sport.

Recognizing and addressing barriers to
women's participation in coaching and
leadership.

Applying inclusive language and
communication strategies to empower
female coaches and athletes.

Preventing and responding to gender-based
discrimination to ensure safe and inclusive
sports environments.

Implementing strategies for gender equality in sport education,
coaching, and leadership.

This certificate aligns with
the European Qualifications
Framework (EQF) Level 5 and
is issued by the SheCOACH
Consortium.

shecoach-platform.eu



/// CERTIFICATE ID ///

a42e628ac32eb5be

/// DATE OF COMPLETION ///

March 27, 2025



Co-funded by
the European Union

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project: 101133095 – SheCOACH – ERASMUS-SPORT-2023. Website: <https://shecoach.eu>

Image 4. Full certification of the SheCOACH Capacity Building Programme

7.4 Selected public reviews/comments

Course 1 - Legislation on gender equality in sports

- *The course content was comprehensive and covered important topics related to gender equality in coaching, with clarity and practical examples. The platform was user-friendly, and the structure of the lessons was very good. Certainly, after this experience, I feel more prepared to apply the knowledge I gained in my daily coaching practice. The technical support was prompt and helpful, and the interactions with the other participants were constructive. I recommend the platform to other coaches.*
- *I learned about the existence of many laws, rules, actions, programs, as well as how many countries, organizations and countries they come from and want to reduce and even eliminate gender inequality. And certainly, this unit also helped me understand how important and how great a weight equality and non-social bias have in the field of sports.*
- *This course was a great match for me because it provided clear and precise definitions of key concepts related to gender equality in sport. I found it very informative, especially the explanations of terms like 'gender equity' and 'women's empowerment.' Additionally, it included a lot of valuable information about ongoing projects and statistical data, many of which I was not fully aware of before. This made the learning experience even more insightful and useful.*

Course 2 - Women in leadership positions in sport

- *Well organised structure of information provided with numbers of statistics and clear examples, to help optimise the actual inequality of job offers.*
- *The course effectively addressed key issues such as barriers to women's representation in leadership roles, the importance of inclusive policies, and the need for targeted development programs.*
- *The course was very engaging, emphasizing the need for both individual and organisational changes to support more women in the coaching profession by assessing current practices and fostering positive improvements.*

Course 3 - The power of inclusive language in sports environments

- *It is very interesting to realize that small actions and phrases in a team's dialogue can motivate and stimulate the team to a greater extent.*
- *It was informative, well-structured, and provided practical insights into the importance of inclusive language in sports. The content was engaging, and the examples helped make complex concepts more relatable.*
- *It was a fantastic course. I have to review a lot of things. We need better communication and continuous training*
- *This course highlights the importance of inclusive language in fostering a supportive and welcoming sports environment. It effectively demonstrates how small changes in communication can create a more positive and respectful atmosphere for athletes of all backgrounds. The examples provided were insightful, and the strategies shared are*

practical and easy to implement. Highly recommended for coaches, athletes, and sports professionals looking to promote inclusivity in their teams and organizations.

Course 4 - Gender based discrimination and sexual harassment in sport

- *Many interesting details about the world of sports and how much suffering is created by bad behavior in the mind, the body and psychology of athletes.*
- *A good course should be interactive, and this one fulfills perfectly, with quizzes, or case studies. The inclusion of real-world examples and active participation keep learners engaged.*
- *The course on gender-based discrimination and sexual harassment in sport was extremely valuable and timely, as it clearly highlighted the challenges faced especially by women and vulnerable groups in the sports sector, while providing essential knowledge on how to recognize, prevent, and address such issues. At the same time, it raised awareness and emphasized the importance of fostering a fairer and safer sporting environment for everyone.*
- *It was an excellent course, very well presented, very explanatory and very helpful! Although some topics were already familiar, I've learned a lot.*

8. Conclusions

The SheCOACH online Capacity Building Programme was piloted in **Cyprus, Greece, Italy and Spain**, from **February to April 2025** by **CBF, GBCA & Symplexis, L'ORMA, UMU & FBCLM**, involving their staff/members and people from their networks. The project's pilot phase **successfully met its objective** by developing the gender mainstreaming skills of **83 coach education providers and sports professionals** from the partners' networks. The original goal was to engage a minimum of 20 participants per country, for a total of at least 80 individuals.

The relevant partners launched a call for participants, promoted directly to their own members/staff, and through their networks and other cooperating organizations, as well as their websites/social media, local media and the project media. The Programme, including 4 courses has been -and will continue to be open, with free registration- to all interested participants.

In order to assess the trained persons' level of new knowledge and skills, as well as the overall course experience and online platform, the trainees/testers were required to complete a pre and post -training questionnaire. Certification was provided to participants who completed at least one course by achieving a minimum of 70% correct answers on the final quiz. Each certificate included the participant's name, a brief description of the course and its learning outcomes in alignment with EQF Level 5 standards, the learning method, the duration of each course, as well as the date, the name of the course provider and a unique identification number.

The pilot ran for three months, but the platform will remain open and accessible to all interested parties until the end of the project -and for five years thereafter- to facilitate the ongoing development of skills among staff of (basketball) coach education and qualification providers, with support from the project partners.

A total of **198 people participated in the pre-registration**, of which 91 were men and 107 were women. Regarding the distribution by country, it is observed that there was a total of 25 people from Cyprus, 80 people from Greece, 27 from Italy and 66 from Spain. Regarding the distribution of pre-registration participants according to their role or profession, 48 people were doctoral students, 14 people were researchers or project managers, 7 people were professionals from associations, federations or sports clubs that are not of basketball, 30 people were professionals from educational institutions, 33 people were professionals from basketball clubs, 21 people were professionals from a coaches association and 16 people were professionals from a Basketball Federation, while 29 chose "other" (e.g. psychologists, IT professionals, EU project managers or people who combined more than one professions etc.).

During the pilot phase, a total of **125 people registered on the platform**. Registrations by country were as follows: Greece - 51, Spain - 26, Cyprus - 23 and Italy - 21. A further 4 registrations came from individuals originally from these countries but residing elsewhere. Course 1 had the highest participation with 58 enrolments, followed by Course 2 with 49, Course 3 with 45 and Course 4 with 42. These reflect a consistent level of engagement throughout the programme.

With regard to the **pre-assessment, it was carried out by 119 people**, of which 24 were from Cyprus, 45 were from Greece, 22 from Italy and 28 from Spain. When analysing this data by gender, it can be seen that the pre-assessment was carried out by 49 men and 70 women. Analysing the age of the participants, the majority age range was between 25 and 44 years old.

Regarding the role and position of the participants, the majority were professionals from basketball clubs with a total of 28.

A total of **83 people participated in the final evaluation**, of which 20 were from Cyprus, 21 from Greece, 22 from Italy and 20 from Spain. Based on gender, 35 were men and 48 women. In relation to the age of the participants who completed the final evaluation, the majority age group was from 25 to 44 years old. Insights revealed that 21 people were PE students or researchers in relevant fields, 15 people were professionals from federations, clubs or sports associations that were not of basketball. In addition, 14 people were professionals from educational centres, 17 were professionals from a basketball club, 5 people were professionals from a basketball association and 6 people were professionals from basketball federations. In addition, 5 people mentioned “other” professions.

Participants from all countries generally expressed **high satisfaction** with the training programme, praising its **design, structure, and content**. In more detail:

Regarding the results of user satisfaction with the training platform, the following average values are summarized for the following items (1= the lowest, 5=the highest): well-structured lay out & easy navigation 4.55, design of activities 4.51, length of educational material 4.51, quality of training material 4.59, structure of the platform 4.54, design of the platform 4.57, registration and login process 4.78. Regarding the quality of the educational content, the average evaluation scores provided by participants (on a scale from 1 = lowest to 5 = highest) were as follows: 4.59 for Course 1, 4.42 for Course 2, 4.52 for Course 3, and 4.43 for Course 4. The overall average rating across all courses and participants was 4.61.

With regard to user satisfaction concerning the effectiveness and impact of the educational platform, the average scores for each evaluation item were as follows (1= the lowest, 5=the highest): increased self-esteem and confidence – 4.66; satisfaction with the knowledge and skills obtained – 4.61; meeting course expectations – 4.61; teaching methodology – 4.49; course duration – 4.46; and time taken to complete the course – 4.47. Regarding the feelings about including gender equality in basketball coaching programmes (1=lowest, 5=highest), the mean scores for each of the items were: being open to exploring the impact of gender equality 4.70, finding it an inspiring and engaging topic 4.71, feeling confident about integrating gender equality into daily practice 4.47, having many relevant sources, educational tools and materials 4.31, having the appropriate knowledge and skills to do so 4.34.

The positive feedback confirms the value and relevance of all four courses in the SheCOACH Capacity Building Programme and highlights a growing awareness and commitment within the sports community and among coach education providers to promote inclusive coaching practices, in line with the objectives of the SheCOACH project. The high ratings for the platform’s design and usability, along with the quality and significant impact of the training material, demonstrate the programme’s effectiveness on a broader scale. In addition, the diversity of participants’ professional and cultural backgrounds indicates that the course content and learning methodology were flexible and suitable for individuals with varying levels of experience and expertise in coaching and physical education.