Gender Equality in Coaching

D3.1 Capacity Building Programme

Work Package 3

Task 3.1
Lead partner:
University of Murcia
in collaboration with
Symplexis

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Abstract	This report, in the form of an e-publication (D3.1), presents the SheCOACH Capacity Building Programme for providers of coach education and qualifications on mainstreaming gender in curricula and on developing gender equality modules and educational materials. The publication builds on the findings of the WP2 primary research in Cyprus, Greece, Italy and Spain (National Reports, D2.2) and the transnational analysis report (D2.3), which identified knowledge and skills gaps and led to recommendations for providers of coaching education and qualifications on how to integrate gender issues into coaching courses and curricula. The SheCOACH capacity building programme curriculum is a comprehensive document that reflects the content of the e-learning platform (D3.2), giving information about the four courses that will be developed, their units and the validation of skills. In addition, this document guides coaching education providers through their first steps towards gender mainstreaming in coaching education and aims to help them develop a broad understanding of gender mainstreaming, recognise how gender bias in curricula can perpetuate inequality and identify essential steps for conducting a gender audit of the curriculum and managing potential resistance. As a handbook, it should be used by coaching education providers alongside the SheCOACH online courses and digital training materials, but it can also be a useful complementary tool for trainers of trainers, coaches, physical education teachers, as well as students of relevant subjects who wish to participate in the programme and develop their knowledge, skills and confidence. However, as the SheCOACH programme will be open and free to all, this publication also serves as a comprehensive introduction to the content of the e-learning platform for anyone interested in participating in the training courses. It is underlined that this document is subject to updates and revisions to ensure accuracy and relevance after the completion of the SheCOACH e-learning platform (D3.2).

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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, a Coaches' Association, Civil Society Organizations (CSOs), a Higher Education Institution, and expert organizations in the fields of sports coaching, sports education and innovation. 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) HUB FOR INNOVATION POLICY S.R.L (HIP), 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
- 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

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 and regional basketball -and other sports- federations
- Associations and federations of coaches
- Other coach education providers (HEIs, VET, private 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, actors, education providers at EU/international level; researchers in relevant fields and the general public.

The main results expected from the implementation of the SheCOACH project are the following:

- About 80 - 100 staff of coach education providers with new skills on gender main-streaming;
- 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. Guidelines for using this publication

2.1 Outline of the SheCOACH Work Package 3

This publication has been developed as part of the SheCOACH Work Package 3: "Online capacity building programme for providers of coaching education and qualifications on developing gender equality modules and educational materials" which is addressed to coaching education providers and relevant professionals from the primary and secondary target groups of the project, already mentioned in the previous section.

More specifically, WP3 involves two main activities –the development of a capacity building programme (Task 3.1) and the piloting and evaluation of this programme (Task 3.2)– and three public deliverables:

- the SheCOACH capacity building programme (D3.1),
- the SheCOACH e-learning platform (D3.2) and
- the evaluation report of the capacity building programme piloting (D3.3).

The main objectives are: a) enhancing the mainstreaming of gender and the inclusion of gender issues in sport coaching curricula and related training; and b) developing the awareness and skills of providers of coaching education and qualifications to include gender-related elements in their curricula and systems.

2.2 The SheCOACH capacity building programme

The present e-publication (D3.1) builds on the results of WP2: "Recommendations for coach education and qualifications providers on mainstreaming gender issues in coaching courses and curricula"[1] and introduces the SheCOACH capacity building programme designed for providers of coaching education and qualifications, focusing on integrating gender issues into sport curricula and developing gender equality modules & related training materials.

The SheCOACH capacity building programme curriculum is a comprehensive document that reflects the content of the online e-learning platform (D3.2), giving information about the four courses that will be developed and included, their units and the validation of skills. In simple

[1] D2.3: "Recommendations report to address knowledge gaps in gender mainstreaming", available online in EN, EL, IT & ES at shecoach.eu a) summarises at a transnational level the main findings of the primary research conducted in Cyprus, Greece, Italy and Spain, as presented in four corresponding SheCOACH national reports (D2.2), and b) provides recommendations for actions and measures to be taken by (basketball) coaching education and qualification providers to address the gaps in awareness and knowledge for gender mainstreaming in coaching curricula and training programmes. For more insight into each country's findings, you can read the full national reports, which are also available online in EN and in each country's national language.

terms, the SheCOACH curriculum is a description of what, why, how and when participants should learn and how this will improve their knowledge, skills and competences.

2.2.1 Who should read this publication and how to use it

This publication is aimed primarily at providers of coaching education and qualifications, namely coaching professionals from:

- National, regional or even international basketball –and other sports– federations,
- Coaches' associations and federations,
- Other providers of sports education such as universities, vocational training, private schools, etc.
- Sport clubs, academies and schools
- Local, regional and national sport -and education- policy-makers.

As a handbook, it should be used by coaching education providers alongside the SheCOACH online courses and digital training materials, but it can also be a useful complementary tool for trainers of trainers, coaches, physical education teachers, as well as students in relevant fields who wish to participate in the programme and develop their knowledge, skills and confidence.

The final section aims to guide coaching education providers through their first steps towards gender mainstreaming in coaching education, helping them to develop a broad understanding of gender mainstreaming, recognise how gender bias in curricula can perpetuate inequality, and identify essential steps for conducting a gender audit of the curriculum and managing potential resistance.

However, as the SheCOACH capacity building programme will be open and free to all, this handbook also serves as a comprehensive introduction to the content of the e-learning platform for self-study for anyone interested in participating and learning more about topics related to gender equality, sport and coaching.

2.2.2 Needs analysis and methodological approaches

The SheCOACH capacity building programme is designed to enhance skills, knowledge, and abilities in the areas of gender equality in (basketball) coaching and gender mainstreaming in sport and coaching curricula.

The programme's development methodology is based on **constructive alignment** –focusing on what learners are expected to learn, rather than what the programme is designed to teach. This methodology includes the following elements and processes:

a) Defining the learning outcomes;
b) Choosing the learning and teaching methods that can lead to attainment of outcomes;
c) Assessing learning outcomes.

As mentioned above, the content of the SheCoach programme is based on the findings of WP2, which highlighted the need for coaching education providers and coaches to:

- fully understand key gender concepts and stereotypes of women in coaching
- be able to identify and overcome gender barriers and challenges in coaching education and the coaching profession
- become familiar with international and national policies that promote gender equality
- develop communication skills that foster respect and empowerment through inclusive, non-sexist language
- be better equipped to protect athletes and coaches from discrimination and abuse, promote their psychological well-being and ensure that sports environments are safe and inclusive for all
- become more familiar with targeted strategies, good practices and useful examples that actively increase women's participation in coaching.

To address these needs, the SheCOACH programme includes **four courses** that will cover the following areas, focusing on specific competencies necessary to build the overall capacity of participants.

- Legislation on gender equality in sport
- Women in leadership positions in sport (gender dynamics, obstacles & challenges)
- Inclusive language in sports environments
- Gender based discrimination and sexual harassment in sport.

a) Learning outcomes & the European Qualifications Framework (EQF)

The SheCOACH capacity building programme aims to achieve valuable and practical learning outcomes for all participants in an equitable and inclusive manner, enabling them to acquire and develop the knowledge, skills and values, and related competences, to lead not only successful educational and coaching careers, but also meaningful and productive lives (UNESCO, 2016).

The European Qualifications Framework (EQF) is a common European reference framework designed to make qualifications more readable and understandable across countries and systems. Countries develop national qualifications frameworks (NQFs) to implement the EQF.

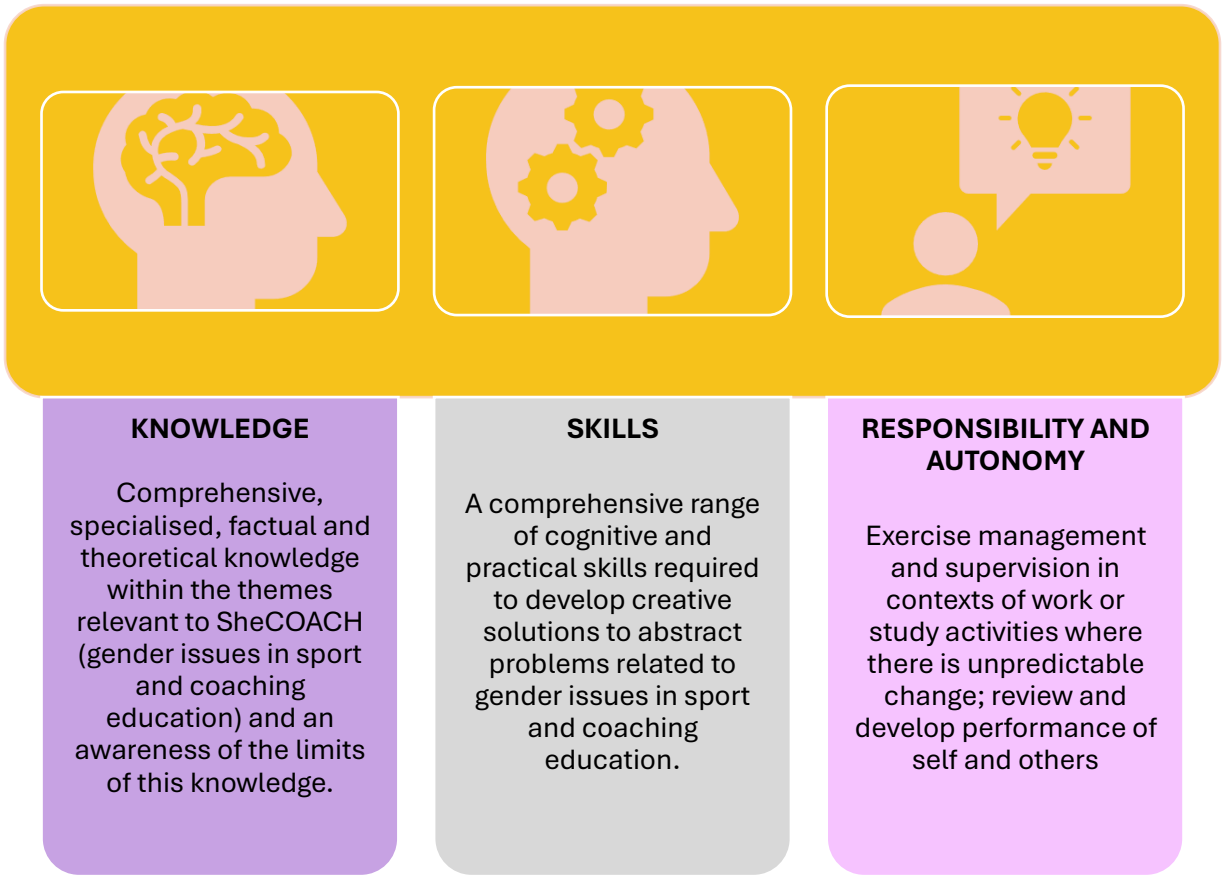
The core of the EQF is its eight (8) reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility (European Union – EUROPASS, n.d.). Learning outcomes express what individuals know, understand and are able to do at the end of a learning process.

The learning outcomes are defined in terms of:

- Knowledge: the outcome of the assimilation of information through learning. In the context of EQF, knowledge is described as theoretical and/or factual. In addition, it can be described as the body of facts, principles, theories and practices that is related to a field of work or study (EURspace, 2015-2018).
- Skills: the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

- Responsibility and autonomy: In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

The SheCOACH Training Curriculum is designed for **EQF level 5**.



In terms of **learning outcomes**, more specifically, after completing the SheCOACH programme, participants (coaching education providers) will be able to:

- Identify gender equality frameworks at international, European and national levels that promote gender equality in sport and guide the integration of these frameworks into coaching and organisational practice.
- Recognise and address challenges and barriers to women's participation in coaching roles, promoting diverse leadership that enhances team performance.
- Use inclusive language and effective communication strategies that empower female coaches and athletes, thereby contributing to personal growth and healthier team dynamics.
- Identify, prevent and address gender-based discrimination and harassment in sport, ensuring a safe, equitable and supportive environment for all, with a focus on the protection of minors and women.

- Support and guide the development of practical strategies and the implementation of initiatives, activities, etc. to improve gender equality in coaching, sports education, leadership and the overall sports environment.

b) Learning and teaching methods

The SheCOACH capacity building programme will be **online** and **self-directed**, facilitating and empowering adult learners to lead their own learning journey. Participants can choose their own depth of learning by attending all four courses, or by completing two, three or even just one course in any order. However, it is strongly recommended that participants complete all four modules in the order in which they have been designed and complete the final assessment to receive certification.

The advantages of **self-paced learning** can be summarised as follows (Germeroth, 2024):

- It offers flexibility and convenience as it can be done at a time and place that best suits the learner.
- It increases motivation to learn by giving learners more control.
- It helps learners identify their personal learning style and use the methods that suit them best, whether that's reading text, watching videos or engaging with interactive content.
- It improves critical thinking skills as learners usually have to work a little harder to read additional resources and process information.
- It promotes lifelong learning, turning participants into lifelong learners as they acquire skills they can apply to any learning situation - and beyond: research, decision-making, problem-solving, organisation, self-motivation, resilience, time management and commitment.

The **teaching methods** to be used will be flexible, engaging and appropriate to a wide range of individual learning styles: visual, auditory, read/write, and kinaesthetic (Concordia University Wisconsin, n.d.). Here are the main methods that will be in use:

- Interactive courses with multimedia content
- Web text presentations
- Extra multimedia resources (e.g. videos, podcasts)
- Case studies and real-world examples
- Discussion forum and peer interaction
- Scenario-based problem solving, role-play scenarios (for trainers to use with their trainees)
- Downloadable resources (external links)
- Reflection exercises
- Gamification elements (e.g. progress tracking, completion certificates, rewarding messages etc. for completing certain milestones)
- Extra reading material.

c) Assessment of learning outcomes

The following methods and tools have been selected as the most appropriate for assessing the learning outcomes of the SheCOACH online self-paced capacity building programme:

- Formative assessments to evaluate how well learners are doing as they progress through a course. They will be flexible, playful and relatively informal to act as a motivator and checkpoint for learners. The feedback will be immediate to helps learners self-assess their progress.
  - Multiple-choice short quizzes
  - True or false questions
  - Matching questions
  - Fill-in-the-blank
  - Scenario-based exercises (e.g. answering questions related to a short story)
  - Reflection exercises.

- Summative assessment at the end of the capacity building programme (all four courses) to check the learners' understanding of the whole SheCOACH programme. This final assessment will be quantitative, structured and easy to evaluate in order to measure whether the learners have acquired the knowledge and skills, as well as how effective the programme design has been.
  - Final multiple-choice quiz.

All eLearning assessments will be scored as most learners are interested in knowing how well they have done in an assessment and this score can be a motivator to learn and master the content. Scores in formative assessments will provide information about learner progress and will be a sign of whether a learner is ready to move on to further levels of learning. The final mark in the summative assessment will determine whether the learner will also receive a "Certificate of Completion", if they achieve a pass mark of 75%.

3. The SheCOACH curriculum

3.1 Capacity building programme overview

Table 1: SheCOACH Capacity Building Programme at a glance

Location	https://shecoach-platform.eu (SheCOACH e-learning platform) Also accessible via https://shecoach.eu (SheCOACH website)
Language	English, Greek, Italian, Spanish
Tuition fee	Free (with free registration on the e-learning platform)
Target audience	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. ***Note:*** *The course is open to all and designed for anyone passionate about coaching, sports leadership and gender equality, regardless of background or experience.*
Learning method	Online study | Self-paced learning
Content	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
Learning objective & outcomes	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.

	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 Availability	Expected release date Dec 2024. Available online all year round. The training programme will remain available online 5 years after the project's end.
Duration	Approximately 2 - 2.5 hours per course. Total duration of approximately 10 hours.
Certificate	Participants may take one to all four courses in any order, but to receive certification they must complete all four courses and pass the final assessment with a mark of 75% or above. The SheCOACH certificate will state that the learning outcomes align with the European Qualifications Framework (EQF) Level 5.
Copyright	All SheCOACH public results are licensed under Creative Commons Attribution – NonCommercial - ShareAlike 4.0 International public license, allowing to remix, tweak, and build upon the work non-commercially, and to distribute derivative works only under the same license as long as they credit SheCOACH for the original creation.

3.2 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.

Learning outcomes:

By the end of this course, participants will be able to:

1. Explain and correctly apply key concepts and terms related to gender equality in sport.
2. Identify and analyse major international declarations and conventions that promote gender equality in sport.
3. Discuss IOC policies and regulations aimed at ensuring gender equality in the Olympic Games and other sporting events.
4. Critically assess European and national legislation that addresses gender discrimination and promotes equal participation in sports.
5. Evaluate the effectiveness of gender equality initiatives in basketball at both grassroots and professional levels, and adapt or propose similar initiatives to further promote gender equality in sports.

Contents

1.1. Glossary of key terms and concepts

Overview:

This section will provide clear and precise definitions of the most relevant terms and concepts related to gender equality in sport. Some key terms will include for example “sex”, “gender”, “gender equality”, “gender equity”, “gender discrimination”, “women's empowerment”, among others.

Specific learning objective:

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

Overview:

This section will explore the main international declarations and conventions that address gender equality in sport, such as the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979), the UNESCO International Charter of Physical Education, Physical Activity and Sport (1978, revised 2015), the European Sports Charter (Council of Europe, 1992, revised 2001), the Brighton Declaration on Women and Sport (1994), Beijing Declaration and Platform for Action (1995), the Windhoek Call for Action (1998), the Declaration of Punta del Este (2006), the Sydney Scoreboard (2010), the Sustainable Development Goals (SDGs) (2015), the Kazan Action Plan (UNESCO, 2017), the UN General Assembly Resolution on Sport as a means to promote education, health, development and peace (2018). It will also discuss their origin, objectives and the impact they have had on the promotion of gender equality in sport.

Specific learning objective:

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

Overview:

This section will review IOC policies and regulations designed to promote gender equality, including quotas for women's participation in the Olympic Games and guidelines on equal opportunities for female coaches and officials.

Specific learning objective:

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

Overview:

This section will present the laws and policies implemented by the European Union and/or national legislation - in particular in Spain, Italy, Greece and Cyprus - that aim to promote gender equality in sport. This analysis will include a review of legislative documents, funding programmes and implementation strategies.

Specific learning objective:

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

Overview:

The last section will present and evaluate specific initiatives aimed at promoting gender equality in basketball, both at grassroots and professional level. Some examples will be analysed from successful programmes, awareness-raising campaigns and equality policies implemented by basketball federations and clubs.

Specific learning objective:

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.

Learning outcomes:

By the end of this course, participants will be able to:

1. Explain and apply gender theories to analyze gender dynamics in sport.
2. Identify and address biases, stereotypes and patriarchal structures that prevent the advancement of women in coaching and leadership positions.
3. Defend the benefits of diverse leadership in sport and its impact on both innovation and performance.
4. Address challenges related to motherhood, work-life balance, and co-responsibility, and understand policies that support women's participation in sport.
5. Develop and implement practical strategies and tools to increase women's representation and promotion in coaching and sport leadership roles.

Contents

2.1 Gender theories and dynamics in sport

Overview:

This section will explore different gender theories and their relevance to sport studies. The section will also explore concepts such as the social construction of gender, intersectionality and how these influence the perception and participation of women in sport.

Specific learning objective:

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

Overview:

This section will identify and analyse the main barriers women face in advancing in the field of sports coaching. It will also include a discussion of the implicit biases, gender stereotypes and patriarchal structures that limit women's opportunities as coaches.

Specific learning objective:

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

Overview:

This section explores the benefits of diversity in sport leadership. Understanding the inclusion of women and underrepresented groups in leadership roles can improve decision-making, team cohesion and overall performance.

Specific learning objective:

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

Overview:

This section will examine the main specific challenges faced by women in the sport sector in managing work-life balance and, in particular, motherhood. It will also present policies and practices that support shared responsibility and how these can facilitate women's increased participation in sport, particularly in coaching positions.

Specific learning objective:

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

Overview:

This section will present practical strategies and tools to improve the representation of women in coaching and sport leadership roles. This will include mentoring programmes, leadership training, inclusive recruitment policies and techniques to create a more equitable working environment.

Specific learning objective:

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.

Learning outcomes:

After completing this course, participants will be able to:

1. Develop and apply soft skills to create inclusive and respectful environments in sports.
2. Appreciate and use inclusive and non-sexist language, identifying and avoiding discriminatory communication.
3. Recognise how inclusive language builds and strengthens athletes' self-esteem, self-efficacy and leadership skills.
4. Implement strategies and tools to promote inclusive language in sports communication and media.
5. Apply best practice through role play and exercises to improve inclusive communication skills for coaches, educators, officials and managers.

Contents

3.1 Soft skills for trainers and coaches to promote inclusivity

Overview:

This section will address the importance of soft skills, such as empathy, effective communication and leadership, in creating inclusive sport environments. It will also explore specific techniques for developing these skills and their practical application in the day-to-day lives of coaches.

Specific learning objective:

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

Overview:

This section will define “inclusive language” and “non-sexist language” and provide practical examples and real-life, everyday scenarios in sport where these concepts apply. It will also explore methods for recognising and eliminating discriminatory language to promote a more equitable and respectful sporting environment, particularly for female basketball coaches and athletes.

Specific Learning Objective:

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

Overview:

This section will explore how inclusive language impacts on the psychological wellbeing of coaches and athletes, particularly their self-esteem, self-efficacy and leadership development. Through the use of case studies and real-life stories, it will highlight how positive and inclusive language practices contribute to women's empowerment and personal growth in sport.

Specific learning objective:

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

Overview:

This section will provide practical guidance on how to use inclusive language in different forms of sport communication, including interviews, reporting and social media. It will introduce tools and techniques to ensure respectful, inclusive language practices in both formal and informal communication, helping to build more balanced and fair narratives for women in sport.

Specific learning objective:

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

Overview:

This section presents interactive and practical activities, including role-playing scenarios, designed to encourage self-reflection and improve participants' inclusive communication skills. By engaging in these exercises, coaching education providers, coaches, officials and administrators will develop the ability to effectively implement inclusive language in their professional roles, thereby fostering a more respectful and equitable athletic environment.

Specific learning objective:

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.

Learning outcomes:

On completion of this course, participants will be able to:

1. Recognise different forms of gender-based discrimination using examples from the world of sport.
2. Identify gender-based violence in sport and describe its different manifestations.
3. Assess the physical, psychological, and social impact of gender-based discrimination, violence and harassment on individuals and team dynamics.
4. Develop strategies and skills for recognising, preventing, and addressing gender-based violence and discrimination in sport environments.
5. Self-reflect and understand the responsibilities of education providers/trainers, coaches, administrators, and sport organisations in protecting minors and women, and apply effective prevention and support strategies.

Contents

4.1 Understanding inequalities and gender-based discrimination in sport

Overview:

This section explores the various forms of gender-based discrimination in sports, including differences in opportunities, pay, access to resources, media coverage and representation in leadership roles. It uses real-life examples and statistical analysis to show how these inequalities negatively affect coaches, athletes, teams and the wider sporting community.

Specific learning objective:

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

Overview:

This section explains what is meant by gender-based violence in sport, including physical as well as psychological and emotional violence. Some concrete examples will be given to illustrate how this violence manifests itself in different sporting contexts.

Specific objective:

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

Overview:

This section will examine the harmful effects of gender-based violence on the mental and physical health of female coaches and athletes, as well as its impact on team cohesion and overall performance. It will include an analysis of research and personal testimonies to provide a comprehensive understanding of how such violence negatively affects individual wellbeing and team dynamics.

Specific learning objective:

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

Overview:

This section will identify methods and tools to detect cases of discrimination and gender-based violence in sport, as well as strategies to intervene and prevent these phenomena. It will also include protocols for action and resources available to survivors - people who have experienced such incidents and those who support them.

Specific objective:

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

Overview:

This section will identify the importance of protecting children and women in sport and outline the legal and ethical responsibilities of adults in a supervisory role. It will also address child protection policies and practices, as well as strategies for creating safe sporting environments for all.

Specific objective:

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.

4. First steps towards gender mainstreaming in coaching education

This section aims to enable coaching education providers to:

- gain an initial, broad understanding of gender mainstreaming
- acknwoledge how gender inequality can be perpetuated through a gender-biased curriculum
- recognise the key steps in conducting a curriculum gender audit
- identify and effectively manage resistance to gender equality initiatives.

With the knowledge and skills gained from this publication and after completing the SheCOACH capacity building course, coaching education providers will be able to develop/revise curricula and teaching/learning materials to make them gender-responsive (e.g. develop specific modules on gender concepts and gender-sensitive coaching, such as considerations for inclusive coaching practice, use of more female role models in existing curricula, etc.).

4.1 What is gender mainstreaming and why does it matter in sport education?

The Council of Europe (n.d.,a) recognises gender mainstreaming as an approach to policy-making which takes into account the interests and concerns of both women and men and in 1998 defined it as:

> *"the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making"*[2].

As a tool for achieving gender equality at all levels, *"gender mainstreaming means integrating a gender equality perspective at all stages and levels of policies, programmes and projects"* and aims to address –obvious and sometimes hidden- gender inequalities (Council of Europe, n.d.,a).

According to UNESCO (2013), gender mainstreaming in education involves *"systematically integrating a gender equality perspective in the design, implementation, monitoring and evaluation of interventions in order to ensure that both girls and women, boys and men equally benefit from these interventions and that gender equality is being promoted"*.

[2] The concept of gender mainstreaming was first introduced at the 1985 Nairobi World Conference on Women. It was established as a strategy in international gender equality policy through the Beijing Platform for Action, adopted at the 1995 Fourth United Nations World Conference on Women in Beijing, and subsequently adopted as a tool to promote gender equality at all levels.

As the Council of Europe notes (n.d.,b), despite the progress made and the existing standards at national, regional and international level, which set out the principle of equality between women and men and the right of everyone to participate in sporting activities, there is still a gap between standards and reality, while discrimination against women and girls, especially those from disadvantaged groups, is still evident.

> *"Today, inequalities still persist in sport, encompassing a variety of areas like: access to sport, education and physical activities; participation at the governing and decision-making bodies; access to resources, to remuneration, to financial incentives and sports facilities; media representation of female athletes and women's sport; gender-based violence, including harassment and abuse".*

Gender mainstreaming matters in sport education because it ensures that gender perspectives are integrated into all levels of sports policy, training, and participation. This approach aims to promote equality by addressing the systemic barriers and biases that perpetuate gender inequality in sports, including unequal access to resources, opportunities, and leadership roles. Gender mainstreaming in sport education contributes to the creation of more equitable and diverse sport cultures that benefit individuals, teams and organisations with wider positive impacts.

In the context of the SheCOACH project, gender mainstreaming refers to the process of incorporating gender or gender issues into the core elements of sport coaching curricula with the aim of achieving gender equality.

Gender equality in coaching is recognised as the fair and equal treatment of individuals, regardless of gender, within the coaching profession. The SheCOACH project focuses on gender equality for women –female coaches– and includes aspects related to equal opportunities, support and inclusion, equal pay and resources, equal representation and media coverage, and the elimination of bias, stereotypes, discrimination or even harassment.

SheCOACH 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 and wants to ensure that gender perspectives, concerns and issues are consistently addressed and integrated throughout the curriculum or related training programs.

4.2 What is a gender-biased sports curriculum and how does it reinforce inequality?

According to UNESCO (2013), gender inequalities are manifested in all aspects of the (general) education process (e.g. access, retention, completion, treatment, learning outcomes, and educational and career choices) and disproportionately affect girls and women.

A gender-biased curriculum refers to educational content, programme structure, training materials and/or teaching practices that privilege one gender over another, reinforce gender stereotypes or fail to provide equal representation and opportunities for all genders.

In sport and coaching education, a gender-biased curriculum can be reflected in the way sport is taught, organised and promoted, through materials and techniques that emphasise male-dominated sports and male leadership roles, while marginalising women's participation and involvement. Gender-biased curricula perpetuate and reinforce existing societal gender norms and inequalities by normalising unequal access to resources, representation and opportunities for participation, especially in high-level positions, in so-called "masculine sports".

Gender-biased curricula can have a negative impact on learners, in our case adult learners - athletes and coaches, by shaping their perceptions of gender roles and limiting their aspirations. For example, when training materials, textbooks, images and lesson plans feature mainly male athletes or male coaches and promote gendered activities (e.g. men coaching boys' teams and women coaching girls' teams, or men playing football and women doing gymnastics), the idea that certain sports or roles are more appropriate for one gender is reinforced.

Addressing this bias requires revising curricula to promote inclusivity and equality, using inclusive language, providing diverse role models and encouraging all learners to explore a variety of sports and leadership roles, regardless of gender.

4.3 Key steps in conducting a curriculum gender audit

Conducting a gender curriculum audit, an in-depth process of documenting the current status of a curriculum, can be the first step for coaching education providers in driving curriculum changes that will lead to a more inclusive and equitable sport and coaching education programme (UNESCO, 2015; EIGE, 2022; Hanawald, 2023).

A thorough and accurate audit enables academic leaders in coaching education institutions and organisations to assess the programme's compliance with external legislative standards, policy frameworks and the institution's published mission and strategic objectives.

1. **Build your team**: The first and very important step is to build your team - academics/trainers, managers, gender experts, researchers or even trainees (coaches), admins etc. - who understand that a gender audit of the curriculum is a strategic way to ensure that your organisation's coaching programme promotes gender equality and does not perpetuate bias.

2. **Set a baseline for auditing gender representation - Decide what you are and what you are not auditing**: This is also a very critical step, as identified by Hanawald (2023) who explains the following: *"Make sure the questions driving the audit are clearly articulated and understood by everyone involved. As you go through the process, ensure you are explicit about what you ARE and ARE NOT auditing. One popular formula for audits is to look at 'the written, the taught, the assessed,' which is usually part curriculum, part pedagogy. However you decide to organize your audit, everyone needs to know what you're looking for and what you're looking at"*.

3. **Evaluate content and learning materials**: A gender curriculum audit could start by reviewing the content of the curriculum to see how gender is currently represented. This could include analysing the textbooks, materials, language, images, role-models and examples used to see if they use gendered language and/or reinforce stereotypes or provide balanced representations of both genders. It is important to check whether women and men are portrayed in different or stereotypical roles. It is also crucial to examine the inclusion - or absence - of issues related to gender equality, discrimination and gender-based violence, etc.

4. **Collect data about and from staff and trainees**: It is very important to develop and maintain a database to track gender statistics for both learners and teaching staff, and monitor these figures diachronically to observe trends and changes in gender representation over time. You can also conduct surveys or interviews to gather their perspectives on gender equality in the current curriculum.

5. **Observe gender dynamics in classrooms and teaching methods**: Observation in the field can provide useful information about whether gender bias affects participation. For example, this might include looking at whether trainers treat male and female trainees differently, or whether one gender dominates discussions, etc. It is also important to consider whether teaching methods are inclusive, whether they cater for different learning styles, and whether they respond to the unique experiences and needs of both male and female learners.

6. **Develop actionable recommendations**: Based on the findings, make specific recommendations on how to remove gender bias from the curriculum and how to revise it to make it more inclusive. This could include revising teaching materials, providing professional development for staff on gender-sensitive teaching practices, or integrating gender issues into the curriculum.

7. **Monitor and review**: Once changes have been implemented, which may be gradual, it is important to continue to monitor the curriculum to assess the impact of the audit. For example, you can collect feedback from students and staff to ensure that improvements are effective. It is also important to review the curriculum regularly to keep it in line with evolving gender equality standards and practices.

4.4 Managing resistance to gender equality initiatives

There are a number of steps that can be taken to help coaching education providers to deal effectively with resistance to gender equality initiatives:

- **Recognize the sources of resistance**: It is important to identify the root causes of resistance, which may include prejudice, misinformation or fear of change. Use surveys,

focus groups and open dialogue to understand who is resisting and why, and to explore their concerns and objections.

- **Communicate clearly and transparently**: Discuss and explain the goals and benefits of gender equality initiatives with a positive attitude and data-based evidence. Provide information on how these initiatives align with the organisation's values and how they contribute to a more inclusive and equitable environment.

- **Build a coalition of supporters and engage stakeholders**: Involve key stakeholders early in the process, especially people who are in position to support your cause and counter resistance. In all cases, as already mentioned, it is important to gather input from those who may be resistant and to address their concerns directly.

- **Provide training and education**: Provide training to increase awareness and understanding of gender issues.The SheCOACH Capacity Building Programme aims to do just that by breaking down stereotypes in basketball coaching, empowering coaching education providers and female coaches, reducing prejudice and making it easier for individuals to embrace change and promote gender equality in coaching.

- **Implement gradual changes, monitor and evauate**: Introducing changes gradually can help reduce resistance and give people time to adapt, making the transition smoother. In any case, it is important to continue to monitor the progress of equality initiatives and evaluate their impact, using feedback to make adjustments and address any resistance that emerges.

- **Recognize, celebrate and reward support**: Training providers who recognise and celebrate individuals and teams who actively support gender equality initiatives contribute to a more friendly atmosphere and, through positive reinforcement, can encourage others to follow.

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